

**VARIANCES TO STANDARDS:  
CREATING A CHARTER SCHOOL APPLICATION  
Initial Application (two years)**

Purpose: ARM 10.55.604(11). A school district may apply to the Board of Public Education through the Superintendent of Public Instruction to create a charter school. (a) A charter school must provide an education that meets or exceeds the requirements of the Montana Constitution, state law, and school accreditation standards. (b) The Board of Public Education may only grant charters to publicly funded schools or programs under the supervision and control of a locally elected board of trustees in an existing school district.

ARM 10.55.604(11)(c) The procedure by which a school district may apply to create a charter school and by which the BPE may approve, deny, evaluate, and renew a charter school shall be identical to that outlined in ARM 10.55.604(1) through (10).

**DUE DATES:** First Monday in March

**COUNTY:** Gallatin County

**DISTRICT:** Bozeman School District #7 - Elementary District

**SCHOOL(S):** Bozeman Online Charter School (BOCS)

**1. A school district proposing a charter school shall, at a minimum, provide evidence that the district will guarantee the following:**

(i) School district governance and control of the charter school;

- A. ARM 10.55.604 (11)(d)(i): school district governance and control; As evident in the agenda and minutes of the public meetings of the Board of Trustees (See *Attachment F and G*) this charter application has been approved by our Board with the expectation that the BOCS will be under the governance and control of the Bozeman School District and the locally elected Trustees. The operations of the BOCS will be subject to School District Policy as adopted by the Board of Trustees.

(ii) Unrestricted, open student access;

- A. ARM 10.55.604 (11)(d)(ii): unrestricted, open student access;
- All elementary age students who reside in the Bozeman School District will have access to the program as per district enrollment policy. (See *Attachment D: BSD7 Policy 3114 & 3115 Enrollment Policy*)
  - All enrollment is dependent on space available in the classes at each grade level (see *Supplement A: Variances Requested*) and staffing timelines. Goals for staff to student ratios is to keep the ratios close to current ARM 10.55.711 requirements; however, with the nature of a competency-based instructional model, students may need to move between classes based on their instructional needs (ie. a student may need to accelerate in math, but need more entry level learning in an English Language Arts class). Utilizing the proposed capacity (see *Supplement A: Variances Requested*), we can ensure equitable access as enrollment is determined. Enrollment is determined by families in the Bozeman School District

choosing to enroll their student(s) in the BOCS for the 2021-22 school year. This initial enrollment will be conducted between March 22, 2021 through April 2, 2021. Enrollment after this deadline will be contingent upon the availability of space in regards to class size and grade level in the same manner as the district manages elementary and middle school enrollment. Staffing levels are based on student enrollment requests. Final staffing allocation is determined in July for the subsequent school year. There will be enrollment caps and deadlines based on staffing allocation.

(iii) Compliance with all health and safety laws;

- A. ARM 10.55.604 (11)(d)(iii): compliance with all health and safety laws; *i. Facilities*: For the immediate future, the BOCS will be colocated at the Central Administration Building for small group, in-person meetings. As such it will be compliant with all state and federal health and safety laws, including Gallatin County health and safety standards and applicable district policies, as they relate to school facilities. *ii. Services to students*: Any required health or safety needs for students will be provided by the Bozeman School District.

(iv) Teacher licensure and endorsement to the same extent as required or provided by state law or accreditation standards;

- A. ARM 10.55.604 (11)(d)(iv): teacher licensure and endorsement to the same extent as required or provided by state law or accreditation standards; (v) employee collective bargaining to the same extent as required or provided by state law;
- a. All teachers and support staff will be employed by the Bozeman School District. As such they will meet appropriate District standards and possess appropriate licensure as required under Montana Accreditation Standards.
- b. As employees of the Bozeman School District, all teachers and support staff will be covered by local collective bargaining agreements and all will have the opportunity to participate in the development and ratification of these agreements.

(v) Employee collective bargaining to the same extent as required or provided by state law; and

- A. ARM 10.55.604 (11)(d)(v): employee collective bargaining to the same extent as required or provided by state law;
- a. As employees of the Bozeman School District, all teachers and support staff will be covered by local collective bargaining agreements and all will have the opportunity to participate in the development and ratification of these agreements.

(vi) A plan for consideration of input by community members and staff as to formation and implementation issues. Consideration of input may be identified by formation of advisory committees involving staff and/or community members, conduct of a properly noticed public meeting for purposes of comment on the formation or operation of the charter school, or any other reasonable means that result in an opportunity for input by staff and community members prior to a decision of significant interest to the public regarding the formation or operation of the charter school.

- A. ARM 10.55.604 (11)(d)(vi): a plan for consideration of input by community members and staff as to formation and implementation issues.

- a. *Planning Meetings*: In preparation of the charter application, several stakeholder meetings have occurred. (In parentheses below is the approximate number of individuals present at each meeting.)
- b. *Other Feedback*: In addition to the stakeholder meetings outlined above, representatives from several state educational organizations were contacted directly for feedback and advice regarding the charter application process: MT Office of Public Instruction, Montana School Boards Association, and School Administrators of Montana.
  - i. January 29, 2021: Initial planning meeting with district and school leadership. (4)
  - ii. February 1, 2021: Planning meeting with district and school leadership and Bozeman Education Association Rep. (5)
  - iii. February 4, 2021: Full leadership team meeting with K-8 teachers. (13) Meeting Notes See *Attachment E*.
  - iv. February 8, 2021: Informational presentation and discussion with the Board of Trustees at their regularly scheduled monthly meeting. The public had the opportunity to comment in accordance with Montana law and District policy. (20) Board Minutes See *Attachment F*.
  - v. February 17, 2021: Charter application approved by the Board of Trustees. The public had the opportunity to comment in accordance with Montana law and District policy. (20) Board Minutes See *Attachment G*.
- c. *Other Feedback*: In addition to the stakeholder meetings outlined above, representatives from several state educational organizations were contacted directly for feedback and advice regarding the charter application process: MT Office of Public Instruction, Montana School Boards Association, and School Administrators of Montana.
- d. *Anecdotal Support*: In surveying parents from the Bozeman Online School (K-8), supportive comments have been gathered from parents. (See *Attachment H: Anecdotal Support*)

**2. Attach evidence through official minutes of the board of trustees that local school community stakeholders were involved in the consideration and development of the proposed charter school. Stakeholder groups include trustees, administrators, teachers, classified school staff, parents, community members, and students as applicable.**

See Attachment F

**3. Attach board of trustees' meeting minutes that show the trustees adopted the application for the proposed charter school at an official, properly noticed meeting.**

See Attachment G

**4. Describe the purpose of the proposed charter school.**

- A. Executive Summary: Bozeman Public Schools together with their Board of Trustees are requesting approval of the charter application. If approved, the "BOCS" will serve grades K-8 beginning August 2021. BOCS will offer students the opportunity to learn and grow under a competency-based instructional model. In this model, students will progress through coursework

based on demonstration of proficiency towards specific curriculum standards, rather than a traditional model based on seat time.

B. Vision and Beliefs:

- a. *BSD7 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.
- b. *Envisioned Future:* As an extension of the BSD7 Core Purpose, the purpose of the BOCS is to create a student centered learning approach, providing the right experience for the right student at the right time.
- c. *Core Beliefs of the BOCS:*
  - i. That all students can learn and succeed;
  - ii. That proficiency in rigorous standards is necessary for great success;
  - iii. That learning is an active collaboration between learners, teachers, families, and community;
  - iv. Learning, and demonstrations of learning, can take place at any time, anywhere, and in a variety of ways;
  - v. That learning is a lifelong process with intrinsic value and relevant to all life experiences;
  - vi. That we have a responsibility to our community to be the best we can be;
  - vii. That students learn best in a respectful, stable, inclusive, and flexible environment;
  - viii. That any student who is in trouble or in crisis needs our help and support in continuing to work toward success; and
  - ix. That the individual and group are responsible to provide community service for the betterment of all.

C. Instruction, Assessment and Culture:

- a. *Competency-Based Education:* The BOCS will implement a competency-based pathway through the K-8 curriculum. A generally accepted definition of a competency-based system is one that “creates flexibility by allowing students to progress as they demonstrate proficiency with academic content and skills, regardless of time, place, or pace of learning. Competency based strategies provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities” (U.S. Department of Education, 2016). Specifically, the BOCS will include:
  - i. Standards-based learning scores that communicate progress towards mastery as defined by rigorous competencies, aligned with local, state, and national standards;
  - ii. Advancement upon mastery of rigorous competencies;
  - iii. Personalized learning plans focused on individual learner growth;
  - iv. Learning opportunities outside the traditional classroom and school model; (ie. live remote classes, asynchronous learning activities, small group in-person meetings for support, intervention, community building, and opportunities for experiential education)
  - v. Flexible scheduling that supports the various needs, challenges, and opportunities of our students and their families.
- b. *Assessment & Accountability:* In order to ensure learners progress in a way to ensure they are College and Career ready, the BOCS will implement a system of assessment in order to monitor individual learner growth and achievement, evaluate the quality and efficacy of the program, and provide transparency to all stakeholders. Specifically, the BOCS will include:
  - i. A rigorous system of assessment, including screening, progress monitoring, diagnostic, and outcomebased measurements;
  - ii. Personalized learning plans, instructional decisions, and advancement

based on assessment and portfolio of learning; and

- iii. Measurable program goals.
- c. *Climate & Culture*: The BOCS will create a safe, supportive, engaging and healthy school environment that promotes a sincere sense of community among students, parents/guardians, and staff. Specifically, the BOCS will include:
  - i. A modified school counseling program that supports social/emotional and academic needs, and;
  - ii. At the middle school level, an advisory program focused on behavior, social, and emotional goals;
  - iii. Trauma informed prevention and intervention strategies;
  - iv. Positive rather than punitive approaches to behavior management;
  - v. Family outreach; and
  - vi. A model of instruction that promotes personal growth and confidence based on where students are in their learning.

**5. Provide a brief statement of the mission and goals of the proposed charter school.**

- A. BOCS Mission Statement: The BOCS will provide a model of instruction that is flexible and creative to ensure all students are met where they are in their learning and are supported as they advance in their learning. The BOCS aims to enrich each student with a sense of purpose, a belief in personal efficacy, and a passion for learning.
- B. BOCS Framework: Through staff collaboration regarding desired outcomes, a framework was created that outlines the essential components of the envisioned future for the charter school. The framework is provided as *Attachment A*.
- C. BOCS Goals:
  - a. Provide a flexible model of schooling that can meet the various needs of our community.
  - b. Utilize remote learning and in-person opportunities in ways that support and enhance learning, provide flexibility and personalization for learners and their families, develop interpersonal connections and relationships between students and educators that fosters social-emotional learning.
  - c. Create a competency-based instructional and learning model that meets students where they are in their learning and accelerates them in their learning as each student becomes proficient in the determined learning objectives (aka: standards).

**6. List specific measurable objectives that demonstrate that the proposed charter school will meet or exceed the results under the current standard(s).**

- A. Objective 1- Know Our Impact: A program evaluation system will be developed and utilized to establish baseline data by which to measure the school's effectiveness related to student achievement and growth both academically and social-emotionally.
  - a. Who: BOCS administrator and district administrators.
  - b. When: Prior to August 27, 2021 through June 10, 2022 for initial baseline data analysis. Further data analysis will take place through the 2022-23 school year to examine growth and progress from established baseline data.
  - c. Measurement: A scheduled plan for program evaluation has been developed that includes what data will be collected for the purpose of program evaluation, predetermined dates for data collection, and predetermined dates for data analysis.
- B. Objective 2- Compare Our Impact: Data collected for the purpose of evaluating the effect of BOCS related to student achievement and growth both academically and social-emotionally will be compared to other schools in the district to help understand the relative effect size between models of instruction.
  - a. Who: BOCS administrator and district administrators.
  - b. When: Annually at the end of each semester
  - c. Measurement: Utilizing common data points between district schools, the BOCS will

compare its results in these areas to better understand the BOCS's own impact on student learning relative to other areas in the district.

- C. Objective 3- Develop a Positive Climate and Culture: A program evaluation system will be developed and utilized to establish baseline data by which to measure the school's climate and culture.
  - a. Who: BOCS administrator.
  - b. When: Prior to August 27, 2021 through June 10, 2022 for initial baseline data analysis. Further data analysis will take place through the 2022-23 school year to examine growth and progress from established baseline data.
  - c. Measurement: A scheduled plan for school climate and culture evaluation has been developed that includes what data will be collected and how, predetermined dates for data and survey response collection, and predetermined dates for analysis.
- D. Objective 4- Audit Content Standards: The BOCS will ensure that all applicable content and program standards are being directly instructed towards and assessed for learning. Additionally, as the BOCS will be a competency-based educational model, it will be important that analysis is directed at seeing which program and content standards are students meeting proficiency in and which ones are not as a way to further inform our MTSS process.
  - a. Who: BOCS administrator and staff.
  - b. When: At the end of each grading period.
  - c. Measurement: The BOCS staff will look at standards progress reports for all subject areas within the BOCS at the end of each grading period.

#### **7. What data or evidence will be gathered to document the progress of the proposed charter school of meeting the measurable objectives?**

- A. Objective 1 Measurement: A scheduled plan for program evaluation has been developed that includes what data will be collected for the purpose of program evaluation, predetermined dates for data collection, and predetermined dates for data analysis and discussion of the results.
  - a. Evidence:
    - i. A documented plan that includes data to collect throughout the school year, including but not limited to: Devereux Student Strengths Assessment (DESSA), STAR Reading and Math benchmark scores (three times per year), SBAC scores, Classroom Based Assessment scores (CBAs), and a student engagement survey.
    - ii. Scheduled dates for collection and analysis of the data.
    - iii. A compiled report of the data analysis and assumptions based on the data and the data trends throughout the year.
- B. Objective 2 Measurement: Utilizing common data points between district schools, the BOCS will compare its results in these areas to better understand the BOCS's own impact on student learning relative to other areas in the district.
  - a. Evidence:
    - i. Comparison of STAR Reading and Math benchmark scores between the BOCS and other district schools for both Percentile Ranks and Standard Growth Percentiles after the second and third benchmark tests.
    - ii. Comparison of DESSA scores for both benchmark and growth between the BOCS and other district schools.
- C. Objective 3 Measurement: A scheduled plan for school climate and culture evaluation has been developed that includes what data will be collected and how, predetermined dates for data and survey response collection, and predetermined dates for analysis.
  - a. Evidence:
    - i. A documented plan that includes data to collect throughout the school year, including but not limited to: a student engagement survey, a parent climate survey (ie. Foundations), a teacher climate and culture survey, an anti-bullying

- survey (ie. Olweus), attendance data and disciplinary data.
    - ii. Scheduled dates for collection and analysis of the data.
    - iii. A compiled report of the data analysis and assumptions based on the data and the data trends throughout the year.
- D. **Objective 4 Measurement:** The BOCS staff will look at standards progress reports for all subject areas within the BOCS at the end of each grading period.
  - a. Evidence:
    - i. Standards progress reports will be generated by the grading software (Powerschool) so that the BOCS staff can look at student learning scores related to content area standards for analysis of potential learning gaps or deficiencies, as well as areas where students may be accelerating in.
    - ii. Upon analysis of the standards progress reports, BOCS staff will make appropriate instructional adjustments and/or decisions as well as utilize our MTSS process for Tier 2 and 3 support needs.

**8. In what way does the creation of the charter school meet the specific needs of the students in your school(s)?**

- A. **Program Need:** BOCS will be highly effective for students seeking:
  - a. Personalized instruction (via goals, pacing, and context through competency-based education);
  - b. Flexible scheduling (based on health, personal, situational, curricular, and extracurricular needs);
  - c. Learning opportunities outside the traditional classroom;
  - d. Classroom settings that provide fewer physical distractions and the ability to learn anytime from anywhere; and
  - e. A flexible learning community, focused on academic, personal, and social-emotional growth.
- B. **Competency-Based Education:** *(See Attachment J for list of sources.)*
  - a. *Students advance upon mastery:* In a competency-based education system, the educational pathway and instruction are specifically targeted to each learner's skill level and developmental needs. As students demonstrate mastery of skills, they advance through a continuum of learning. This system allows for comprehensive and personalized interventions for students who may struggle and acceleration for students who progress more quickly than their age level peers. A system that dynamically adapts to the needs of each individual has high effects on student achievement (Hattie, 2009). According to the National Alternative Education Association (2014), exemplary practices in a system that will meet the needs of each learner are opportunities for students to advance based on proficiency in a system that explicitly differentiates instruction to meet the needs of all students, thus closing achievement gaps. Competency-based education is built on these best practices.
  - b. *Explicit and measurable learning objectives empower students:* In a competency-based education system, all learning objectives are explicit and measurable and transparent to all stakeholders. Students understand the learning objectives and criteria for mastering the objectives. The transparency of the learning expectations help students narrow their focus for learning and personalize the goals, making them more relevant for each individual (Marzano, et al., 2001, p. 94). Through this system, students not only develop goal setting as a life skill, but they also are able to better understand the relevance of their education (Marzano & Pickering, 2011, p. 87). Several national surveys indicate that the number one reason students report for dropping out of high school is a lack of

interest and perceived value in their course work (YazzieMintz, 2010 and Bridgeland, et al., 2006). Competency-based education allows for flexibility of instruction and personalization, both means of increasing engagement and perceived relevance.

- c. *Students receive rapid, differentiated feedback and support:* Competency-based systems incorporate several components to support individual students, including personalized learning plans and continual feedback. When students have a personalized learning plan and clear learning objectives accompanied by individualized, targeted feedback, student achievement increases (Hattie, 2009). Because competency-based education is designed so that both students and teachers understand the learning objectives and criterion for success, feedback is more effective since it is specific to the criterion and students can be partners in their own evaluation (Marzano, et al., 2009, p. 97-99). The combination of student self reporting evaluation and targeted, differentiated, timely feedback from the teacher have a powerful impact on student achievement (Hattie, 2009).
- d. *Assessment is meaningful and a positive learning experience for students:*
  - i. Competency-based education incorporates several strategies of assessment that support the development of self efficacy. Self efficacy, which depends upon a student's perception of his possible self and his mindset, has a major impact on student engagement and achievement (Marzano & Pickering, 2011, p. 117). Because learners know the learning objectives and criterion for success and partner with their teachers to evaluate their own performance, they are able to track their academic progress over time, which can increase self efficacy and, by extension, student achievement (Marzano & Pickering, 2011, p. 117).
  - ii. In a competency-based system of education, students are not punished by poor performance on an assessment. Rather, assessment is used as a tool to understand student progress toward a specific learning objective and to devise next steps in instruction. The shift from grades to learning allows for a system that supports the development of a growth mindset. According to Carol Dweck (2010), growth mindset can be fostered if an individual learns to hear the fixed mindset voice, recognizes he has a choice in how he responds to challenges or setbacks, employs self talk with a growth mindset voice, and takes action to learn from mistakes and try again. The use of assessment as a tool for progress in conjunction with targeted feedback can help teachers model a growth mindset for students.
  - iii. The National Alternative Education Association (2014) shows that exemplary nontraditional education programs incorporate frequent assessment as a means to understand individual learner needs, adjust educational plans and instruction, and to evaluate the program as a whole. A competency-based system relies heavily on a rigorous system of assessment, including screening, progress monitoring, diagnostic, and outcome based measurements. Further, the system allows for assessment of skills or concepts in multiple contexts and multiple ways, ensuring that students are able to demonstrate mastery (International Association for K12 Online Learning (iNACOL), 2016).

C. Flexibility: Scheduling and curricula are flexible to the needs of individual students.

- a. Competency-based education allows for flexible scheduling and learning opportunities outside of the traditional classroom. The master schedule will be developed in a way that reduces cognitive load and allows for more in depth



learning to occur, combined with a variety of valid and reliable assessments to determine mastery (Hattie & Yates, 2014; Marzano, 2010). This in turn requires schedules and curricula to be flexible to meet the needs of the learners, as well as an effort to connect learning to the world outside of the traditional classroom.

- b. Utilizing a formal Multi Tiered System of Support (MTSS) process in conjunction with a competency-based model of education requires flexible scheduling and curricula in order to ensure that learners are being met where they are in their learning, appropriately “stretched” to increase their learning as the foundational concepts are mastered (Hattie & Yates, 2014). Using a tiered system of support that relies on multiple data points, both academic and social-emotional needs for learners will be considered in developing the most appropriate, research based response. The formal support for students in Tier 2 and 3 will be utilized in the afternoons either in-person or remotely and may not include all students.
- c. Many students have opportunities for vocation, athletics, and other pursuits that make a traditional, time based system of education prohibitive to their personal growth. A flexible schedule that includes in-person and online learning opportunities are hallmarks of a successful nontraditional education program (National Alternative Education Association, 2014). Furthermore, competency-based education allows for expanded learning opportunities beyond the confines of a classroom. In other words, students are able to work toward mastery of learning objectives in settings such as the workplace, volunteer positions, or extracurricular programs or opportunities (International Association for K12 Online Learning, 2016). In essence, learning can take place anytime, anywhere.
- d. The proposed school model of the BOCS most notably meets or exceeds the standards in ARM 10.55.802- 10.55.805.
- e. Elementary courses will meet the requirements of ARM 10.55.901, and will include access to learning in the Visual Arts, Music, and Library Media.
- f. Middle school courses will teach directly to, and assess proficiency towards, the Montana Common Core Standards in all required program areas: English language arts, mathematics, physical and life sciences, social studies, and health enhancement as outlined in ARM 10.55.902. Students will have access to electives including music, career and technical programming, world languages, and visual arts (ARM 10.55.902 (e)) either through one or both of the middle schools in the district, or directly as part of the BOCS dependent on enrollment numbers and elective requests.

D. Social Emotional Learning Community:

- a. *Relationships are key to a positive learning environment.*
  - i. The proposed charter will seek to establish a strong sense of community between learners, teachers, and families. An important factor for student engagement is a student’s connections to teachers and classmates (Marzano & Pickering, 2011, p. 4). The National Alternative Education Association (2014) reports that successful nontraditional schools foster “a safe, caring, and orderly climate and culture that promotes collegial relationships among students, parents/guardians, and staff.” This is especially important in a school that utilizes remote learning options, where students interact on-line, yet still require various

- means to connect socially with one another.
- ii. The proposed charter will implement a teacher advisory program at the 6-8 level focused on the social emotional learning needs of our students. Research indicates that effective advisory programs can develop student strengths and foster resilience in students (Benson & Poliner, 2013). Research on resilience and dropout prevention indicates that a strong relationship with at least one adult in school can improve student connection and positive feelings about the learning environment (YazzieMintz, 2010; and Henderson, 2013).
  - iii. The teacher advisor will also fulfill the role of providing quality interventions when students begin to slip behind and help facilitate communication and outreach with families (International Association for K12 Online Learning, 2016). Seventy-one percent of dropouts surveyed said that a key component of keeping them in school would have been improved communication with their families and more family involvement in their schools (Bridgeland, et al., 2006). The teacher advisory program will allow time for teachers to facilitate this outreach.
- b. *A modified school counseling program supports social/emotional, academic, and career planning needs.*
- i. According to the National Alternative Education Association (2014), effective nontraditional school counseling programs offer social and emotional support for students. Exemplary programs help students develop an awareness of self and others and implement strategies to help “students acquire interpersonal skills to recognize, respect, and appreciate the differences in others.” Further, through a comprehensive school counseling program, students develop a clear understanding of consequences of personal decisions and choices. The comprehensive school counseling program will include both small group and individual counseling.
  - ii. Exemplary school counseling programs also include strategies and programming to improve student academic self concept, opportunities to develop skills, interests, and abilities that will lead to academic success and independent learning strategies (National Alternative Education Association, 2014).
- c. *Trauma informed prevention and intervention strategies.*
- i. The proposed charter will implement trauma informed prevention and intervention strategies. Knowing the impact of trauma, adversity, and its effects are key pieces in reframing our lense on how we look at student learning and behavior. It is our endeavor to build resilience in students through healthy adult relationships and having policies and practices in place to minimize damage and maximize opportunities for healthy growth and development in all students.
  - ii. We will seek to understand what happened to a student and their related trauma experiences. Through understanding a student’s personal story we hope to mitigate the impact of trauma on behavior through an informed position that holds students accountable for the behavior yet builds their skills in managing that behavior in the future.

**9. Describe why and how the proposed charter school would be:**

**a. Workable.**

- A. The Bozeman School district believes that there will be a continued need for remote learning opportunities both in the immediate and long term future. BSD7 families accessed remote learning in the 2020-21 school year for a variety of reasons beyond just the health concerns related to the Covid-19 pandemic. While remote learning itself meets many of these needs, we have learned that remote learning must incorporate in-person opportunities and instruction to

develop healthy social-emotional connections with peers and educators and support and enhance learning in a personalized way. Not all learners need the same thing at the same time and in the same way.

B. Resources that would ensure the success of the BOCS include:

- a. Funding
  - i. With approval of the variances sought, funding will be established by the district based on the student enrollment number.
- b. Staff
  - i. With approval of the variances sought, staffing will be determined by the district based on the student enrollment number.
  - ii. Staff will develop increased knowledge and capacity of competency-based instruction through the 2021-22 school year and a planned schedule for staff training in this area will be established prior to the start of the 2021-22 school year.
- c. School Configuration
  - i. Technological advances have now allowed for remote instruction that includes live remote classes (synchronous) to be combined with “on-demand” learning activities and recorded lessons available through our district’s learning management system (Canvas).
- d. Enrollment
  - i. A community interest survey was sent to all PreK-7th Grade families on February 16, 2021. Formal registration will begin March 22 through April 2, 2021.
- e. Facilities
- f. Scheduling
  - i. The district has several options for providing a physical space that would meet the requirements of providing remote learning with in-person learning opportunities, and will finalize this space once enrollment numbers have been determined. With the nature of the BOCS being predominantly remote, the physical space needed for the in-person opportunities will not be the same as a traditional school. This will most likely require a space that is the size of a regular classroom.
  - ii. Chromebooks and/or I-pads are designated for BOCS students on a 1 to 1 basis and a plan for distribution is finalized.
- g. Scheduling
  - i. The BOCS will develop and implement a master schedule that provides for a flexible model of schooling, supports a competency-based education model, and provides for a Multi-Tiered System of Support to be established. This will include elective schedules for middle school students and schedules for students with IEPs. This master schedule will be completed no later than June 11, 2021.
  - ii. The proposed daily BOCS schedule:  
8:30-12:30 Direct Instruction - Remote (Block Schedule)  
1:30-3:00 Support/Enrichment - Remote or In-Person (MTSS, Electives)  
Expeditionary Days (weekly/every other week/monthly)

C. Additionally, the proposed BOCS is workable for the following reasons:

- a. We now have a school year’s worth of experience, learning, and feedback on how to improve remote learning for our district’s students and families.
- b. BSD7 has enough Chromebooks for all students who would participate in the BOCS and the technology infrastructure to support the remote learning components.
- c. All elementary and middle school teachers have been trained in standards-based grading practices, which is an essential precursor to implementing a competency-based educational model at the student-educator level.

- d. The district, through the development of the Bridger Charter Academy, has important experience with implementing competency-based learning and can provide significant in-house training and leadership in this area.
- e. All elementary and middle school teachers have been trained in Trust Based Relational Interventions, which will be an important component of our social-emotional learning goals.
- f. Leadership in the development of the BOCS has already been distributed between administrators, teachers, and parents--creating a leadership group that is vested in the success and workability of this model.

**b. Educationally sound.**

- A. The Bozeman School district believes that the instructional model proposed through the BOCS, which is flexible, incorporates both remote and in-person learning (academic and social-emotional), and is competency-based, is educationally sound in its inception and design. Evidence of the model's soundness has been provided in response to question number 8.
- B. Additionally, we offer further assurance of this soundness in relation to [ARM 10.55.604 \(11\(a\)\)](#): A charter school must provide an education that meets or exceeds the requirements of the Montana Constitution, state law, and school accreditation standards.
  - a. As part of the Bozeman School District, the Bozeman Online Charter School will meet all applicable Montana laws as well as follow all policies and procedures of the District.
  - b. The BOCS will utilize distance, online and technology delivered learning and adhere to the Bozeman School District Policy regarding Distance, Online and Technology Delivered Learning and [ARM 10.55.907](#). All instruction and assessment in the distance, online and technology format will be developed and delivered by BSD7 certified teachers. (See *Attachment B: BSD7 Policy 2168*)
  - c. The BOCS will provide sequential intellectual and skill development necessary for BOCS students to progress on a continuous basis from elementary to secondary school at a pace appropriate to each student's mastery of the district and state standards as outlined by Bozeman School District policy. (See *Attachment C: BSD7 Policy 2110 Continuous Progress Education*)
  - d. The BOCS will operate as a separate school, and middle school students will have access to elective programs within Sacajawea Middle School, Chief Joseph Middle School, and/or certain electives will be offered directly through the BOCS based on student demand and enrollment. Students will have access to electives including music, career and technical programming, world languages, and visual arts ([ARM 10.55.902 \(e\)](#)).

**c. Where applicable, aligned with program standards under ARM 10.55.1101 through 10.55.1901.**

- A. The BOCS in its course offerings will be aligned with and follow all program standards contained therein [ARM 10.55.1101](#) through [ARM 10.55.1901](#). This specifically includes the programs related to Communication Arts, Arts, Health Enhancement, Mathematics, Science, Social Studies, School Counseling and Vocational/Practical Arts. A variances sought in regards to [ARM 10.55.709](#) (Library and Media Services) specifically asks for a variance related to 10.55.1801 (A, B, C) in that with the remote nature of the BOCS, the creation of a physical library is not feasible. However, students will still have access to building libraries in the district.

**d. Where applicable, aligned with content standards under ARM Chapters 53 and 54.**

- A. The BOCS will be aligned with, instruct, and assess towards all content standards contained therein [ARM 10.53.101](#) through [ARM 10.54.2501](#), as the BOCS will operate with the same grade level curriculum as the rest of the BSD7 district, which is aligned with local and state content standards and learning progressions. This specifically includes the programs related to Communication Arts, Arts, Health Enhancement, Mathematics, Science, Social Studies,

Vocational/Practical Arts, Library Media, and School Counselling. Benchmarks and performance standards will be aligned with all other district grade level benchmarks and performance standards.

- B. The BOCS will operate as a separate school, and middle school students will have access to elective programs within Sacajawea Middle School, Chief Joseph Middle School, and/or certain electives will be offered directly through the BOCS based on student demand and enrollment. Students will have access to electives including music, career and technical programming, world languages, and visual arts (ARM 10.55.902 (e)).

#### **Supplement A: Variances Requested**

- A. Variances to Standards: As part of this application for charter, it is the desire of the Bozeman School District to seek a variances to the following accreditation rules:
- a. ARM 10.55.710 ASSIGNMENT OF SCHOOL COUNSELING STAFF (1) A minimum equivalent of one full-time counselor for each 400 elementary (K-8) students shall be provided. The counselor/student ratio shall be prorated.
    - i. The BOCS will implement a comprehensive school counseling program designed to meet standards and is educationally sound by implementing the BSD7 Board adopted ASCA Mindsets and Behavior Standards. Core and supplemental materials aligned with the standards will be used in the BOCS, similar to their use in other District schools. Assessment of the standards will include the use of the Devereux Student Strengths Assessment (DESSA), completed during the same benchmark assessment window as other District schools.
    - ii. The BOCS seeks a slight modification to the accreditation standard, in order to assist with the consistent staffing, assignment of a school counselor and to ensure this role is workable for the needs of the BOCS. Instead of a fully prorated assignment, the BOCS seeks to assign a school counselor at the following ratio:
      - .2 FTE when enrollment is up to 159 students
      - .4 FTE when enrollment is between 160-239 students
      - .6 FTE when enrollment is between 240-319 students
      - .8 FTE when enrollment is between 320-399 students
      - 1.0 FTE when enrollment is 400 students.
  - b. ARM 10.55.709 LIBRARY MEDIA SERVICES (1) The school library shall be housed in a central location, and each school shall have a licensed and endorsed library media specialist.
    - i. The BOCS will primarily be on-line and will not have a standalone building by which to house a library. BOCS students will have access to library materials and resources through the eight elementary libraries and two middle school libraries within the district in a way that is designed to meet standards. Access to these resources will be based on availability and the capacity to provide those resources to the number of students requiring them at any given time.
    - ii. As there cannot be a physical library in the remote school, the job requirements of a library media specialist would look different. The BOCS would seek a modification to this accreditation standard that would better reflect how to best utilize a library media specialist in this remote schooling environment in a way that is workable and will meet the 2021 Montana Content Standards for Library Media and Information Literacy in the given context and remains educationally sound in supporting the BOCS students. BOCS seeks to assign a library media specialist at the following ratio:
      - .2 FTE when enrollment is up to 200 students
      - .4 FTE when enrollment is between 201-400 students

- .6 FTE when enrollment is between 401-600 students
- .8 FTE when enrollment is between 601-800 students
- 1.0 FTE when enrollment is between 801-1000 students.

- c. ARM 10.55.705 ADMINISTRATIVE PERSONNEL: ASSIGNMENT OF SCHOOL ADMINISTRATORS/PRINCIPALS (2) The Assignment of licensed principals shall be based upon student enrollment and prorated as applicable.
  - i. Due to the nature of remote schooling, the supervision duties of the school administrator will look very different than that of an in-person administrator. The BOCS will not require noon-aides, custodians, or kitchen staff; nor is there a physical building or grounds to be overseen in this remote model. Furthermore, student discipline is greatly reduced in the remote environment and does not require this level of supervision. However, the start up and maintenance of a new remote program like this will require more of a school administrator in this role apart from the enrollment numbers, and is designed to meet standards.
  - ii. The BOCS would seek a modification to this accreditation standard that is workable and educationally sound in how to best utilize a school administrator in this remote schooling environment and not be as directly tied to student enrollment numbers as current ARM standards describe. BOCS seeks to assign a school administrator at the following ratio:
    - .5 FTE when enrollment is up to 250 students
    - 1.0 FTE when enrollment is between 251-700 students
    - 2.0 FTE when enrollment is between 701-1400 students
- d. ARM 10.55.711 GENERAL: CLASS SIZE AND TEACHER LOAD (Elementary and Middle School).
  - i. With the remote school environment physical space is not a barrier that limits the number of students.
  - ii. With the flexibility offered through competency-based learning and remote learning, class sizes will vary based on what learning students need, how much support they require, and how fast they are moving through the assigned learning objectives. The BOCS would seek a modification to this accreditation standard that is workable, educationally sound, designed to meet standards, and better reflects the realities of the BOCS structure and model, and ask that elementary class size maximums be increased by 5 students for each grade level and that middle school class size maximums be increased by 8 students.

## Attachments

### Attachment A: Bozeman Online School Framework

# BOZEMAN ONLINE CHARTER SCHOOL

K-8 / 2021-2022

## MISSION STATEMENT



The BOCS will provide a model of instruction that is flexible and creative to ensure *all* students are met where they are in their learning and are supported as they advance in their learning. The BOCS aims to enrich each student with a sense of purpose, a belief in personal efficacy, and a passion for learning.

## WHY CONSIDER BOCS?

- A desire for a remote learning environment
- A need for a flexible scheduling option to better meet the needs of your family
- A drive for learning that can go beyond the classroom
- An instructional model that meets learners where they are, accelerates students when appropriate, and prioritizes proficiency over pace.



## PROPOSED SCHEDULE

8:30-12:30 Direct Instruction Blocks- Remote  
12:30-1:30 BREAK

1:30-3:00 Tailored to suit individual learning needs. May include: 1:1 Instruction, small group ELA and Math, Personalized Enrichment, Genius Hour. Instruction both Remote AND In-Person

\*\* Planning underway to select one day of the week/month as an EXPEDITION DAY, where learning moves outdoors.\*\*

## COMPETENCY-BASED LEARNING

*Competency-based learning* is an approach where learners move from one learning level to a higher one based on their demonstration of knowledge rather than time spent in a specific course

**Key Concepts:** learner-centric,  
outcome-based,  
differentiated learning

*Learning becomes the constant and time becomes the variable.*

### Attachment B: BSD7 Policy 2168 Distance, Online, and Technology Learning

Bozeman Public Schools

R

INSTRUCTION

2168 (currently 2169)





Legal Reference:	<u>§ 20-9-311(4)(d), MCA</u>	<u>Calculation of Average Number Belonging</u>
	ARM 10.55.705	Administrative Personnel; Assignment of School Administrators/Principals
	ARM 10.55.906	High School Credit
	ARM 10.55.907	Distance, Online, and Technology Delivered Learning

Policy History:

Adopted on: 12/10/2007

Reviewed on:

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

**Attachment C: BSD7 Policy 2110 Continuous Progress Education**

BOZEMAN PUBLIC SCHOOLS 2110 INSTRUCTION

Objectives

Continuous Progress Education

The Board acknowledges its responsibility to develop and implement a curriculum designed to provide for sequential intellectual and skill development necessary for students to progress on a continuous basis from the elementary through secondary school.

The Superintendent is directed to develop instructional programs which will enable each student to learn at his/her best rate. The instructional program shall strive to provide for:

1. Placement of a student at his/her functional level.
2. Learning materials and methods of instruction considered to be most appropriate to the student's learning styles.
3. Evaluation to determine if the desired student outcomes have been achieved.

Each year, the Superintendent will determine the degree to which such instructional programs are being developed and implemented. Accomplishment reports submitted annually will provide the Board with the necessary information to make future program improvement decisions.

Adopted: 11/24/86 Rev.: 04/14/14

**Attachment D: BSD7 Policy 3114 and 3115 Enrollment Policy**

BOZEMAN PUBLIC SCHOOLS 3114 STUDENTS

Out-of-District Attendance with Mandatory Approval

The Board of Trustees of the Bozeman Public Schools, recognizing that an educational requirement of its resident students includes the need for an orderly educational process and environment, free from disruption, overcrowding and any kind of violence or disruptive influences, hereby establishes criteria on the admission of out-of-district students. The Board recognizes that out-of-district student sections of the statutes contain both mandatory and discretionary provisions and directs the administration to follow the following definitions and procedures in mandatory situations.

Definitions

An out-of-district student is one who lives with a parent, legal guardian or spouse outside of the District boundaries or who lives in the District but whose parent, legal guardian or spouse resides elsewhere.

A minor child's district of residence is generally determined by the residence of the parents or legal guardians or a marital relationship with an adult, or as otherwise determined by Court Order. A person's residence is the place where a person remains when not called elsewhere for labor or other special or temporary purpose and to which the person returns in seasons of repose (Sec. 1-1-215, M.C.A.)

A Caretaker Relative is an individual related by blood, marriage or adoption by another individual to the child whose care is undertaken by the relative, but who is not a parent, foster parent, stepparent, or legal guardian of the child who has duly completed a notarized Caretaker Relative Educational Authorization Affidavit.

A Guardian is an individual appointed by a Court after petition who may be either a full guardian or limited guardian. A Full Guardian possesses all the legal duties and powers enumerated by 72-5-321 M.C.A. A Limited Guardian possesses fewer than all of the legal duties and powers of a full guardian. The extent of the rights, powers and duties of a limited guardian have been specifically enumerated by the Court in the Letters of Guardianship. Both Full and Limited Guardians may be permanent or temporary.

#### Out-of-District Attendance with Mandatory Approval

- A. Out-of-district students who qualify for mandatory admission under MCA 20-5-321 and ARM 10.10.301B will be admitted. Tuition will be billed to the responsible party at the maximum amount allowed by law.
- B. A student who resides full time with a caretaker relative and the caretaker relative has executed the Caretaker Relative Educational Authorization Affidavit in compliance with §20-5-501 through 503, MCA, will be admitted, regardless of the parent's residence without the payment of tuition.
- C. Students who meet the definition and criteria of the McKinney-Vento Homeless Assistance Act, living within the boundaries of the District, regardless of the residency of their parents, shall be enrolled in the District without the payment of tuition or transportation costs for the school year in which they are determined to be homeless.
- D. A student with a disability in accordance with the Individuals with Disabilities Education Act will be admitted with the payment of regular education tuition provided the student lives within the District during the school week. Pursuant to the definition of free appropriate public education (FAPE) provided in 20-7-401, MCA, special education services must be provided at public expense. That statute does not prohibit charging the regular education tuition for those students. Parents will be required to complete a declaration under penalty of perjury that they live in the district during the school week.

#### General Provisions

1. An Out-of-District student will not be admitted until an Out-of-District Attendance Agreement has been completed. When admitting an out-of-district student, the District shall utilize form FP-14 prepared by the Office of Public Instruction.
2. Except as provided by law, admission to Bozeman Public Schools as an out-of-district student is a privilege (MCA 20-5-320). As such, the Bozeman School District will screen all out-of-district students and only consider those who meet the criteria set forth in this policy.
3. The Superintendent is hereby given the authority to admit or deny any student's admission in accordance with this policy.
4. The District will charge tuition for out-of-district students per statute. The tuition for a child with a disability will be determined under the rules adopted by the Superintendent of Public Instruction for the calculation



ARM 10.10.301 Calculating Tuition Rates  
ARM 10.10.301B Out-of-District Attendance Agreements  
ARM 10.16.1314 Special Education Tuition Rates  
ARM 10.16.3122 LEA Responsibility for Students with Disabilities  
McKinney-Vento Homeless Assistance Act 42 USC 11431 et seq

## BOZEMAN PUBLIC SCHOOLS 3115 STUDENTS

### Out-of-District Attendance with Discretionary Approval

The Board of Trustees of the Bozeman Public Schools, recognizing that an educational requirement of its resident students includes the need for an orderly educational process and environment, free from disruption, overcrowding and any kind of violence or disruptive influences, hereby establishes criteria on the admission of out-of-district students. The Board recognizes that out-of-district student sections of the statutes contain both mandatory and discretionary provisions and directs the administration to follow the following definitions and procedures in discretionary situations.

### Definitions

An out-of-district student is one who lives with a parent, legal guardian or spouse outside of the District boundaries or who lives in the District but whose parent, legal guardian (see Policy #3114 for Guardian definition) or spouse resides elsewhere.

A minor child's district of residence is generally determined by the residence of the parents or legal guardians or a marital relationship with an adult, or as otherwise determined by Court Order. A person's residence is the place where a person remains when not called elsewhere for labor or other special or temporary purpose and to which the person returns in seasons of repose (Sec. 1-1-215, M.C.A.)

A Special Power of Attorney conveys certain enumerated powers and authority to a third party to act on behalf of a minor child for school purposes. For a child in the care of a third party with a Special Power of Attorney the residence of the legal parent or legal guardian determines the residency of the child for purposes of tuition. A Special Power of Attorney does not create the relationship of Guardian to the holder thereof.

### Out-of-District Attendance with Discretionary Approval

Out-of-district students not falling under mandatory provisions of Montana State Law, Administrative Rule or Board Policy #3114 will be denied enrollment with the following exceptions:

- A. Students, in grade 12 who have been residents of the School District for at least one full semester immediately prior to moving from the District, will be allowed to attend BSD7 on a tuition basis, for their final year of high school. Students, in grade 8 who have been residents of the School District for at least one full semester immediately prior to moving from the District and who move to a K-8 District that feeds into Bozeman High School District, will be allowed to attend 8<sup>th</sup> grade in Bozeman on a tuition basis.
- B. Out-of-district, Belgrade students who have been attending the Belgrade School District for at least one semester may be allowed to attend Bozeman on a tuition basis at the request of the Superintendent of the Belgrade School District and upon approval of the Bozeman Superintendent of Schools as part of an at-risk exchange program.
- C. Students who live full time within the Bozeman School District boundaries, but whose parents live outside the District may be admitted and charged tuition.
- D. Students in grades 6-8 whose resident district is a non-operating district within Bozeman High School District #7 will be allowed to attend Bozeman Public Schools provided the resident district agrees to pay the tuition.

- E. Students whose parents are at least .75 FTE employees of the District and employees of the District's contracted transportation provider who are scheduled at least 20 hours per week may attend on a tuition basis.
- F. A student who lives within the District with their parent(s) during the school week may be admitted with the payment of tuition. Parents will be required to complete a declaration under penalty of perjury that the student and parent(s) live in the District during the school week.
- G. On a space available basis, out-of-district students (from Belgrade, Livingston, and member districts of the Park County Special Education Cooperative and Gallatin-Madison Special Education Cooperative) may enroll within the Bozeman School District if placed by their resident district through an IEP process in a specialized day treatment program designed to address low-incidence mental health needs, provided the resident district agrees to pay tuition. Placement within the program will involve an intake process that includes representatives from the resident district, the Bozeman School District, and the mental health provider.

#### General Provisions

1. An out-of-district student will not be admitted until an Out-of-District Attendance Agreement has been completed. When admitting an out-of-district student, the District shall utilize form FP-14 prepared by the Office of Public Instruction.
2. Bozeman School District will screen all out-of-district students and only consider those who meet the criteria set forth in this policy.
3. The Superintendent or designee is hereby given the authority to admit or deny any student's admission in accordance with this policy.
4. The District will charge tuition for out-of-district students per statute. The tuition for a child with a disability will be determined under the rules adopted by the Superintendent of Public Instruction for the calculation of tuition for special education pupils.
5. Acceptance of out-of-district students will be contingent on the student's good behavior, regular attendance and passing grades, and adherence to school and District policies. Violation of any of these contingencies or truancy violations may result in a student being dropped from school immediately and the unused portion of the tuition refunded.
6. Acceptance of an out-of-district Student is for one school year. All out-of-district students must apply for enrollment at the beginning of each school year and acceptance shall be based on compliance with the applicable criteria for admission of out-of-district students and space availability. Admission for one school year does not mean the student will be accepted the following school year.
7. Any out-of-district attendance may be disapproved whenever the accreditation of the school will be adversely affected by acceptance of the child due to insufficient room, overcrowding or when to do so would require the hiring of additional staff.
8. Acceptance of an out-of-district student does not imply or guarantee that transportation will be provided. Any transportation that is provided to an out-of-district student may be charged to and paid by the parent, guardian or entity paying tuition in accordance with the District's Transportation policies.
9. The Montana High School Association sets regulations pertaining to student eligibility for participation in speech and athletics. The District follows those regulations and does not assure that out-of-district students will be eligible for participation in MHSA-sanctioned activities.

10. All out-of-district students allowed to enroll pursuant to this policy shall be subject to the same rules and regulation as all other students and subject to the same disciplinary rules and procedures.
11. Where tuition is required to be paid by a parent or guardian, the full amount of tuition may be paid in full at the time of enrollment or in monthly installments to be paid in full according to the payment agreement. For all students attending with discretionary approval, if tuition is not paid in full according to the payment agreement the student shall be dropped from the rolls of the District and the student will not be considered for future enrollment. The Superintendent or designee shall adopt procedures for consistent payment deadlines.
12. Except as required by § 20-5-321, MCA, the District will admit nonresident students at its discretion.
13. The District will examine a student's records from this district and other school districts before any Board approval for admission. Review of the records and decisions regarding admission cannot be inconsistent with district policies regarding nondiscrimination.
14. The District will not admit nonresident students when doing so would cause the district to exceed the class size standards under 10.55.712 and 10.55.713, ARM.
15. Every nonresident student who attends District schools must reapply for admission for the succeeding school year by June 15. Admission in one school year does not infer or guarantee admission in subsequent years.
16. Nonresident students enrolled under this policy are subject to all district policies, rules, regulations on the same basis as resident students.
17. All resident students who become nonresidents because their parents or guardians move out of the District may continue attendance for the school year, barring registration in another District. At the completion of the school year, a student must apply as a nonresident student in accordance with #6.
18. The District will not admit any student who is expelled from another school district.
19. The District reserves the right to charge tuition for nonresident students. At its discretion, the Board of Trustees may charge or waive tuition for all students whose tuition is required to be paid by one kind of entity, defined as either a parent or guardian or a school district. Any waiver of tuition will be applied equally to all students whose tuition is paid by the same kind of entity (i.e., if the District charges tuition in those circumstances where a resident district pays but waives tuition in those circumstances where a parent or guardian is responsible for tuition, the tuition waiver will be applicable to all students whose parents or guardians bear the responsibility for payment).
20. All nonresident students will be considered ineligible transportees for school transportation services (§ 20-10-101, MCA).
21. Nonresident students enrolled under this policy are subject to all district policies, rules, regulations on the same basis as resident students.

Cross Reference:	2161 – 2161P 3110 3125 3210	Special Education Entrance, Placement, and Transfer Education of Homeless Children Equal Education, Nondiscrimination and Sex Equity
Legal Reference:	§ 20-5-314, MCA	Reciprocal attendance agreement with adjoining state or province

§ 20-5-320, MCA	Attendance with discretionary approval
§ 20-5-321, MCA	Attendance with mandatory approval – tuition and transportation
§ 20-5-322, MCA	Residency determination – notification – appeal for attendance agreement
§ 20-5-323, MCA	Tuition and transportation rates
10.10.301B, ARM	Out-of-District Attendance Agreements
10.55.712, ARM	Class Size Elementary
10.55.713, ARM	Teacher Load and Class Size – High School

Policy History:

Adopted on: 11/24/1986

Reviewed on:

Revised on: 07/22/1991, 05/11/1992, 09/25/1995, 05/13/1996, 03/30/1998, 04/12/1999, 08/13/2001, 06/14/2004, 08/8/2005, 08/13/2007, 09/8/2008, 03/22/2010, 05/10/2010, 01/8/2014, 01/26/2015, 02/22/2016, 04/11/2016, 09/12/2016, 10/10/2016, 09/25/2017, 11/12/2018, 04/29/2019, 08/29/2019

**Attachment E: Full Leadership Team Meeting Notes February 4, 2021**

Leadership Team:

Bertram, Casey	District Admin	Wilson
King, Marilyn	District Admin	Wilson
Berg, Chad	District Admin	Wilson
Strauss, Pat	District Admin	Wilson
Phillipi, Tami	BEA	Wilson
Barefield, Sarah	Teacher (E)	BOS
McBride, Cynthia	Teacher (M)	BOS
Arnold, Sallie	Teacher (E)-Spc	BOS
Martin, Talia	Teacher (M)	CJMS
Guttormson, Maggie	Teacher (M)	SMS
Brandin, Heide	Teacher (M)	CJMS
Higgins, Shelly	Librarian (E)	BOS
Fraker, Natasha	Counselor (E, M)	BOS/LO
Lake, Miriam	SPED (E)	ED
Keith, Anne	TOSA	Wilson
Chvojka, Heather	TOSA	Wilson
Marker, Rachel	TOSA	Wilson
VanVelkinburgh, Cale	Admin	BOS

2/4/21

Meeting #1

1. Introductions
  - a. Name, where you work, what you do, and what is one of the best things that has happened to you, or that you have done since August :)
2. Overview
  - a. Why are we here
  - b. Overview of the process
    - i. How we got here
    - ii. Charter App
    - iii. Board presentation
    - iv. Community Presentation
    - v. Survey
    - vi. Enrollment
    - vii. Planning
  - c. Needs of our community
  - d. The opportunity before us
  - e. End product of this meeting
3. General Mission Statement

*The BOCS will provide a model of instruction and scholarship that is flexible and creative to ensure each student is met where they are in their learning, is supported as they advance in their learning, and succeed in their learning.*

*Brief: All students ~~can~~ will succeed!*

Verbiage to consider: engaged, curious learners; independent, critical thinkers
4. **Storming Activity #1**
  - a. What would it take to make a school that met this mission statement--or--what would you include if you got the chance to create a school (quick write).
  - b. What do we hope to achieve?
  - c. What does that look like? Think measurement...
5. Non-negotiables
  - a. Remote learning component
  - b. Competency-based
  - c. MTSS
  - d. Social Emotional Learning
  - e. PLC focus
  - f. Access for all (SES, 504, IEP)
6. Possible Schedule Concept
  - a. 8:30-12:30 Direct Instruction - Remote (Block Schedule)
  - b. 1:30-3:00 MTSS - Remote or In-Person
  - c. 3:00-4:00 PLC/Planning/Professional Learning
  - d. Expeditionary Day (Wednesdays?)
7. **Storming Activity #2:** What have we learned? What will we do to accomplish this?
  - a. Students with IEPs
  - b. Students with learning gaps (MTSS)
  - c. Social emotional learning
  - d. Electives and Specials (HE, Music, Library)
8. Competency-based Learning
  - a. What it is.
  - b. Yes, it is possible.



c. This is what we will do.

9. So far, this is what the model of this school concept looks like:

**School Model:** Intervention and SPED support in the online class, flexible, competency-based! 🍷 , exploration day, collaborative, enrichment, innovative, progressive, trend-setters (but research-based), community involvement/community minded. Encourages and recognizes the diverse needs of students.

**Who wants to go here?**

Students who need flexibility beyond a traditional school day, students who thrived in the BOCS 2020/2021 model due to anxiety or behaviors that may not be acceptable in a traditional school setting ,risk takers, parents who are working remotely, families that want to be together, students who need this opportunity (movement, non-traditional learning style) Students with anxiety and easily distracted, or need more breaks/time to work, families who need creativity within their schedules for learning - different locations/travel/mobility

Students who enjoy creative approaches to learning; students who like to drive/own their learning journey

Students who become discouraged with a traditional model; who need encouragement through a non-traditional model; and are given an opportunity for a hopeful educational future. Students who might otherwise “fall-through-the-cracks”

**Who wants to teach and work here?**

Me! 🍷 Teachers of Change

Organized, purposeful, flexible, calm, able to set strong/firm boundaries for communication and work/life balance, entertaining

Folks who are excited by collaboration, out-of-the box thinking!, willing to put in the TIME this will take to do right

Consider an application/interview process to ensure the right chemistry and diversity of staff

A well organized individual. An individual who is creative, innovative, and flexible.

Teachers that are comfortable using technology.

Teachers who aren't afraid to fail big!

I agree with the idea of an interview process that ensures chemistry in teacher teams!

10. What are the barriers and the challenges?

The need for a physical space from which teachers could teach. (Ideas: Are any businesses in town sitting empty and willing to offer us space?)

Wanting to please everyone. Possible community criticism. Social/Emotional health. Technology!!! Teachers need multiple screens. Students need touchscreens and stylus for writing (esp math).

The electives piece; offering less electives than the in person school, what would that look like? Hands on?

Materials made available to students (for cooking, world music, art, etc)?

Communication between teachers, lack of central location (currently), space,

Time to plan effectively before the school opens, **money**, time to plan,

Special ed support and evaluations. What are the expectations for parents/participation to justify adequate instruction for families that have inconsistent participation? How can we “find” kids that need OT, PT when we don't see them in person?Technology

PD and tech support consistently

Getting solid enough enrollment numbers so that we can plan scheduling early enough. (YES)

Setting firm boundaries - enforce enrollment cutoffs and limit switching schools

Fundraising.

11. Variances:

- a. 10.55.709 Library Media Services, K-12
- b. 10.55.710 Assignment of School Counseling Staff
- c. 10.55.705 Administrative Personnel: Assignment of School Administrators/Principals
- d. 10.55.711 General: Class Size and Teacher Load

12. Wrap Up / Next Steps

Notes:

Topic	Notes
Mission Statement	Deliver and enrich every student with a sense of purpose, a belief in their own efficacy, and a commitment to the common good.
Storming Activity #1	Teacher-family-learner ownership in the system Community-family Unified vision Emphasis on creative spaces- honoring student voice and choice Having the means to meet the needs of all learners--Strong MTSS Helping vs. escaping-- Setting up for future success in a variety of contexts Supporting the whole teacher--PD, mental health, acknowledging the needs of the adults The right kind of people on the bus-- Individual space---offices, physical space Funding Vehicle to go to in-person A bus Field trips Resources Book Mobile Community resources Technology needs--Reliable devices Advance planning--orientation PD directly related--can this happen in advance? More than two days prior. Family ability to create own schedule Needs to look different than traditional model How to also meet specific needs with specific times  TECH support  Instruction that doesn't simply compartmentalize, where skills are not taught just in isolation  Project based learning as summative Strong curricular Strong PLC  Integrating curriculum in a variety and creative ways. W/ outside world

	<p><u>What would we hope to achieve?</u></p> <p>An alternative model to help students who need this. Something fresh, something different.</p> <p>True collaboration.</p> <p>Individual and improved responsibility.</p> <p>School for learning!!! Focus back on what is important.</p> <p>Provide avenues for learning paths!</p>
Schedule	<p>Better to have 1 hour of intervention in the mornings, or dead center of schedule? Or provide specific chunks within the hour after a class?</p>
Storming Activity #2	<p>General</p> <ul style="list-style-type: none"> <li>- Having experience will be better to start year off</li> <li>- We have learned how to adapt</li> <li>- New tech, new community supports that help</li> <li>- Having to spread between 8 schools has been really challenging</li> <li>- Needing an interventionist</li> <li>- Importance of team/grade level meetings for communication <ul style="list-style-type: none"> <li>- Schedule this time</li> </ul> </li> <li>- Streamlined tech support due to the increase tech requirements</li> <li>- Better training for Canvas (need to support the true benefits of an LMS) <ul style="list-style-type: none"> <li>- Consistency in format</li> <li>- What works for littles (scrolling)</li> </ul> </li> <li>- Where to be consistent--where to be autonomous</li> </ul> <p>Students with IEP's</p> <ul style="list-style-type: none"> <li>- Providing specialist support needs to be centralized</li> <li>- Can't spread this too thin...</li> <li>- Centralizing will help with having para/case manager in the classroom</li> <li>- How to manage full replacement</li> <li>- What happens when</li> <li>- Social emotional goals</li> <li>-</li> </ul> <p>Students with learning gaps (MTSS)</p> <ul style="list-style-type: none"> <li>- Communication of student data, history, etc.</li> <li>- Curriculum maps</li> <li>-</li> </ul> <p>SEL</p> <ul style="list-style-type: none"> <li>- Not having the connection has been a challenge</li> <li>- Can this get better with</li> <li>- Centralized support (1 counselor)</li> <li>- Home visits help to know your students</li> <li>- Tier 1 SEL lessons</li> <li>- Access to all classes for observations</li> <li>- Surveys to parents/students help assess &amp; measure</li> </ul> <p>Electives and Specials</p>

	<ul style="list-style-type: none"><li>- Move to morning as opposed to the end of the day</li><li>- More on a rotation with topics that fit the format</li><li>- Look at community areas</li><li>- In-person rotation</li><li>- How to make 1.0 FTE</li><li>- At MS Level, offer some in the fall, and some in the spring</li><li>- Make sure it is a separate section.</li><li>- Look at grants for WL's to support students</li><li>- Limited offerings</li></ul>
Addtl	Utilizing .fte to support multiple areas (reading spec and music) Advisory---program

Attachment F: BSD7 Board of Trustees Minutes February 8, 2021

BOARD MEETING, BOARD OF TRUSTEES, SCHOOL DISTRICT NO. 7 AND HIGH SCHOOL DISTRICT

Open Session

DATE: February 8, 2021

TIME: 5:45 p.m.

PLACE: Electronically

MEMBERS

PRESENT: Sandra Wilson, Chair  
Greg Neil, Vice Chair  
Kevin Black  
Douglas Fischer  
Gary Lusin  
Tanya Reinhardt  
Wendy Tage  
Andy Willett (Arrived at 5:48 PM)

MEMBERS

ABSENT: None

STAFF

PRESENT: Casey Bertram, Interim Co-Superintendent  
Marilyn King, Interim Co-Superintendent  
Pat Strauss, Director of Human Resources  
Mike Waterman, Director of Business Services/District Clerk  
Lori Ross, Executive Assistant

VISITORS: Approximately 35

**Call to Order**

The meeting was called to order at 5:45 p.m. by Chair Wilson. Following the Roll Call and the Pledge of Allegiance, Wilson welcomed visitors and explained the purpose of the meeting and procedures to be followed.

**BSD7 Experience**

**2.1 Student Representatives Report**

- AJ Battle, BHS Representative, reported on activities taking place at Bozeman High.
- Luke Terry, GHS representative, reported on activities taking place at Gallatin High.

**Board Education**

Interim Superintendent Bertram introduced this item and reviewed the history of the Bozeman Online School (BOS). Bertram introduced BOS Principal Cale VanVelkinburgh, BHS Principal Dan Mills and GHS Principal Erica Schnee. VanVelkinburgh reviewed K8 Remote Learning and continuing with the BOS school for the 2021-2022 school year.

BHS Principal Dan Mills and GHS Principal Erica Schnee reviewed 9-12 BOS and continuing with the BOS for the 2021-2022 school year.

VanVelkingburgh, King, Mills, Schnee and Waterman answered Trustees' questions.

**2.3.1 National Association for Music Education All-Northwest 2021 Honor Band, Choir and Orchestra**

Trustee Reinhardt recommended that the Board of Trustees adopt the following resolution. Trustee Fischer seconded the motion. Motion carried 8-0.

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

WHEREAS: Through competitive recorded auditions they were selected as members of the National Association for Music Education (NAfME), All-Northwest, (Alaska, Idaho, Montana, Oregon, Washington and Wyoming), 2021 Honor Band, Choir and Orchestra;

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

<u>Band</u>			<u>Choir</u>		
Annika Lawrence	Flute	BHS	Makayla Otey	Soprano 2	GHS
Trevor Lind	Percussion	BHS			
Tiffany Niedens	Baritone Saxophone	BHS	<u>Orchestra</u>		
Katherine Shaw	Oboe	GHS	Felix Guggenheim	Violin	BHS
Ben Wilson	Trumpet (Cornet)	BHS	Kathryn Kelly	Violin	BHS
			Muen Li	Violin	GHS

**Public Comment on Non-Agenda Items**

- None

Trustee Fischer requested to pull item **4.3.1 – Consider Approval of High School Bond Projects Update** and move it to after the remaining Consent Agenda items. Trustee Neil seconded the motion.

**Consent Agenda Policy 2<sup>nd</sup> Reading, Minutes, High School District and Both Districts**

Trustee Fischer moved that the Board of Trustees approve items #4.2.1, 4.4.1, 4.4.2 and 4.4.3. Trustee Reinhardt seconded the motion. Motion carried 8-0.

- 4.2.1 **Consider Approval of Board Meeting Minutes**
- 4.4.1 **Consider Approval of Personnel Actions**
- 4.4.2 **Consider Approval of Financial Reports, Warrant Approval, and Donations**
- 4.4.3 **Consider Approval of requests for out-of-state field trips**

**4.3.1 Consider Approval of High School Bond Projects Update**

Director of Facilities Todd Swinehart introduced this item and reviewed the details behind the CHIPS Certification at Gallatin High School. Gallatin High is the first CHIPS certified building in the State of Montana.

Swinehart answered Trustees' questions.

Trustee Fischer moved that the Board approve the High School Bond Projects Update. Trustee Lusin seconded the motion. Motion carried 8-0.

**5.1.1 Discuss suggested revisions Policy 1400 – Board Meetings**

Director of Business Services Mike Waterman introduced this item. Regular Board meetings are required at least monthly by 20-3-322, MCA. Current Board policy states that Bozeman's 'regular' board meetings will

"take place at 6:00 p.m. on the second Monday of each month." Those dates create issues with legal deadlines in May and August: In May, election results are not available until 6 days after the election, which is the day of the Board meeting. The County has made exceptions to accommodate our regular meetings in the past, but they have asked us to change our meeting to be in compliance with the law. By law, the Montana Department of Revenue has until the first Monday in August to deliver our taxable values. Taxable value is one of the largest factors in our budget process, and it presents a significant challenge to make the decisions and finalize our budgets in time for the regular meeting on the second Monday of the month. MTSBA has reviewed the proposed changes. Waterman answered Trustees' questions.

These policy revisions will appear on the February 22, 2021 Consent Agenda for final consideration and approval.

## 5.2 Legislative Update

Director of Business Services Mike Waterman introduced this item and provided Trustees' with updates and lead discussion on Montana and Congressional legislation that may affect the operation of the District.

Waterman answered Trustees' questions.

### 6.1.1 Consider Approval of Superintendent Search Process

Director of Human Resources Pat Strauss introduced this item. The Board of Trustees approved a severance agreement with Superintendent Bob Connors on January 20, 2021 effective January 29, 2021. The Board of Trustees' appointed Dr. Marilyn King and Casey Bertram as interim co-superintendents through June 30, 2021. The Board is required to appoint a superintendent for the 2021-2022 school year. Board Policy 5120 states: "In the event of a Superintendent vacancy, the Board will devise an appropriate procedure." The board discussed the following options:

1. Conduct a Superintendent search process beginning February, 2021.
2. Appoint an interim Superintendent from July 1, 2021 through June 30, 2022 and postpone a Superintendent search until early in the 2022 calendar year.

Strauss answered Trustees' questions.

Trustee Lusin recommended the Board of Trustees appoint an Internal interim Superintendent from July 1, 2021 – June 30, 2022 and postpone a Superintendent Search until the 2021-2022 school year. Trustee Tague seconded the motion. Motion carried 7-1 (Trustee Black voted against).

### 6.1.2 Consider Approval of the 2021-2022 School Calendar

Director of Human Resources Pat Strauss introduced this item. The Calendar Committee consisting of Bozeman School District teachers and administrators met to design the proposed 2021-2022 School Calendar. Montana Code Annotated 20-1-301 School Fiscal Year defines the School Fiscal Year in terms of minimum aggregate hours. The proposed Spring Break for March 2022 mirrors the 2022 Spring Break dates set by the Montana State University Academic Calendar.

Strauss answered Trustees' questions.

Trustee Neil moved that the Board of Trustees' adopt the 2021-2022 School Calendar as presented. Trustee Black seconded the motion. Motion carried 8-0.

**6.1.3 Consider Approval of 2019-20 Comprehensive Annual Financial Report and Audit Report**

Director of Business Services Mike Waterman introduced this item. The District has retained Anderson ZurMuehlen & Co., P.C. to perform our audit for the 2019-20, 2020-21, and 2021-22 years. This is the culmination of the 2019-20 audit, which began on July 1, 2020. The audit is complete and Anderson ZurMuehlen has issued their annual Letter to Governance.

Waterman introduced Accounting Supervisor, RJ Tvedt and Jessica Van Voast and Jake Popp from Anderson ZurMuehlen & Co., P.C. Waterman, Tvedt, Van Voast and Popp presented the reports and answered Trustees' questions.

Trustee Black recommended the Board of Trustees accept the 2019-20 Comprehensive Annual Financial Report and Auditor Report. Trustee Lusin seconded the motion. Motion carried 8-0.

**6.1.4 Consider Approval of a letter to the Governor's Office asking for consideration to prioritize covid vaccinations for educators and other school-related personnel**

Interim Co-Superintendent King and Director of Special Services and Student Health, Chad Berg introduced this item. The Centers for Disease Control and Prevention make recommendations to federal, state, and local governments about who should be vaccinated first. Each state then develops its own plan. The CDC has recommended Phase 1B to include frontline essential workers, including those who work in the educational sector (teachers, support staff, and daycare workers). Phase 1A of Montana's vaccine distribution plan has focused on patient-facing, frontline health care workers. This group has been estimated to include up to 60,000 individuals. Educators and school-related personnel were initially in Phase 1B of the vaccine distribution plan. Phase 1B originally included approximately 90,000 individuals. On January 6, 2021, Phase 1B was adjusted to include Montanans who are 70 years of age and older (revised from 75), individuals aged 16-69 with a high-risk medical condition, and American Indians and other persons of color who may be at elevated risk for COVID-19 complications. This group now includes approximately 250,000 individuals. The Gallatin City-County Health Department estimates there are between 25,000-35,000 individuals in the county under the revised Phase 1B criteria. Educators and school-related personnel (i.e., "frontline essential workers") were moved to Phase 1C, along with people aged 60 and older, individuals in congregate care facilities, and people aged 16-59 with medical conditions not included in 1B that put them at elevated risk for covid complications. If the current local distribution rate remains unchanged, it is estimated to take 4.8 months to complete Phase 1B. As of February 3, 2021, the 122,503 doses have been administered statewide. This has resulted in 32,031 Montanans being fully immunized. This includes 7,653 doses in Gallatin County, with 2,177 individuals fully immunized. As of Feb 2, 2021, 50 employees of the district have been vaccinated as Phase 1A patient-facing health providers. This group includes our school nurses and health aides, speech, occupational and physical therapists, and school based mental staff including school counselors and psychologists. Approximately 50 additional staff (teachers and paraprofessionals) that provide medically necessary special education services are being scheduled at this time. Additionally, staff who are able to be vaccinated under the criteria of 1B continue to be scheduled independent of District coordination. There are 100,000 Montanans aged 70+ who are now prioritized ahead of essential frontline workers, such as BSD7 teachers.

King and Berg answered Trustees questions.

Trustee Neil recommended the Board of Trustees approve the letter as presented with the addition of thanking the Governor's office for increasing the number of vaccines within our state. Trustee Willett seconded the motion. Motion carried 8-0.



**7.1 Executive Report**

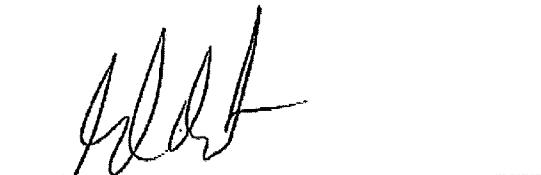
- Interim Co-Superintendent King reported on Crossing Guard Appreciation Day. King updated Trustees' on Spring Enrollment information and timelines for new student registration.
- Interim Co-Superintendent Bertram reported on Smarter Balanced state testing, BSD7Community Newsletter and post season athletic events. Bertram also reported on discussions that are taking place on summer school and K12 extended year opportunities.
- Director of Business Services Mike Waterman updated Trustees on a letter administration received from Moody's. BSD7 currently has the highest Bond rating in the state. Moody's is reevaluating their methodology and that rating may change.

**7.2 Board of Trustees**

- Trustee Lusin reported on research he has done with the Montana Constitution and the public's right to know.
- Trustee Fischer thanked everyone for their work on the Vaccination letter to the Governor. Fischer updated Trustees on the SIRI committee.
- Trustee Reinhardt reported on the Consensus wrap up meeting.
- Trustee Neil reported on visits to Bozeman and Gallatin High schools.

Meeting adjourned at 9:52 PM

  
Sandra Wilson, Board Chair

  
Mike Waterman, District Clerk

Attachment G: BSD7 Board of Trustees Minutes February 17, 2021

BOARD MEETING, BOARD OF TRUSTEES, SCHOOL DISTRICT NO. 7 AND HIGH SCHOOL DISTRICT

Open Session

DATE: February 17, 2021

TIME: 5:45 p.m.

PLACE: Electronically

MEMBERS

PRESENT: Sandra Wilson, Chair  
Greg Neil, Vice Chair  
Kevin Black  
Douglas Fischer  
Gary Lusin  
Tanya Reinhardt  
Wendy Tage  
Andy Willett

MEMBERS

ABSENT: None

STAFF

PRESENT: Casey Bertram, Interim Co-Superintendent  
Marilyn King, Interim Co-Superintendent  
Pat Strauss, Director of Human Resources  
Mike Waterman, Director of Business Services/District Clerk  
Lori Ross, Executive Assistant

VISITORS: Approximately 23

Call to Order

Trustee Neil requested a moment of silence in honor of Whittier Principal Craig Kitto.

The meeting was called to order at 5:45 p.m. by Chair Wilson. Following the Roll Call and the Pledge of Allegiance, Wilson welcomed visitors and explained the purpose of the meeting and procedures to be followed.

Public Comment on Non-Agenda Items

- None

5.1 Discuss District Emergency Policies 1900, 1905 in response to and compliance with state and local health and emergency directive changes

Interim Co-Superintendent Casey Bertram introduced this item and reviewed Policies 1900 and 1905.

Policy #1900 - Emergency Policy was developed in conjunction with the Montana School Boards Association. The Policy was approved on 5/18/2020. On March 20, 2020 the Board of Trustees declared a state of emergency exists in the District due to the COVID-19 pandemic. The emergency declaration remains in effect until the Board of Trustees determines the District is no longer in an emergency.

Policy #1905 - Face Coverings as Personal Protective Equipment was developed in conjunction with the Montana School Boards Association. The policy was discussed on 1/11/2021 and approved on 1/25/2021. The metrics/matrix, developed by the COVID Advisory Task Force, is based, in part, on the use of face coverings as a safety measure in our district. As written, "This policy applies during the COVID19 state of emergency declared by the Board of Trustees or other local, state or federal agency, official, or legislative body." The policy also provides guidance on disciplinary action related to failure or refusal to wear a mask or harassment related to protective face coverings. The Governor's statewide mask order was lifted on 2/12/2021. Gallatin City County Health Department has a county mask order in place through April 20, 2021.

Bertram and King answered Trustees' questions.

There are no recommended changes to Policy 1900 or 1905.

#### **6.1.1 Consider Approval of Interim Superintendent**

Director of Human Resources Pat Strauss introduced this item. The Board is required to appoint a superintendent for the 2021-2022 school year. Board Policy 5120 states *"In the event of a Superintendent vacancy, the Board will devise an appropriate procedure."* On February 8, 2021 the Board of Trustees approved a motion to appoint an Internal Interim Superintendent for the 2021-2022 school year and to conduct a Superintendent search during the 2021-2022 school year. Board leadership discussed the Interim Superintendent position with Dr. Marilyn King and Mr. Casey Bertram to gauge interest and consider optimal central office organizational structure during this interim period. Several options were discussed and the group agreed to recommend Mr. Casey Bertram as Interim Superintendent for the 2021-2022 school year.

Strauss answered Trustees' questions.

Trustee Tague recommended the Board of Trustees' appoint Mr. Casey Bertram as Interim Superintendent effective July 1, 2021 through June 30, 2022. Trustee Willett seconded the motion. Motion carried 8-0.

#### **6.3.1 Consider Approval of the Bozeman On-Line Charter School (BOCS) application**

Interim Co-Superintendent Casey Bertram introduced this item. The Bozeman On-Line School was implemented at the beginning of the 2020-21 school year due to the need for elementary and middle school families to engage in remote instruction during the COVID pandemic. The experience has been positive for families and has prompted the application for public charter school status as defined by Montana Code Annotated 10-55-604 (Section 11). The charter school would allow for student enrollment in fall of 2021.

In preparation of the charter application, several stakeholder meetings have occurred.

- February 4, 2021: Planning meeting with district and school leadership and teaching staff.
- February 8, 2021: Board education for trustees and public about the charter school application process and the proposed charter school. Attendees included a member of the local media.
- February 9, 2021: Informational discussion with community stakeholder groups involved in emergency child care. Attendees included representatives from Greater Gallatin United Way, YMCA, Child Care Connections and other child care organizations.
- February 11, 2021: Informational Zoom presentation provided to the community.
- February 12, 2021: Information provided in the BSD7 Weekly Communication to families and staff.
- February 15, 2021: Interest survey sent to families and individual conversations conducted with families who had questions about the charter school/application process.
- February 17, 2021: Presentation to Board of Trustees at a special public board meeting.

Representatives from several state educational organizations have been contacted directly for feedback and advice regarding the charter application process:

- MT Office of Public Instruction
- Montana School Boards Association
- Montana Education Association
- School Administrators of Montana

The charter school planning team, which includes teaching staff and leadership, has created a shared vision statement as well as a framework that describes the essential components of the future charter school.

**Bozeman On-Line Charter School Shared Vision:** The BOCS will provide a model of instruction that is flexible and creative to ensure all students are met where they are in their learning and are supported as they advance in their learning. The BOCS aims to enrich each student with a sense of purpose, a belief in personal efficacy, and a passion for learning.

**Bozeman On-Line Charter School Framework:** Through staff collaboration regarding desired outcomes a framework was created that outlines the essential components of the envisioned future for the charter school.

**Bozeman On-Line Charter School Mini-Playbook:** A mini-playbook was created that details some additional aspects of the school.

Bertram, King and VanVelkinburgh answered Trustees' questions.

Trustee Tague moved that the Board of Trustees' approve the Bozeman On-Line Charter School application as presented. Trustee Lusin seconded the motion. Motion carried 7-0.

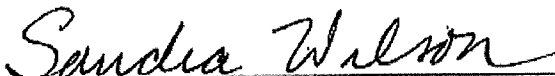
**7.1 Executive Report**

- Interim Co-Superintendent King gave an update to Trustees' on the Crisis Response at Whittier.

**7.2 Board of Trustees**

- Trustee Neil reported on recent school visits.
- Chair Wilson reported on the Bozeman Schools Foundation meeting.
- Trustee Tague reported on an upcoming visit at Bozeman High scheduled for Friday, February 19.

Meeting adjourned at 7:28 PM



Sandra Wilson, Board Chair



Mike Waterman, District Clerk

**Attachment H: Anecdotal Support**

An interest survey related to the community’s desire for the BOCS was sent to all K-7 BSD7 families on February 16, 2021. A portion of this survey was dedicated to families who were already in or who had participated in the Bozeman Online School during the 2020-21 school year. These families were asked about what had worked to support their student(s) learning and what could be improved to support student learning. Many of the responses are included below:

Question (2/16/21)	Response Summary (number of responses in this category)
<p>What worked this year with the BOS that supported your student in his or her learning? (N=62)</p>	<ul style="list-style-type: none"> <li>- Flexibility with schedule and model (28)</li> <li>- Separation from large in-person environment (7)</li> <li>- Teachers only teaching remote classes (1)</li> <li>- Able to engage with their own student’s learning (4)</li> <li>- Combination of live class and asynchronous learning (8)</li> <li>- Met the needs of my student’s IEP/504 (2)</li> <li>- Provided health safety related to pandemic (2)</li> <li>- Was better able to make friends in an on-line environment (1)</li> <li>- Appropriate amount of screen time (2)</li> <li>- Gained more independence / responsibility (2)</li> <li>- The teachers (18)</li> <li>- Able to pursue other interests outside of school (4)</li> <li>- Consistency vs. Quarantines (1)</li> </ul>
<p>What could be improved with remote learning that would support your student in his or her learning? What ideas or suggestions would you offer? (N=60)</p>	<ul style="list-style-type: none"> <li>- Want more flexibility (materials instead of live classes) (1)</li> <li>- Want more flexibility (related to Specials / Elect.) (5)</li> <li>- Teachers need more technology experience (1)</li> <li>- Remote opportunities for more social interaction outside of academic classes (6)</li> <li>- In-person opportunities for learning and social interaction (14)</li> <li>- Faster Feedback (1)</li> <li>- Need for Subs (2)</li> <li>- Improved parent-teacher conference or connection (3)</li> <li>- Parent instruction on supporting their own learner (1)</li> <li>- More opportunities to extend learning / advance faster (3)</li> <li>- Improved access to electives (3)</li> <li>- Improved access to library resources / textbooks (2)</li> <li>- Ensure consistency with Canvas pages and Powerschool use (4)</li> <li>- Flexibility in how students demonstrate learning (2)</li> <li>- Reduce Screen time (1)</li> <li>- More live classes (via web) (1)</li> <li>- More small group (6)</li> </ul>

**Attachment I: BSD7 Policy 3310 Student Discipline**

BOZEMAN PUBLIC SCHOOLS 3310 STUDENTS  
Student Discipline

The Board grants authority to a teacher or principal to hold a student to strict accountability for disorderly conduct in school, 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 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

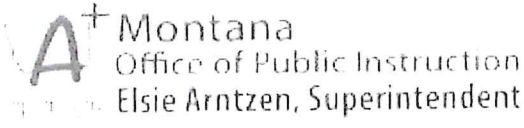
Reviewed on:

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

### **Attachment J: Sources**

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**VARIANCES TO STANDARDS:  
CREATING A CHARTER SCHOOL APPLICATION  
Initial Application (two years)**

**Required school district signatures:**

Board Chair Name: Sandra Wilson Board Chair

Signature: Sandra Wilson Date: 2/24/2021

Superintendent Name: Marilyn King Casey Bertram Superintendent

Signature: Marilyn King Casey Bertram Date 2/24/2021

**Mail your signed form to:**

**Accreditation and Educator Preparation Division  
Office of Public Instruction  
PO Box 202501  
Helena, MT 59620-2501**

**OPI USE ONLY**

Superintendent of Public Instruction: Elsie Arntzen  
Date May 3, 2021 Approve  Disapprove

Board of Public Education Chair: [Signature]  
Date 5/14/21 Approve  Disapprove



Elsie Arntzen, Superintendent • Montana Office of Public Instruction February 2018