

VARIANCES TO STANDARDS APPLICATION
CHARTER - Renewal Application (three years)

Purpose **10.55.604(4)**: “Following the second year of implementation of a variance to standards, the school district shall provide evidence to the Superintendent of Public Instruction that the methods selected by the district implement, meet, or exceed results that could have been achieved under established standards.”

DUE DATE:

First Monday in March

COUNTY: Gallatin County

DISTRICT: Bozeman Elementary District

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE: Bozeman Charter School (BoCS)

1. Standard(s) for which a variance is requested, e.g., 10.55.709. If there is a program delivery/content standard, be sure to list it as well, e.g., 10.55.1801.

The initial charter application for the Bozeman Charter school included variance requests for ARM 10.55.710 Assignment of School Counseling Staff, ARM 10.55.709 Library Media Services, ARM 10.55.705 Administrative Personnel: Assignment of School Administrators, and ARM 10.55.711 Class Size and Teacher Load.

During the presentation to and discussion with the Board of Public Education it was noted that the approval of the Charter School itself was the “uber variance” and that approval of individual variances was not necessary. The Board of Public Education in approving the initial charter tasked Bozeman Public Schools with meeting the educational needs of the students and families in the Bozeman Charter School and providing documentation of the success of that effort.

If the “uber variance” of approving the Charter School truly doesn’t require requesting individual variances, then the district would like to proceed accordingly with requesting approval of the “Public Charter School Variance.” If approval of individual variances are required the district would request approval of the initial list of variances previously requested in the original application. ([See Attachment A](#)).

2. Provide evidence that local community stakeholders were involved in the consideration and development of the proposed renewal variance application. Community stakeholder groups include parents, community members, and students as applicable.

2022-2023 School Year

- Parent Advisory Council (PAC) meeting 1.17.2023
The BoCS Principal discussed and received feedback regarding the charter renewal application from the Bozeman Charter School Parent Advisory Council (PAC) on 1.17.2023. (See [Attachment B](#))
- Board of Trustees Meeting 2.13.2023 (Discussion)
The Board of Trustees discussed the Bozeman Charter School renewal application at their regularly noticed and scheduled meeting on 2.13.2023. (See [Attachment C](#)) A public comment period was part of the discussion.
- Parent Advisory Council (PAC) meeting 2.14.2023
The Superintendent, Casey Bertram, and BoCS Principal, Jennifer Westphal, discussed the charter renewal application with the BoCs Parent Advisory Council (PAC) on 2.14.2023. The PAC was supportive of the new goal areas for 2023-2024. (See [Attachment D](#))
- Board of Trustees Meeting 2.27.2023 (Singular Action Item)
The Board of Trustees approved the final charter renewal application via the elementary district consent agenda on 2.27.2023. (See [Attachment E](#)) Minutes were approved at the regular board meeting on 3.6.2023. A public comment period was part of consent approval for both the charter approval action item and the approval of the minutes.

3. Provide evidence local school stakeholders were involved in the consideration and development of the proposed renewal variance application. School stakeholder groups include trustees, administrators, teachers and classified school staff.

2022-2023 School Year

- BoCS Board of Trustees Luncheon 1.31.2023
The BSD7 Board of Trustees, Central Office Administrators, BoCS Principal, BoCS Parent Advisory Council, and BoCS staff and students came together for the annual board luncheon on 1.31.2023. The charter application renewal was discussed as well as an overall presentation given by Principal, Jennifer Westphal, that included data, celebrations, challenges, as well as an opportunity to observe BoCS staff working with students during the afternoon in-person portion of the program. (See [Attachment F](#))
- BoCS Staff Charter Renewal Meeting 2.1.2023
The BSD7 Superintendent, HR Director, and BoCS Principal discussed the charter renewal process with the current BoCS staff at their regularly held staff meeting on 2.1.2023. Discussion included the following topics: hopes/dreams for the future of BoCS, charter renewal process, open enrollment bill, BSD7 policy on open enrollment, enrollment caps in BoCS, suggestions and feedback on next steps for the BoCS.

4. Attach Board of Trustee meeting minutes that show the Board of Trustees approved the application for a renewal variance at an official, properly noticed meeting.

The BSD7 Board of Trustees discussed the Bozeman Charter School renewal application at their meeting on 2.13.2023. [\(See Attachment C\)](#)

The BSD7 Board of Trustees considered approval of the Bozeman Charter School renewal application at their meeting on 2.27.2023. The Board of Trustees approved the minutes of the 2.27.2023 meeting on 3.6.2023. [\(See Attachment E\)](#).

5. Reflection upon initial variance:

- a. Describe the specific goals, measurable objectives, and rationale that describe the initial variance and how the proposed variance was to meet or exceed the results under the current standard(s). Include how the variance was workable and educationally sound.

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 socially-emotionally.

1. Who: BOCS administrator and district administrators.
2. 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.
3. 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.

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.

1. Who: BOCS administrator and district administrators.
2. When: Annually at the end of each semester
3. 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.

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.

1. Who: BOCS administrator.
2. 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.
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.

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.

1. Who: BOCS administrator and staff.
2. When: At the end of each grading period.
3. Measurement: The BOCS staff will look at standards progress reports for all subject areas within the BOCS at the end of each grading period.

b. How were these goals and objectives met or exceeded? (Implementation)

Objective 1- Know Our Impact (Implementation)

The Bozeman Charter School is included in and accountable to BSD7's Long Range Strategic Plan (LRSP) annual goal setting and accountability process.

For the 2021-2022 school year each school site set measurable goals and built associated action plans in the areas of ELA, Math, and Social Emotional Learning. To view the completed 2021-2022 LRSP Goals/Action planning document for the BoCS see [attachment G](#). It is important to note that the BoCS did not meet the attendance threshold for the statewide SBAC assessment in the spring of 2022. There were parents with COVID concerns who did not allow their students to attend any of the in-person components of the BoCS, including state testing. There is currently no option in the state assessment plan to allow for remote participation in the SBAC assessment. Per OPI policy the number of students necessary to achieve the attendance threshold automatically received novice scores on the SBAC assessment. Thus the district benchmark assessment scores (STAR, Acadience, and DESSA) are more accurate indicators of student achievement for the 2021-2022 school year.

A summary of the Bozeman Charter School academic achievement for 2021-2022 is below. To access the full BSD7 LRSP Accountability Document for the BoCS see [attachment G](#).

Reading:

K-5 School wide proficiency increased from fall (56%) to spring (69%). Acadience Reading Assessment
6-8 School wide proficiency decreased from fall (67%) to spring (55%). STAR Reading Assessment

Math:

K-5 School wide proficiency increased from fall (68%) to spring (74%). Star Math Assessment
6-8 School wide proficiency increased from (43%) to spring (65%). Star Math Assessment

For the 2022-2023 school year each school site set measurable goals and built associated action plans in the areas of ELA, Math, Social Emotional Learning, and Graduation. A summary of the progress to date (Fall to Winter) is below. To access the full BSD7 LRSP Accountability Document for the BoCS and [see attachment H](#).

Reading:

Baseline Data - Fall

Second grade: 80% benchmark and above
Third grade: 100% benchmark and above
Fourth grade: 70% benchmark and above
Fifth grade: 78% benchmark and above
Sixth grade: 66% benchmark and above
Seventh grade: 22% benchmark and above
Eighth grade: 0% benchmark and above

Mid-Year Progress - Winter

Second Grade: 75% at benchmark or above (-5)
Third Grade: 100% at benchmark or above
Fourth Grade: 60% at benchmark or above (-10)
Fifth Grade: 78% at benchmark or above
Sixth Grade: 100% at benchmark or above (+34)
Seventh Grade: 44% at benchmark or above (+22)
Eighth Grade: 33% at benchmark or above (+33)

Math:

Baseline Data - Fall

Second grade: 20% at benchmark and above
Third grade: 80% at benchmark and above
Fourth grade: 70% at benchmark and above
Fifth grade: 55% at benchmark and above
Sixth grade: 33% at benchmark and above (out of 3 students)
Seventh grade: 55% at benchmark and above (out of 9 students)
Eighth grade: 0% at benchmark and above (out of 3 students)

Mid-Year Progress - Winter

Second Grade: 66% at benchmark or above (+46)
Third Grade: 80% at benchmark or above
Fourth Grade: 62% at benchmark or above (-8)
Fifth Grade: 41% at benchmark or above (-14)
Sixth Grade: 75% at benchmark or above (+42)
Seventh Grade: 78% at benchmark or above (+23)
Eighth Grade: 100% at benchmark or above (+100)

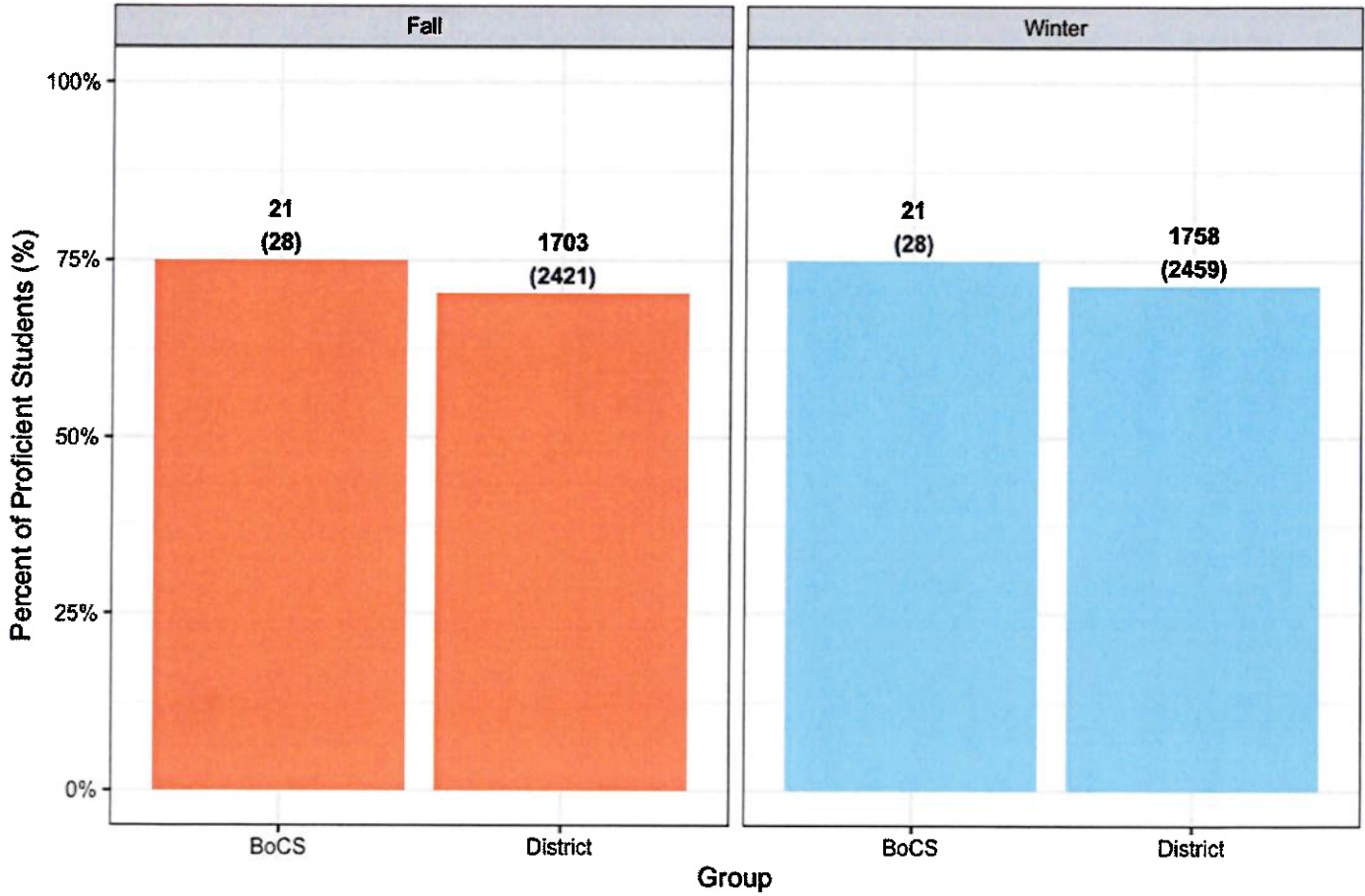
Objective 2 - Compare Our Impact (Implementation)

The Bozeman Charter School serves a very small population of students. Currently there are 44 students combined in grades 2-8. With that being said it is important that readers use caution when comparing the BoCs to other schools in the district. **Overall, we are seeing positive student achievement results in the BoCS. Below you will find the most recent comparison data in Math, and ELA showing the BoCS in comparison to other BSD7 schools at that grade band. You will notice that the BoCS shows higher proficiency levels at mid-year (winter benchmark) than our brick and mortar school sites in both elementary and middle school level reading and math.**

2nd-5th Grade Acadience Reading Benchmark Assessment - Fall 2022 Proficiency Scores - Winter 2023 Proficiency Scores (Bocs vs. District Average)

BoCS 2022-23 Acadience Proficiency for Grades 2-5

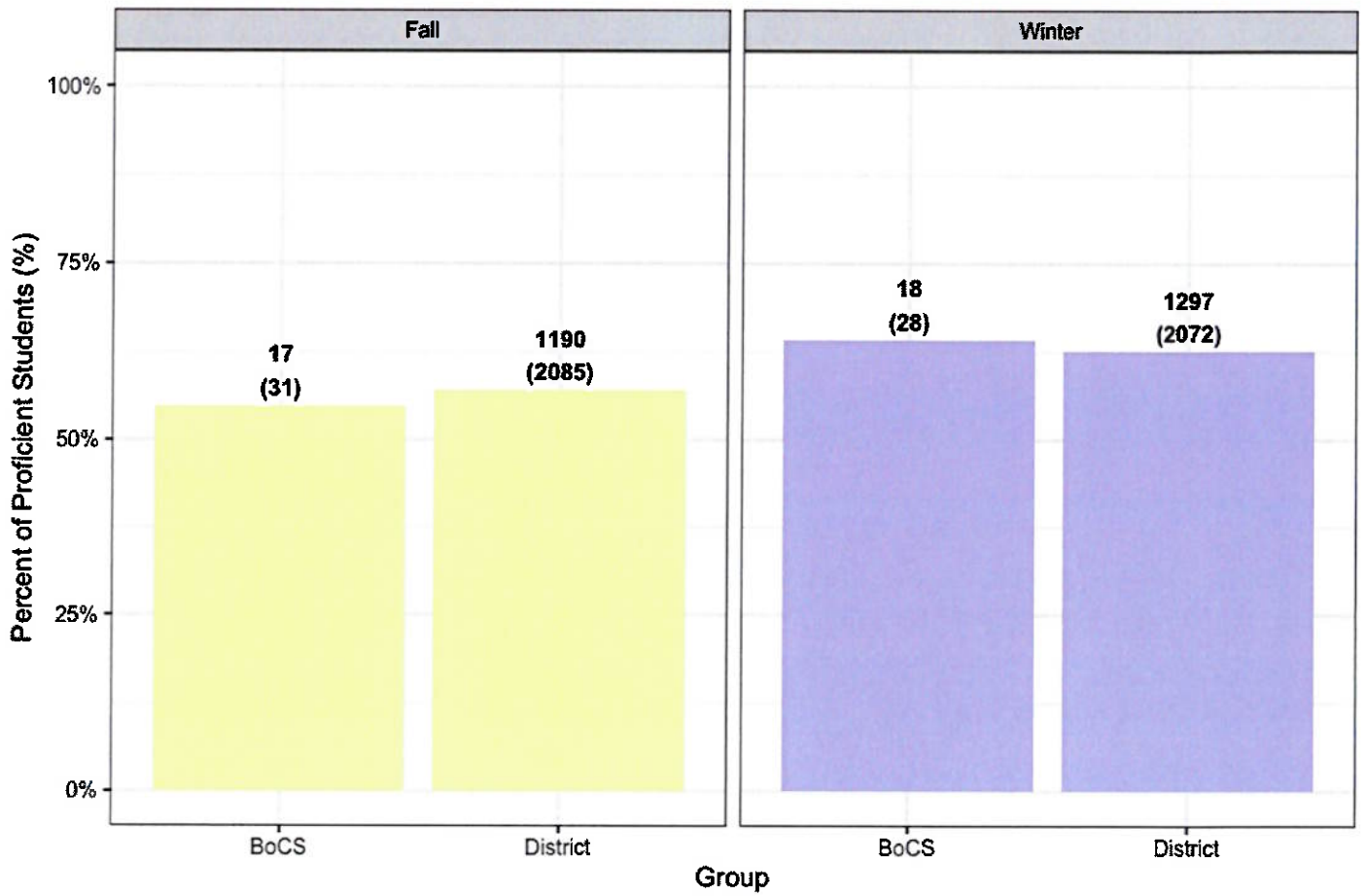
Total Students Noted in Parentheses



2nd-5th Grade Star Math Benchmark Assessment - Fall 2022 Proficiency Scores - Winter 2023 Proficiency Scores (BoCS vs. District Average)

BoCS 2022-23 STAR Math Proficiency for Grades 2-5

Total Students Noted in Parentheses

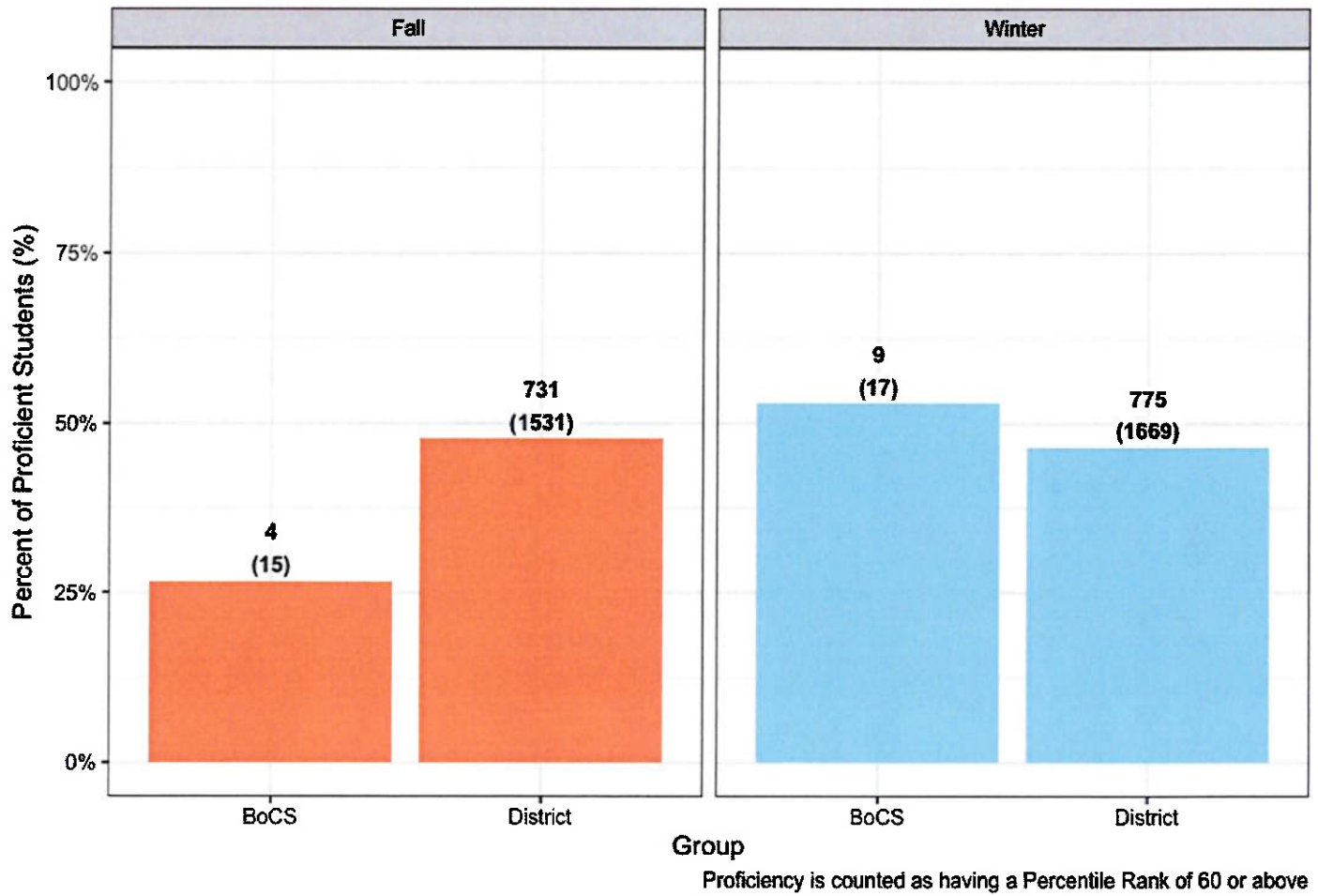


Proficiency is counted as having a Percentile Rank of 60 or above

6th - 8th Grade STAR Reading Benchmark Assessment - Fall 2022 Proficiency Scores - Winter Proficiency 2023 Scores (Bocs vs. District Average)

BoCS 2022-23 STAR Reading Proficiency for Grades 6-8

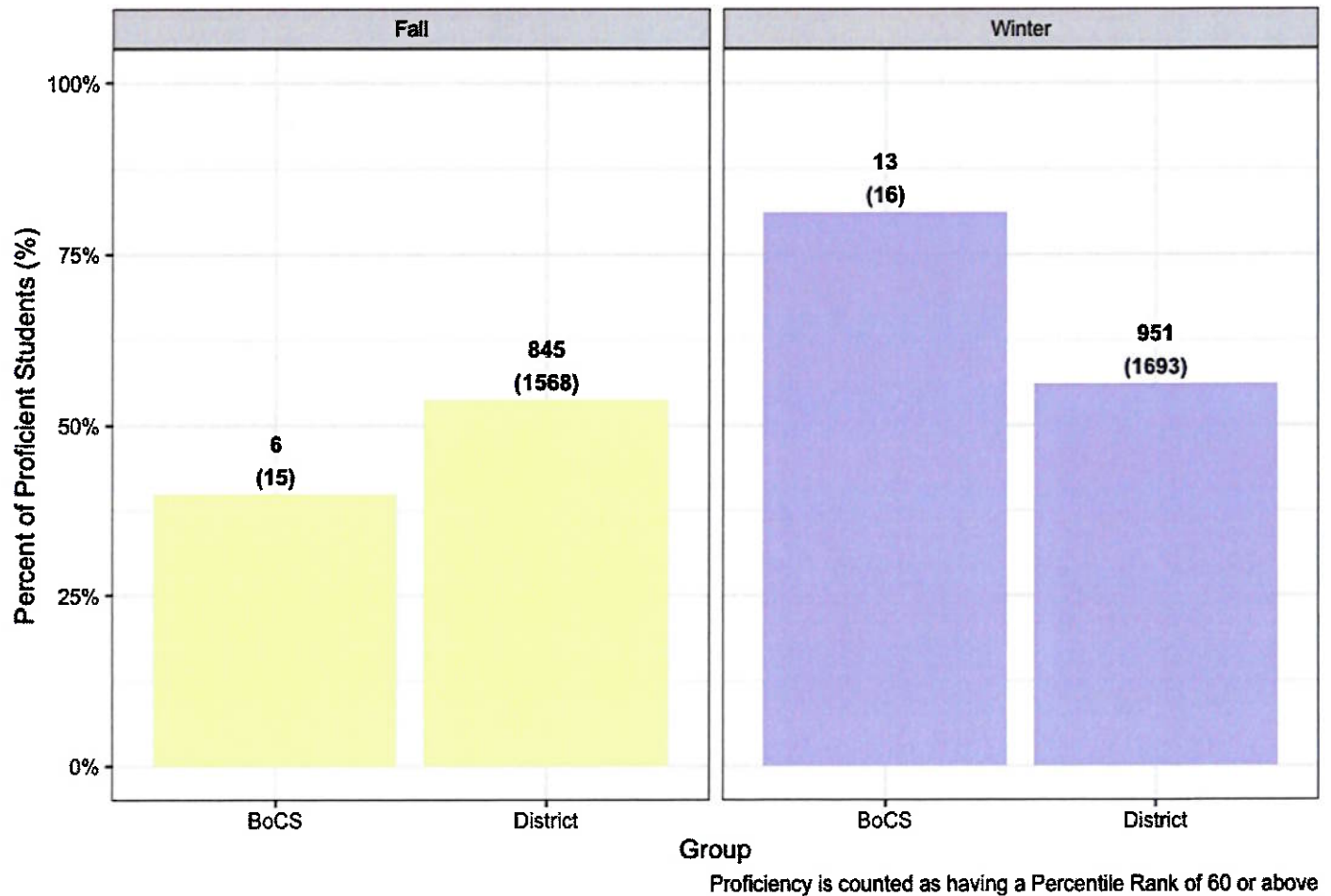
Total Students Noted in Parentheses



6th - 8th Grade STAR Math Benchmark Assessment - Fall 2022 Proficiency Scores - Winter Proficiency 2023 Scores (Bocs vs. District Average)

BoCS 2022-23 STAR Math Proficiency for Grades 6-8

Total Students Noted in Parentheses



Objective 3- Develop a Positive Climate and Culture (Implementation)

In general, the team at the Bozeman Charter School reports that building relationships with students and working on social, emotional, behavioral skill deficits is much easier to accomplish for those students who regularly attend the in-person components of the program. The district uses the Devereux Student Strengths Assessment (DESSA) as the benchmark tool for social emotional learning. The BoCS team set the following goals after the 2021-2022 school year around the SEL portions of the program:

- Need to take a look at the questions in the DESSA and see how to best answer these questions regarding fully remote students.
- Work with the counselor on how to better connect with fully remote students (this has been a challenge).
- Increase efforts on attendance monitoring and systems.
- Adopt more of a "search and connect" mentality as opposed to a wait until they come to us.
- Have counselor build out remote lessons and curriculum in advance.
- Establish Canvas page.
- Connect during remote times with specific lessons.

Those goals have largely been accomplished. The counselor in the BoCS has fully built-out SEL lessons available to online only students as well as teaching some of those lessons in the afternoons to the in-person students. BoCS has worked hard to connect with all students and families and the most recent DESSA data for 2022-2023 shows that only

one student was flagged in the needs category.

Objective 4- Audit Content Standards: (Implementation) The BoCS staff has made great progress in implementing a truly competency based model in core academic areas. Students are working at their own pace and the structure allows for both interventions and extensions tailored to individual student needs. The district is prioritizing professional development for the BoCS team for 2023-2024 specific to growing their collective expertise in delivering a competency based program. The BoCS team is also flexible in its approach to providing families with options for elective programming (HE, art, music, library, etc.) Students have options in BSD7 brick and mortar schools, options for online programming via MTDA and EdGenuity at the middle school level, as well as student specific options directed by parents. The BoCS team has been able to make strong curricular connections to the weekly expeditionary learning opportunities provided to all students in the BoCS. Those expeditions have included the following trips:

Bumblewood Thicket Fairy Villages

Headwaters State Park

Lindley Park

Tinsley House at Museum of the Rockies

MSU Recreation Center

OWLS (Outdoor Wilderness Living School)

Bozeman Fish Technology Center

Tipi Pole Harvest

Bear Biology with FWP

American Indian Hall at MSU

Emerson Center for the Arts and Culture Schools in the Gallery

Museum of the Rockies MOR Apsáalooke Women and Warriors & Paugh History Hall

Gallatin Valley Food Bank

Skating at Gallatin Ice

Crosscut Mountain

Bozeman Public Safety Center and Fire Department

SPIRE Climbing Club

BHS Coding Club

Bozeman Bike Kitchen

- c. Provide a summary of the evidence or data gathered to demonstrate that the initial variance meets or exceeds results that could have been achieved under the established standard. (Examples may include, but are not limited to: student performance trends, if applicable, specific goals being addressed through AdvancED, etc. Do not include lesson plans, library monthly checkout logs, or calendars).

The data in the section above show that the BoCS is meeting the needs of students and families in a flexible model that includes a competency based approach, core instruction delivered remotely, in-person opportunities for SEL, interventions/extensions, and weekly expeditionary learning. Bozeman Public Schools is working through budgetary challenges and the sustainability of the BoCS was part of budget reduction conversations. As part of that process we heard from many parents in the BoCS who articulate powerful stories of student success that are hard to capture in the assessment data numbers. [See attachment I](#) for testimonials from BoCS families.

- d. What evidence, do you anticipate, will be collected for the renewal application's goals/ objectives

The district will continue to hold the BoCS accountable via the Long Range Strategic Plan (LRSP) site goals and accountability structures. In short, that process includes each school site setting measurable goals, tied to district goals, in the areas of ELA, Math, SEL, and Graduation. Each school site shares their progress annually with the board of trustees in the public board luncheon at each school site. Principals meet with central office administration three times a year, following benchmark assessment periods, to discuss progress towards goals and associated action plans. The process culminates in a transparent board discussion and action items where all building goals and actions plans as well as the board luncheon presentations are transparently posted on the district website. For example, Click [HERE](#) for the 2021-2022 BSD7 LRSP Annual Report.

6. After reflection of the evidence/data gathered on the initial variance, what is the status of your renewal application?

Continue with current goals and measurable objectives (state)

Propose new goals and measurable objectives for renewal application (state)

Throughout the process of collecting input from community and school stakeholders three specific areas of focus have been established as part of the continuous improvement process for the Bozeman Charter School (BoCS).

1. Firm up program requirements. Erring on the side of parental choice and flexibility, there are some students and families that pick and choose what components of the program they participate in. The BoCS would like to firm up program requirements, consistent with an MTSS approach, to move away from A-La-Carte and ensure the program is meeting the needs of students and guarantees student success. The BoCS will remain flexible but will roll out the following parameters:
 - Remote Core Instruction Daily = Required component for all students
 - In-Person Component = Required for some students via a tiered MTSS process. If the student is struggling with making progress toward grade level core standards, or IEP/504 goals, the afternoon in-person component will be required. Additionally, if the student is struggling with social, emotional, behavioral issues the BoCS staff will work with the family and require in-person support.
 - Expeditionary Learning = Students will opt in or out to this part of the curriculum and won't be allowed to pick and choose. The BoCS works hard to spiral and integrate the expeditions with learning from the core program, thus it is difficult to plan these opportunities never knowing how many students will attend.
 - Firming up these requirements will ensure the BoCS is able to meet the needs of all students and also helps to ensure stable state funding in the BoCS. Because the BoCS doesn't include the requisite hours in MCA 20-9-311 Bozeman Public Schools cannot count for ANB purposes students in the BoCS who are not proficient as defined in BSD7 Board Policy.
2. Explore/Pursue Full Day Options For Students. From an equity lens the current program delivery model in the BoCS requires flexible parents/guardians who can support students at home during the remote component, and also provide transportation to the in-person components. The district will be exploring options to provide a hybrid approach and/or a supervised classroom setting for students to access bussing in the morning to come to the BoCS site for the online instruction component, and then stay for access to school lunch, the afternoon in-person programming, and bussing home.
3. Support Open Enrollment As A Strategy To Grow Enrollment: Open enrollment is seemingly inevitable in the 2023 legislative session. The BSD7 Board of Trustees will be considering a policy change opening up the BoCS

to students outside of the district, on a space and staffing available basis. This strategy will help to grow and solidify enrollment in the BoCS, thus making it a budgetarily sustainable model in Bozeman Public Schools.

__ Adjustments to implementation need to be made to meet or exceed standard (state)

Required school district signatures:

Board Chair Name: Greg Neil

Board Chair Signature: Greg Neil Date: 3/6/2023

Superintendent Name: Casey Bertram

Superintendent Signature: Casey Bertram Date: 3/6/2023

Mail the 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

5/2/23

Approve Disapprove

Board of Public Education Chair

Madalyn Quinlan

Date

5/12/2023

Approve Disapprove

Attachment A

If the “uber variance” of approving the Charter School truly doesn’t require requesting individual variances, then the district would like to proceed accordingly with requesting approval of the “Charter School Variance”. If approval of individual variances are required the district would request approval of the following variances to standards:

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.

1. 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.
2. 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.

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.

1. 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.
2. As there cannot be a physical library in the remote school, the job requirements of a library media specialist would look vastly 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 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.

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.

1. 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.

2. 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

ARM 10.55.711 GENERAL: CLASS SIZE AND TEACHER LOAD (Elementary and Middle School)

1. With the remote school environment physical space is not a barrier that limits the number of students.
2. 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.

Attachment B

January 17, 2023 Bozeman Online Charter School PAC Agenda/Notes

Location: 2:30-3:15 at the Irving School or

Google Meet

Video call link: meet.google.com/huh-rsen-tdc

- Principal's Report
 - BoCS renewal variance application
 - Variances
 - Counseling sessions are in person for middle school and remote for elementary
 - Library .2, in person for elementary
 - Music and Health shared with Irving
 - K-1 20-24 +5
 - 3-4 28-32 +5
 - 5 30-34 +5
 - Middle school 30-34 +8
 - Combos are capped at 24
 - Know your data
 - Compare your data
 - Positive Climate and Culture
 - Audit
 - Data
 - DESSA
 - Acadience
 - STAR Math
 - STAR Reading
 - Attendance
- President's Report
 - K-1 for next year
 - State annual report \$20
 - Sled Fest - February 8
 - Article - Montana Parent
 - Enrollment up to ~100
 - Open enrollment bill - will allow any student within the state of Montana wants to attend a school, they can
- Treasurer's Report
 - Balances

Attachment C

Board of Trustees Meeting Agenda 2.13.2023



BOZEMAN SCHOOL DISTRICT NO. 7
WILLSON BOARD ROOM #122
MONDAY -- February 13, 2023 -- 5:45 PM

Regular Board Meeting

-
- 5:45
1. **Call to Order -- Roll Call -- Pledge of Allegiance** Red = Not an Agenda Item (Placeholder)
 2. **BSD7 Experience** Black = Agenda Item
 - 2.1 Student Representatives Report
 - 2.2 Board Education - Building Reserve
The Board Education Opportunity is a 15-minute segment that allows our Board to receive an educational snippet of what is happening in our District.
 - 2.3 Recognition and Awards
 - 2.3.1 2022-23 Gatorade Montana Girls & Boys Cross Country Players of the Year
 - 2.3.2 ASBO Meritorious Budget Award for the 2022-23 Budget
 3. **Action Items -- Consent**
 - 3.1 **Policy 2nd Reading**
 - 3.2 Minutes
 - 3.2.1 Consider Approval of Board Meeting Minutes
 - 3.3 High School District
 - 3.3.1 Consider Calling for May 2, 2023 School Election - High School District
 - 3.4 Both Districts
 - 3.4.1 Consider Approval of Personnel Actions
 - 3.4.2 Consider Approval of Financial Reports, Warrant Approval, and Donations
 - 3.4.3 Consider Approval of 2022-2023 Superintendent Evaluation
 - 3.4.4 Consider Approval of Superintendent Contract
 - 3.5 Elementary District
 - 3.5.1 Consider Calling for May 2, 2023 School Election - Elementary District
 4. **Action Items -- Singular**
 - 4.1 **Both Districts**
 - 4.2 **High School District**
 - 4.3 **Elementary District**
 5. **Board Discussion**
 - 5.1 **Policy 1st Reading**
 - 5.2 Middle School Schedule Consensus Discussion
 - 5.3 Committee Reports
 - 5.4 Legislative Update
 - 5.5 Discuss Strategy and Partnership with Bozeman Schools Foundation to Enhance Privately Funded Positions/Programs
 - 5.6 Preliminary 2023-24 Budget Report
 - 5.7 Bozeman Charter School Renewal

6. Public Comment on Non-Agenda Items

Recognition of visitors and explanation of procedures to be followed when addressing the Board. Members of the community are given the opportunity to make brief comments to the Board on any matter that is not included in the agenda. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order.

7. Reports

7.1 Executive Cabinet Report

7.2 Board of Trustees

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

_____ ADJOURN



Meeting Date:	February 13, 2023
Category:	Discussion
Agenda Item #:	5.7
Originated By:	Mike Van Vuren, Deputy Superintendent
Others Involved:	Jennifer Westphal, BoCS Principal

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:
Bozeman Charter School Renewal

Discussion:

1. In the Spring of 2021, the Bozeman School District made an initial application to create a charter school. This request was approved by the Board of Trustees at the February 17, 2021 Board meeting. The application was forwarded to the Office of Public Instruction using the process outlined in ARM 10-55-604. The application for the creation of a charter school was approved by the Montana Board of Public Education in March 2021. That initial approval was valid for a period of 2 years and expires at the end of the 2022-2023 school year.
2. This is the first renewal application for Bozeman Charter School (BoCS).
3. As per the charter renewal process, the Board of Trustees must adopt the application for renewal of the charter program prior to submission to the Board of Public Education.
4. The charter renewal process requires evidence that local school and community stakeholders were involved in the consideration and development of the charter renewal application.
5. A discussion with the Board of Trustees is scheduled for February 13, 2023. The final application will appear for Board approval as an agenda item on February 27, 2023. Submission deadline for the Charter application is Monday, March 6, 2023.
6. If approved by the Board of Trustees, the application for charter renewal will be forwarded to the Superintendent of Public Instruction. After her review, it may be forwarded to the Board of Public Education for final deliberation and approval. The Board of Public Education may approve the charter renewal for no more than 3 additional years.

Attachment D

February 14, 2023 Bozeman Online Charter School PAC Agenda/Notes

Location: 2:00-3:00 at the Irving School or

Google Meet

Video call link: meet.google.com/huh-rsen-tdc

- Casey charter renewal presentation
 - Describe variances
 - School stakeholder input
 - Describe if you have any new goals of program
 - Jennifer and Staff
 - Firming up program requirements
 - Required aggregate hours in Montana (not required if student making progress toward end goals)
 - Looking at a full day option equity concerns, transport to/from school, Make program more efficient
 - Open enrollment bill - ask Board of Trustees revise enrollment policy for BoCS jump in year early
 - Out of district would charge parents tuition - March 6
 - Lincolns for Levys
- Principal's Report
- President's Report
 - Sled Fest recap \$4405
 - End of Year picnic date to reserve Pavillion - June 7?
 - Celebration?
 - Money to teachers (\$200/primary teacher)
 - Grants
 - Levy
- Treasurer's Report
 - Expenses - board luncheon
 - Balances
- Ideas
 - Camp out at Lewis and Clark
 - Banking expedition
 - Jump time
 - HRDC volunteer
- Other
 - Carpooling

Attachment E

Approved Minutes of 2.27.2023 Board of Trustees Meeting, approved on 3.6.2027;
Board of Trustees Meeting Agenda 2.27.2023 and Consent Action Item

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

Open Session

DATE: February 27, 2023

TIME: 5:45 p.m.

PLACE: Willson Board Room

MEMBERS

PRESENT: Greg Neil, Chair
Tanya Reinhardt, Vice Chair
Lei-Anna Bertelsen
Kevin Black
Lauren Dee
Douglas Fischer
Gary Lusin

MEMBERS

ABSENT: Sandra Wilson

STAFF

PRESENT: Casey Bertram, Superintendent
Lacy Clark, Director of Business Services/District Clerk
Marilyn King, Deputy Superintendent
Pat Strauss, Director of Human Resources
Mike Van Vuren, Deputy Superintendent
Mike Waterman, Executive Director of Business and Operations
Lori Ross, Executive Assistant

VISITORS: Approximately 80

Call to Order

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

BSD7 Experience

2.3.1 Montana Thespian Recognition

Trustee Dee recommended that the Board of Trustees adopt the following resolution. Trustee Fischer seconded the motion. Motion carried 7-0. (Trustee Wilson absent).

WHEREAS: Montana Thespians, an affiliate of the Educational Theatre Association, strives to positively impact the lives of youth in Montana through Theatre education, advocacy, networking opportunities, and community building resources; and

WHEREAS: Bozeman High School and Gallatin High School participated in the Montana Thespian Festival and brought home 5 awards,

Bozeman High School and Gallatin High School:

Best Comedy: *The Play That Goes Wrong* ONE BOZEMAN cast and crew

Best Director: Hugh Burroughs BHS

Best Tongue Twister: Quinn Fastnow BHS

Best Supporting Actor: McCants Meinders GHS

Best Walk On by an Actor: Elizabeth McLean GHS; and

WHEREAS: Sparta Evans, BHS was also named Ribbon Hoarder of the Order;

THEREFORE: Be it resolved that the Board of Trustees recognize and honor Hugh Burroughs, Sparta Evans, Quinn Fastnow, Elizabeth McLean, McCants Meinders, and the full cast and crew of ONE BOZEMAN'S *The Play That Goes Wrong* with these honors.

2.3.2 DECA State Career Development Conference Awardees and Officer Recognition

Trustee Bertelsen recommended that the Board of Trustees adopt the following resolution. Trustee Reinhardt seconded the motion. Motion carried 7-0. (Trustee Wilson absent).

WHEREAS: DECA, an Association of Marketing Students, is a student organization designed for students interested in careers or advanced education in the areas of marketing, management, and entrepreneurship; and

WHEREAS: Students from Bozeman High and Gallatin High attended the state DECA conference on February 5 - February 7, 2023, which featured events in Marketing, Hospitality, Finance, Management, and Business Administration; and

WHEREAS: Bozeman High took 1st place in four events, 2nd place in five events, and 3rd place in two events; and

WHEREAS: The following BHS students received 1st place awards:
International Business Plan - Aika Lanes, Elsa Austin & Tristan Klem
Travel and Tourism Team Decision Making - Henry Riendeau & Leland Lammers
Independent Business Plan - Abbott Brechbuhler
Community Awareness Project - Aika Lanes, Elsa Austin & Tristan Klem; and

WHEREAS: Coen Bensley, Ellie Boyd, Maddy Coombs, Olivia Davis, Griffin Fosdal, and Olivia Hall were recognized for Gold Certified School Store; and

WHEREAS: Bozeman High School received the Largest Percentage Growth Award; and

WHEREAS: Gallatin High had 15 1st place finishes, 12 2nd place finishes, and three 3rd place finishes; and

WHEREAS: The following GHS students received 1st place awards:
Retail Merchandising - Maiya Stohlman
Hospitality Services Team Decision Making - Natalia Antonnuci & Halle Taylor
Human Resource Management - Riley Munson
Business Law and Ethics Team Decision Making - Carmen Kessenich & Jade Huynh
Financial Services Team Decision Making - Ravenor Davion & Cole Woodward

Principles of Finance - Ravenor Davion
Business Solutions Project - Tess Catron & Tai Carr
Integrated Marketing Campaign Product - Emery Streets & Lyla Streets
Buying and Merchandising Operations Research - Jackson Butler & Alyssa Lehrkind
Accounting Applications - Keelan Gaines
Integrated Marketing Campaign Event - Riley Munson
Franchise Business Plan - Ava Shepherd & Cole Woodward
Career Development Project - Auna Flohr, Lily Barnes, & Keira Appleton
Personal Financial Literacy Project - Bailey Kumlien
Hospitality Professional Selling - Ava Shepherd; and

WHEREAS: Cole Woodward was elected as a 2023-24 State Officer; and

WHEREAS: Jillian Bottcher, Tai Carr, Tess Catron, and Ava Shepherd, were recognized for Gold Certified School Store;

THEREFORE: Be it resolved that the Board of Trustees recognize and honor the DECA teams of both schools.

Consent Agenda Minutes, Elementary, High School District, and Both Districts

Trustee Fischer moved that the Board of Trustees approve items #3.3.1, 3.5.1, and 3.5.2. Trustee Reinhardt seconded the motion. Motion carried 6-0. (Trustees Bertelsen and Wilson absent).

3.3.1 Consider approval of the revised requests for high school out-of-state field trips

3.5.1 Consider approval of renewal application for the Bozeman Charter School (BoCS)

3.5.2 Consider Approval of requests for middle school out-of-state field trips

4.2.1 Consider Citizen's Request for Reconsideration of Materials - Appeal to Board of Trustees

Superintendent Bertram introduced this item. The Complainant, a parent at Gallatin High School, submitted a formal request to GHS Principal Erica Schnee to remove The Marrow Thieves from the 9th Grade English curriculum at Gallatin High School on September 28, 2022.

The Marrow Thieves is an approved core instructional resource. A primary core material is a major instructional resource integral to a given course that is approved by the Board of Trustees on an annual basis. The book was approved by the Board for the first time for the 2020-21 school year but has been used as an alternative to The Absolutely True Diary of a Part-Time Indian.

Principal Schnee met with the complainant on October 10, 2022 to discuss the concerns.

Principal Schnee formally reviewed The Marrow Thieves and responded to the complainant on October 21, 2022 that she was not supportive of removing The Marrow Thieves as a core instructional resource in the English Department at GHS.

Per policy #2314 the complainant appealed the decision to the Superintendent on October 30, 2022.

Consistent with policy #2314 Superintendent Bertram appointed a learning materials review committee to make a formal recommendation regarding the appeal within the established timelines in policy.

The Learning Materials Review Committee included eight members representing the following areas: (1) Building Administrator/Committee Chair; (1) 9-12 Teacher Librarian; (1) 9-12 English Teacher; (1) 6-8 ELA/SS Teacher; (1) Bozeman Public Library Librarian/Community Member; (3) Community Members.

The Learning Materials Review Committee, convened on January 3, 2023, from 4 - 7 pm, to discuss the appeal to remove the book, The Marrow Thieves, from the English curriculum at Gallatin High School. The meeting was noticed on January 1, 2023.

All committee members read the book The Marrow Thieves, the original Request for Reconsideration, Principal Erica Schnee's initial response, and published reviews of The Marrow Thieves.

The Committee meeting included testimony from the complainant, public comment, and discussion about the book, i.e., purpose, appropriateness, connection to the curriculum, literary quality, etc. by the committee.

The Committee's unanimous recommendation was: To not support the appeal to remove The Marrow Thieves as a core material in the English department at Gallatin High School.

The Committee Chair, Will Dickerson, provided the complainant and the Superintendent with the final written recommendation of the Committee on January 3, 2023.

Consistent with SB99 both annual and 48 hours' notice to parents was provided prior to instruction of The Marrow Thieves. Teachers and principals work with families to provide alternative texts, if asked.

The Learning Materials Review process, as outlined in District Policy #2314, was followed.

Trustee Reinhardt moved that the Board of Trustees Board accept the Superintendent's recommendation that the Board of Trustees deny the appeal to remove The Marrow Thieves as a core instructional material in the English department at Gallatin High School. Trustee Fischer seconded the motion.

Public Comment:

- Heather Higgs
- Cheryl Tusken
- Bryant Higgs
- Patti Steinmuller
- Stephanie Lourie
- Heather Musselman
- Katy Osterloth
- Troy Bertelsen
- David Wooten

Motion carries 7-0. (Trustee Wilson absent).

5.2 Committee Reports

- None

5.3 Legislative Update

Superintendent Casey Bertram and the Executive Cabinet team provided Trustees with updates and led discussion on Montana and Congressional legislation that may affect the operation of the District.

Bertram and Waterman answered Trustees' questions.

6. **Public Comment on Non-Agenda Items**

- None

7.1 **Executive Report**

- Superintendent Bertram reported on the hiring timeline for the Sacajawea Middle School Principal position and the High School Guiding Coalition training taking place this week.

7.2 **Board of Trustees**

- Trustee Neil reminded Trustees of the Day of Advocacy on March 13.

Meeting adjourned at 7:05 PM



Greg Neil, Board Chair



Lacy Clark, District Clerk

3/6/23



Special Board Meeting

- 5:45
1. Call to Order -- Roll Call -- Pledge of Allegiance
 2. BSD7 Experience
 - 2.1 Student Representatives Report
 - 2.2 Board Education
 - The Board Education Opportunity is a 15-minute segment that allows our Board to receive an educational snippet of what is happening in our District.
 - 2.3 Recognition and Awards
 - 2.3.1 2023 Montana Thespian Recognition
 - 2.3.2 DECA State Career Development Conference Awardees and Officer Recognition
 3. Action Items -- Consent
 - 3.1 Policy 2nd Reading
 - 3.2 Minutes
 - 3.3 High School District
 - 3.3.1 Consider approval of the revised requests for high school out-of-state field trips based on considerations related to covid or other safety issues
 - 3.4 Both Districts
 - 3.5 Elementary District
 - 3.5.1 Consider approval of renewal application for the Bozeman Charter School (BoCS).
 4. Action Items -- Singular
 - 4.1 Both Districts
 - 4.2 High School District
 - 4.2.1 Consider Citizen's Request For Reconsideration of Materials - Appeal
 - 4.3 Elementary District
 5. Board Discussion
 - 5.1 Policy 1st Reading
 - 5.1.1 Discussion revision to policy #3115 Out-of-District Attendance with Discretionary Approval
 - 5.2 Committee Reports
 - 5.3 Legislative Update
 6. Public Comment on Non-Agenda Items

Recognition of visitors and explanation of procedures to be followed when addressing the Board. Members of the community are given the opportunity to make brief comments to the Board on any matter that is not included in the agenda. Public matters do not include any pending legal matters, private personnel issues or private student issues. Please do not attempt to address such issues at this time or you will be ruled out of order.
 7. Reports
 - 7.1 Executive Cabinet Report
 - 7.2 Board of Trustees
 - Requests, Calendar, Concerns, Reports, Future Agenda Items, Open Meeting Topics for Next Meeting



Meeting Date:	February 27, 2023
Category:	Action Item - Consent - Elementary District
Agenda Item #:	3.5.1
Originated By:	Marilyn King and Mike Van Vuren, Deputy Superintendents
Others Involved:	High School Principals, Director of Music and Fine Arts

MOTION	SECOND	AYES	NAYS	ABSTAIN

Topic:
Consider approval of renewal application for the Bozeman Charter School (BoCS)

Facts & Discussion:

1. The Board of Public Education met on May 14, 2021 and approved the district application to create a charter school under ARM 10.55.604(11) for Bozeman Online Charter School (BOCS).
2. The approval was effective beginning the first semester 2021-2022. The school code (SC) of 1867 was established.
3. The initial approval was for two years and will expire June 30, 2023.
4. The charter school was renamed Bozeman Charter School (BoCS) for the 2022-2023 school year.
5. The Board of Trustees discussed the BoCS renewal application on February 13, 2023. The Board showed support for the focus areas and new goal areas to be included in the charter renewal application.
6. As per the charter renewal process, the Board of Trustees must formally approve the application for renewal of the charter program prior to submission to the Board of Public Education.
7. Community and school stakeholders were engaged in the renewal application process.
8. The charter renewal application is due the first Monday in March (March 6, 2023).
9. If approved by the Board of Trustees, the application for charter renewal will be forwarded to the Superintendent of Public Instruction. After her review, it may be forwarded to the Board of Public Education for final deliberation and approval. The Board of Public Education may approve the charter renewal for no more than 3 additional years.

Fiscal Impact:
N/A

Recommendation:
The Superintendent recommends that the Board of Trustees approve the renewal application for the Bozeman Charter School (BoCS).

Other Alternatives:
1. Do not approve.

Attachment F

Bozeman Charter School Board Luncheon - 1.30.2023

Click [HERE](#) - or follow link to view presentation

<https://docs.google.com/presentation/d/16rrWFzjGyvyz6Nakzfp-OpGWz6MRLAMfck2MM3MtH4S4/edit?usp=sharing>

Attachment G

2021-2022 Bozeman Charter School (BoCS) LRSP Implementation Framework



Bozeman School District Long-Range Strategic Plan: 2021-2022 Implementation Framework

Introduction

Bozeman Public Schools' Long Range Strategic Plan process is intended to define our goals as well as our plan for accomplishing those goals. The following document is intended to describe the "work plan" for implementing the LRSP for the 2021-2022 school year.

This implementation framework is divided into three areas:

Section A: District Goals (20 year and 5 year)

Section B: School-Wide Instructional Focus (Three Critical Areas)

Section C: Building/Principal Professional Goal

Section D: Reporting on the LRSP: Board Luncheons, School Reports, District Reports

Section A: District Goals

District Goals (20 year and 5-10 year)

Big Audacious Goal:

Long term, 20-year planning horizon

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

Focus Goals:

Short term, 5-10 year planning horizon

Early Literacy Goal: By 2025, 85% of all children entering Kindergarten will have requisite literacy skills as measured by Acadience.

Grade Level Reading Goal: By 2025, 90% of all BSD7 3rd Grade Students will demonstrate grade-level reading skills by achieving a proficient score on the Acadience reading assessment at the end of the school year.

PLC Goal: By spring of 2025 all BSD7 schools PK-12 will have fully implemented PLC's in place that will support the closing of the achievement gap, thus qualifying BSD7 as a Solution Tree Model PLC District.

For More Information Regarding The District LRSP Five Year Plan and Goals - [CLICK HERE](#)

Section B: School-Wide Instructional Focus 2021-2022

Three Critical Areas: ELA/Literacy, Mathematics, Social-Emotional Learning (SEL)

School teams will develop a school-wide instructional focus action plan using the planner below:

ELA/Literacy Measurable Goal/s

(measureable, based upon benchmark data, targeted at students within the achievement gap, includes proficiency and/or growth metrics)

Elem. Baseline Data/Identification of Achievement Gap:(Acadience)

	Fall	Winter	Spring
Kindergarten	44%	56%	67%
1st	33%	38%	47%*
2nd	86%	88%	100%
3rd	46%	46%	77%
4th	82%	82%*	80%
5th	73%	73%*	45%*
School-Wide Proficiency:	56%	59%*	69%

Elem. Measurable Goal/s to Target Achievement Gap: Statistically significant change in growth and/or >.40 ES

*These scores may be affected by instructor error while administering the Acadience test as this was the first year using Acadience.

Reading Growth: Typical Progress or Better

K: 43%

1: 67% (73%)*

2: 86%

3: 85%

4: 40%

5: 40%

MS. Baseline Data/Identification of Achievement Gap: (STAR, 60th PR)

	Fall	Winter	Spring
6th	64%	75%	50%
7th	60%	55%	50%
8th	77%	67%	65%
<i>School-Wide Proficiency</i>	67%	66%	55%

MS. Measurable Goal/s to Target Achievement Gap: Statistically significant change in growth and/or >.40 ES

**MTSS (Tiers I,II,III)
Action Plan To Support ELA/Literacy Goal/s**

- Tier 1
- Super Kids + Top 10 Tools
 - "Site" visit w/ Dr Nell
 - BOCS Competency-Based Model (Yr. 1)
 - Raz Kids (Elem Only)
- Tier II
- In-person mornings (MS) and afternoons (Elem)
 - 1-1 meetings and small group (remote and in-person)
- Tier III
- Specialized instruction / case management

**Professional Learning Communities (PLC)
Action Plan To Support ELA/Literacy Goal/s**

Wednesday team meetings regarding CBL and system approaches (our school model).

Friday student support meetings (specific student discussions and plans)

**Other
Action Plan To Support ELA/Literacy Goal/s**

What, if any, additional resources are needed to achieve the goal?

I want to look at ways to carve out more time for training and work on CBL. While having time on Wed. to do this has been good, it still doesn't feel like enough. I would like to discuss the "Jackson Hole" approach as a way to garner more PIR-type time.

Mid-Year Progress Toward Goal/s:

- Gaps remain, especially with those in the pre-reader stages
- Students who were utilizing the hybrid approach did better

End of Year Progress Toward Goal/s:

At the elementary, we made some important gains, despite some human error by the principal in administering the acadience.

At the middle school we continued to see drops.

Math Measurable Goals:

(measureable, based upon benchmark data, targeted at students within the achievement gap, includes proficiency and/or growth metrics)

Elem. Baseline Data/Identification of Achievement Gap: (STAR, 60th PR)

	Fall	Winter	Spring
Kindergarten	N/A	N/A	N/A
1st	N/A	88%	86%
2nd	86%	80%	71%
3rd	73%	83%	77%
4th	64%	73%	62%
5th	56%	50%	71%
School-Wide Proficiency:	68%	75%	74%

MS. Baseline Data/Identification of Achievement Gap: (STAR, 60th PR)

Student Growth Percentile (median):

- 1st: 39th
- 2nd: 4th
- 3rd: 38th
- 4th: 77th
- 5th: 18th

	Fall	Winter	Spring
6th	58%	88%	67%
7th	50%	56%	64%
8th	27%	70%	65%
School-Wide Proficiency:	43%	70%	65%

Student Growth Percentile (median):

6th- 48th

7th- 74th

8th- 76th

Elem. Measurable Goal/s to Target Achievement Gap: Statistically significant change in growth and/or >.40 ES

MS. Measurable Goal/s to Target Achievement Gap: Statistically significant change in growth and/or >.40 ES

**MTSS (Tiers I,II,III)
Action Plan To Support Math Goal/s**

Tier 1

- Bridges
- BOCS Competency-Based Model (Yr. 1)

Tier II

- Bridges Intervention Kit
- In-person mornings (MS) and afternoons (Elem)
- 1-1 meetings and small group (remote and in-person)

Tier III

- Specialized instruction / case management

**Professional Learning Communities (PLC)
Action Plan To Support Math Goal/s**

Wednesday team meetings regarding CBL and system approaches (our school model).

Friday student support meetings (specific student discussions and plans)

**Other
Action Plan To Support Math Goal/s**

What, if any, additional resources are needed to achieve the goal ?

I want to look at ways to carve out more time for training and work on CBL. While having time on Wed. to do this has been good, it still doesn't feel like enough. I would like to discuss the "Jackson Hole" approach as a way to garner more PIR-type time.

Mid-Year Progress Toward Goal/s: While I was not able to look at "statistically significance" related to the data, we made massive growth. However, in some cases, this could be more related to measurement error in fall data.

Of note, the impressive math growth was seen at all levels in the BoCS, and was stronger with our fully remote students than our hybrid students.

End of Year Progress Toward Goal/s:

Again, my initial goal of utilizing effect size as a measurable goal did not pan out. Again, our numbers in math remained strong. While there was some drop from our winter scores, the overall growth throughout the year was very positive.

Social-Emotional Learning (SEL) Measurable Goal/s based on DESSA:

(measurable, based upon benchmark data compared to norm sample - target areas for growth)

Fall

Elem. Baseline Data/Identification of Achievement Gap: 9% in "need"

MS. Baseline Data/Identification of Achievement Gap: 20% in "need"

Elem. Measurable Goal/s to Target Achievement Gap: Reduce to 5%

MS. Measurable Goal/s to Target Achievement Gap: Reduce to 10%

Spring

Elem. Data/Identification of Achievement Gap: 12% in "need"

MS. Data/Identification of Achievement Gap: 31% in "need"

**MTSS (Tiers I,II,II)
Action Plan To Support SEL Goal/s**

T1

- Grade Band Team meetings to review and plan strategies
- Counselor led presentations and activities w/ students

T2/3

- Counselor interface (review concerns with teachers, identifies primary concerns, reaches out to students)
- Grade Band Team meetings to review and plan strategies (consider Parent Liaison)
- Admin. Follow up with families

Professional Learning Communities (PLC)
Action Plan To Support SEL Goal/s

1. Ongoing identification of SEL needs
2. Communication of needs to counselor, admin. And appropriate team members
3. Track through MTSS sheets

Other
Action Plan To Support SEL Goal/s

What, if any, additional resources are needed to achieve the goal?

-

Mid-Year Progress Toward Goal/s:

- We are having a hard time getting the remote students to interface with the counselor. Most contact has been with the core teachers, who provide weekly updates on student engagement.

End of Year Progress Toward Goal/s:

We went the opposite direction from our goals. In interviews with the teachers after showing them the data, they related that many of the questions did not have a "N/A" option, as some of them were not applicable to students in a fully remote environment. In instances like this, they rated them with a lowest score. They did not feel the current scores were an accurate depiction of what was taking place in the BoCS.

Many students, they feel, were actually making progress, as evidenced in participation, work completion, and email communication.

However, they do believe that there are students who this data would represent (in the sense of a regression). In this case it became a matter of attendance, as well as the challenge of supporting students and families with the remote components of the model.

The school counselor did have success late in the year with connecting with middle schools students remotely and saw very high participation rates.

5/27/22 Meeting with Mike Ruyle included focus on this aspect of schools and importance in our work. Team seemed energized to focus on this area.

For 22/23

- Need to take a look at the questions in the DESSA and see how to best answer these questions regarding fully remote students.
- Work with the counselor on how to better connect with fully remote students (this has been a challenge).
- Increase efforts on attendance monitoring and systems.
- Adopt more of a "search and connect" mentality as opposed to a wait until they come to us.

- Have counselor build out remote lessons and curriculum in advance.
- Establish Canvas page.
- Connect during remote times with specific lessons.
-

Section C: Building/Principal Professional Goal

2021-2022 Goal = MTSS Resource Mapping

Action Plan:

1. Overview and Communicating the Why
 - a. Completed with all team members on 8/24 through 8/27
2. BOCS Personnel Resource Mapping
 - a. Completed with all team members on 8/25
3. BOCS Facilities Usage Map
 - a. Completed on 10/30
4. BOCS Time Allocation Resource Mapping
 - a. Completed on 1/04
5. BOCS Data Sources Resource Mapping
 - a. Completed on 6/1/22
6. BOCS Curriculum and Instruction Resource Mapping
 - a. Completed on 6/3/22

What, if any, additional resources are needed to achieve the goal ?

Mid-Year Progress Toward Goal/s: Resource Mapping is progression on schedule

End of Year Progress Toward Goal/s: More summary than the meaningful resource mapping I had intended.

Section D: Reporting on the LRSP

Board Luncheons and School Visits:

Starting in October and continuing through February 2021, the Board will be invited to each school for a short presentation and opportunity to visit classrooms. We will ask Principals to focus their presentation and classroom visits around one of the three critical areas: ELA/Literacy, Mathematics, Social-Emotional Learning (SEL). Additionally, presentations should include information related to the MTSS and PLC work associated with the critical area.

Luncheon Schedule: March 1st, 2022

Presentations: The presentation from the school Principal or Director should include the following information:

- School LRSP goal/s and progress for one of the critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning)
- Presentations should include information related to the MTSS and PLC work associated with the critical area.
- Successes and challenges

School Reports: School data reports will be generated in conjunction with the school presentation for each Board luncheon.

District Reports: Board education sessions will be held throughout the school year highlighting the district work being done on the three critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning).

Principal Goals Meeting With Central Office: Principals will use the templates above to meet with the Superintendent and Deputy Superintendents three times (Oct., Feb., May/June) during the school year to discuss progress related to the three critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning).

Public Facing LRSP Progress: Progress towards LRSP goals will be reported on the District web-page beginning 2021-2022, consistent with pre-Covid expectations. [HERE](#)

Attachment H

2022-2023 Bozeman Charter School (BoCS) LRSP Implementation Framework



DRAFT

Bozeman School District

Long Range Strategic Plan: 2022-2023 Implementation Framework

Introduction

Bozeman Public Schools' Long Range Strategic Plan (LRSP) process is intended to define our goals as well as our plan for accomplishing those goals. The following document is intended to describe the "work plan" for implementing the LRSP *Academic Performance* goals for the 2022-2023 school year.

This implementation framework is divided into four areas:

Section A: Core Purpose and District Academic Goals

Section B: School-Wide Instructional Focus (Four Critical Areas)

Section C: Building/Principal Professional Goal

Section D: Reporting on the LRSP: Board Luncheons, School Reports, District Reports

Section A: Core Purpose and District Academic Goals

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."

District Goals -

Early Literacy Goal: By 2025, 85% of all children entering Kindergarten will have requisite literacy skills as measured by Acadience.

Grade Level Reading Goal: By 2025, 90% of all BSD7 3rd Grade Students will demonstrate grade-level reading skills by achieving a proficient score on the Acadience reading assessment at the end of the school year.

PLC Goal: By spring of 2025 all BSD7 schools PK-12 will have fully implemented PLC's in place that will support the closing of the achievement gap, thus qualifying BSD7 as a Solution Tree Model PLC District.

Graduation Goal: By 2025, 95% of BSD7 students in each graduation cohort will earn a regular high school diploma in four years or fewer.

For More Information Regarding The District LRSP Five Year Plan and Goals - [CLICK HERE](#)

Section B: School-Wide Instructional Focus 2022-2023

School teams will develop a school-wide instructional focus action plan using the planning template below. The template identifies four critical areas of focus: ELA/Literacy, Mathematics, Social-Emotional Learning (SEL), and Graduation. Additionally, the planning template specifically addresses MTSS and PLC's as foundational components of the teaching and learning model in Bozeman Public Schools. Those areas are intertwined with the four critical areas to ensure they are not addressed in isolation, but rather braided together in the efforts to address the four critical areas of focus.

ELA/Literacy Measurable Goal/s

(measurable, based upon benchmark data, targeted at students within the achievement gap, includes proficiency and/or growth metrics)

Baseline Data/Identification of Achievement Gap:

Second grade: 80% benchmark and above

Third grade: 100% benchmark and above

Fourth grade: 70% benchmark and above

Fifth grade: 78% benchmark and above

Sixth grade: 66% benchmark and above

Seventh grade: 22% benchmark and above

Eighth grade: 0% benchmark and above

Measurable Goal/s to Target Achievement Gap: In each grade level, 90% of students will reach a reading composite score of "at benchmark" or "above benchmark" on the Spring Acadience assessment.

For Middle School students, 90% of students will reach a score of Proficient or above on the Spring STAR Benchmark.

MTSS (Tiers I,II,III) Action Plan To Support ELA/Literacy Goal/s

Tier II:

-Adjust our .5 intervention teacher's schedule to accommodate traveling to Willson to provide supports to any middle school student that is at-risk academically.

-One-on-one meets with students that are at-risk with the teachers.

Professional Learning Communities (PLC) Action Plan To Support ELA/Literacy Goal/s

-Teams meet twice a week to analyze data and discuss strategies to use with at-risk students.

-Teams will begin reading "Learning By Doing" and complete activities within the book.

Other Action Plan To Support ELA/Literacy Goal/s

Elementary:

-Students scoring in the red/yellow will be given further diagnostic assessments to pinpoint the exact skill area to provide focused instruction (using the Literacy MTSS Tiered Intervention Matrix).

All grades:

-Follow MTSS process for at-risk students.

-Implement attending in-person in the afternoon as an intervention for at-risk students.

What, if any, additional resources are needed to achieve the goal?

Mid-Year Progress Toward Goal/s:

Second Grade: 75% at benchmark or above (-5)

Third Grade: 100% at benchmark or above

Fourth Grade: 60% at benchmark or above (-10)

Fifth Grade: 78% at benchmark or above

Sixth Grade: 100% at benchmark or above (+34) - 4 students

Seventh Grade: 44% at benchmark or above (+22) - 9 students

Eighth Grade: 33% at benchmark or above (+33) - 3 students

Mid-Year Course Corrections Based Upon Data: **Look at individual students that are still below benchmark and make sure that they are getting the targeted interventions that they need. Administer diagnostics to guide this process.**

End of Year Progress Toward Goal/s:

Math Measurable Goals:

(measurable, based upon benchmark data, targeted at students within the achievement gap, includes proficiency and/or growth metrics)

Baseline Data/Identification of Achievement Gap:

Second grade: 20% at benchmark and above

Third grade: 80% at benchmark and above

Fourth grade: 70% at benchmark and above

Fifth grade: 55% at benchmark and above

Sixth grade: 33% at benchmark and above (out of 3 students)

Seventh grade: 55% at benchmark and above (out of 9 students)

Eighth grade: 0% at benchmark and above (out of 3 students)

Measurable Goal/s to Target Achievement Gap: **85% of students will make adequate growth on the STAR Math Benchmark from Fall to Spring (25 SGP or more for students at Benchmark or above on the Fall STAR Math benchmark and 50 SGP or more for students below benchmark on the Fall STAR Math).**

MTSS (Tiers I,II,III)
Action Plan To Support Math Goal/s

Tier II:

-One-on-one meets with students that are at-risk with the teachers.

**Professional Learning Communities (PLC)
Action Plan To Support Math Goal/s**

-Teams meet twice a week to analyze data and discuss strategies to use with at-risk students.
-Teams will begin reading "Learning By Doing" and complete activities within the book.

**Other
Action Plan To Support Math Goal/s**

Elementary:

-Students scoring in the red/yellow will be given further diagnostic assessments to pinpoint the exact skill area to provide focused instruction (using the limited diagnostic math assessments available - Bridges Intervention Assessment).

All grades:

-Follow MTSS process for at-risk students.
-Implement attending in-person in the afternoon as an intervention for at-risk students.

What, if any, additional resources are needed to achieve the goal? **Quality diagnostic assessments for math to identify skills in which students need to improve.**

Mid-Year Progress Toward Goal/s:

Second Grade: 66% at benchmark or above (+46)

Third Grade: 80% at benchmark or above

Fourth Grade: 62% at benchmark or above (-8)

Fifth Grade: 41% at benchmark or above (-14)

Sixth Grade: 75% at benchmark or above (+42)

Seventh Grade: 78% at benchmark or above (+23)

Eighth Grade: 100% at benchmark or above (+100)

50% of students that were below benchmark on the Fall STAR Math made growth with an SGP of 50 or higher on the Winter Benchmark.

81% of students that were at benchmark on the Fall STAR Math made growth with an SGP of 25 or higher on the Winter Benchmark.

Mid-Year Course Corrections Based Upon Data: Administer diagnostic assessments to pinpoint areas where students are still struggling. Provide intervention to those students below benchmark and not making growth.

End of Year Progress Toward Goal/s:

Social-Emotional Learning (SEL) Measurable Goal/s based on DESSA:

(measurable, based upon benchmark data compared to norm sample - target areas for growth)

Baseline Data/Identification of Achievement Gap: **1 student scored "at-risk" on the DESSA assessment rating.**

Measurable Goal/s to Target Achievement Gap:

-No increase in the number of students scoring "at-risk" on the DESSA in the Spring.

MTSS (Tiers I,II,III)
Action Plan To Support SEL Goal/s

- Monthly counseling lessons taught by the school counselor
- One-on-one support provided by the school counselor for students in need

Professional Learning Communities (PLC)
Action Plan To Support SEL Goal/s

- PLC teams will devote time regularly to discuss "at-risk" students and strategies for those students

Other
Action Plan To Support SEL Goal/s

- Home visits for students that are not engaging in the lessons and/or displaying signs of need

What, if any, additional resources are needed to achieve the goal ?

Mid-Year Progress Toward Goal/s:

Mid-Year Course Corrections Based Upon Data: **N/A**

End of Year Progress Toward Goal/s:

Graduation Measurable Goal/s:

(measurable, based upon available Attendance, Behavior, or Coursework data within Unified Insights identifying students who are at risk of dropping out.)

Baseline Data/Identification of at-risk students:

Of the 7 students that are at-risk academically, 1 student has a 504 plan.

Of the 7 students that are at-risk academically, 1 does not attend in person at all and 3 attend in person sporadically.

<p>Measurable Goal/s to target success of at-risk students:</p> <p>At least 3 of the 4 that are not attending consistently in person will start attending in person regularly. Students that are coming in person are receiving support 4 days a week with the intervention teachers at Irving.</p>
<p style="text-align: center;">MTSS (Tiers I,II,III) Action Plan To Support Graduation Goal/s</p>
<p>-Frequent communication with parents/guardians regarding the need to attend in person -incentives to increase attendance -Parent Liaison to reach out to families with ideas/resources</p>
<p style="text-align: center;">Professional Learning Communities (PLC) Action Plan To Support Graduation Goal/s</p>
<p style="text-align: center;">Other Action Plan To Support SEL Goal/s</p>
<p>What, if any, additional resources are needed to achieve the goal ?</p>
<p>Mid-Year Progress Toward Goal/s:</p> <p>8 students are at-risk academically (one student started after the fall benchmark). Of the 8 students at-risk academically, 1 student has a 504 plan. Of the 8 students at-risk academically, 1 does not attend in person at all and 2 attend in person sporadically. Attendance has improved for at least one of the academically at-risk students.</p>
<p>Mid-Year Course Corrections Based Upon Data:</p> <p>Schedule meeting with parent of middle school student that does not attend in person at all to discuss attendance, placement and academic progress.</p>
<p>End of Year Progress Toward Goal/s:</p>

<p>Section C: Building/Principal Professional Goal</p>
<p>2022-2023 Goal = <i>The Motive & The Advantage</i> Instructional Cabinet Leadership Discussions</p>
<p>Personal Leadership Goal and Action Plan: Improve upon developing leadership within staff.</p>

-Have more coaching conversations which may include difficult conversations.

What, if any, additional resources are needed to achieve the goal ?

Mid-Year Progress Toward Goal/s:

-I have been having more difficult conversations amongst staff members.

-BoCS staff members are taking on more leadership roles.

End of Year Progress Toward Goal/s:

Section D: Reporting on the LRSP

Board Luncheons and School Visits:

Starting in November and continuing through May 2023, the Board will be invited to each school for a short presentation and opportunity to visit classrooms. We will ask Principals to focus their presentation and classroom visits around one of the four critical areas: ELA/Literacy, Mathematics, Social-Emotional Learning (SEL), or Graduation. Additionally, presentations should include information related to the school wide MTSS and PLC work associated with the critical area.

Luncheon Schedule: Click [HERE](#)

Presentations: The presentation from the school Principal or Director should include the following information:

- School LRSP goal/s and progress for one or more of the four critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning, Graduation)
- Presentations should include information related to the MTSS and PLC work associated with the critical area.
- Successes and challenges

School Reports: School data reports will be generated in conjunction with the school presentation for each Board luncheon.

District Reports: Board education sessions will be held throughout the school year highlighting the district work being done on the four critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning, Graduation).

Principal Goals Meeting With Central Office: Principals will use the templates above to meet with the Superintendent and Deputy Superintendents three times (Oct., Feb., May/June) during the school year to discuss progress related to the four critical areas (ELA/Literacy, Mathematics, Social-Emotional Learning, Graduation).

Public Facing LRSP Progress: Progress towards LRSP goals will be reported on the District web-page after the LRSP annual report is approved by the Board. [HERE](#)

Attachment I

Bozeman Charter School (BoCS) Parent/Guardian Testimonials

"Our 12 year old daughter has thrived at BOCS. She has a diagnosis of generalized anxiety disorder that has grown substantially worse since Covid started. She sees 3 professionals to help. She can panic in crowds. The BSD document stating that BOCS students will be 'absorbed' back into the school system shows a lack of understanding of the mental and emotional health issues facing our daughter and families like ours. Middle school is challenging enough for students w/o mental health challenges. School districts are legally required to accommodate students with mental health issues and have great systems in place to do this within the school. However, they do not have a good system in place for students who can not go back due to fear of people and Covid. or for immunocompromised students or children of immunocompromised parents. BOCS is the only accredited online school program in Montana according to OPI leaving us with no good choices. Therefore, I ask that the Board strongly consider delaying the closing of BOCS for one year to give our family and others time to find alternatives or write grant proposals to keep BOCS solvent. Thank you for considering this request."

"Every time I think of what my son's life would look like without his school, the BoCS, I'm overcome. This model works for him and works well! His story is his own, but know it is not an exaggeration for me to say the BoCS community and teachers have both saved and changed his life. Instead of school refusal and withdrawing from other students as was previously the case in public school settings, my son actually runs into the Willson every day. What other middle schooler do you know does that? And he smiles! The BoCS is a place where he has been allowed to explore his own strengths, pursue them, and grow. It is an extremely special community of teachers, staff, and students. The BoCS is my son's school where he has become a successful learner and a human being confident in his own abilities. The idea that it may be lost is wrenching."

"I have 3 kids in Bozeman Schools, 2 attend Morningstar and my oldest, _____, attends BoCS. We have been so thankful to have BoCS as an option for him, we believe it is a major factor in his positive attitude towards school. _____ has ADHD and possibly Aspergers. A traditional classroom with ~25 students, lots auditory and visual stimulation is overstimulating and overwhelming. At the end of a traditional school day in 3rd grade he was exhausted and irritable. He would have frequent anger outbursts and meltdowns. Attending BoCS since 4th grade has been a gift to him and our family. He can do the majority of his learning in a low-stimulating environment, he can move around during online class without disturbing others and he also gets the benefit of engaging in person with peers for part of the day. The most stressful parts of his day are kept to a minimum, allowing him to learn most effectively. He is a brilliant boy and bright kids can be the hardest to keep motivated and engaged in school. BoCS is doing that for him and many others."

"Not only has BoCS has allowed my child to excel academically, but grow into a very strong, capable and confident person. My child has gone from being "at risk" or "intervention" and being lost in the class to excelling in both language and math, thanks to the teaching style and dedication of the teachers. My child has also been afforded the time and guidance from teachers to grow socially and has been recognized as a quiet leader (leader by participation) within the middle school. We are so thankful for BoCS, the staff and their dedication and support of our student."

"Its a wonderful environment for learning and has been immense help. Its reputation and size will only grow over time."

"My child really, really struggled in traditional in-person schooling. BoCS is the first time it feels like they have really thrived at school."

“BoCS provides an incredibly supportive and responsive learning environment that meets students where they are and helps ensure their success. My son is thriving in the BoCS learning environment.”

“We love the flexibility this program gives our child and feel she is excelling in many ways.”

“We are so grateful for the Bozeman Charter School and the life-altering effects it has had on our student! The BoCS is our school. It is our child's community. A community in which he is thriving and that cannot be recreated anywhere else within Bozeman public schools. The BoCS is a place where my son has been allowed to explore his own strengths, pursue them, and grow. It is an extremely special community of teachers, staff, and students. The BoCS is my son's school where he has become a successful learner and a student confident in his own abilities.”

OPI USE ONLY

Superintendent of Public Instruction: _____ Date _____

Approve _____ Disapprove

Board of Public Education Chair _____ Date _____

Approve _____ Disapprove