

VARIANCES TO STANDARDS APPLICATION

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:

DISTRICT:

LIST EACH SCHOOL THAT IS REQUESTING THE VARIANCE:

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.
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.
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.
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.
5. Reflection upon initial variance:
 - a. Describe the specific goals, measureable 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.
 - b. How were these goals and objectives met or exceeded? (Implementation)

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

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

Required school district signatures:

Board Chair Name: Sandra Wilson

Board Chair Signature: Sandra Wilson Date: 1/26/2021

Superintendent Name: Marilyn King Casey Best-Hansen

Superintendent Signature: Marilyn King Casey Best-Hansen Date 1/26/2021

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 5/3/2021

Approve Disapprove

Board of Public Education Chair

[Signature]

Date 5/14/21

Approve Disapprove

**BOZEMAN SCHOOL DISTRICT, BRIDGER CHARTER ACADEMY ADDENDUM TO
BRIDGER CHARTER APPLICATION RENEWAL**

**VARIANCES TO STANDARDS: CREATING A CHARTER SCHOOL/PROGRAM
APPLICATION Renewal Application (three years)**

Purpose: ARM 10.55.604(4). Following the second year of implementation of a “charter school,” 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.

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

DUE DATE: First Monday in March (March 1, 2021)

**COUNTY: Gallatin DISTRICT: Bozeman School District
SCHOOL: Bozeman High School, Gallatin High School,
Bridger Charter Academy**

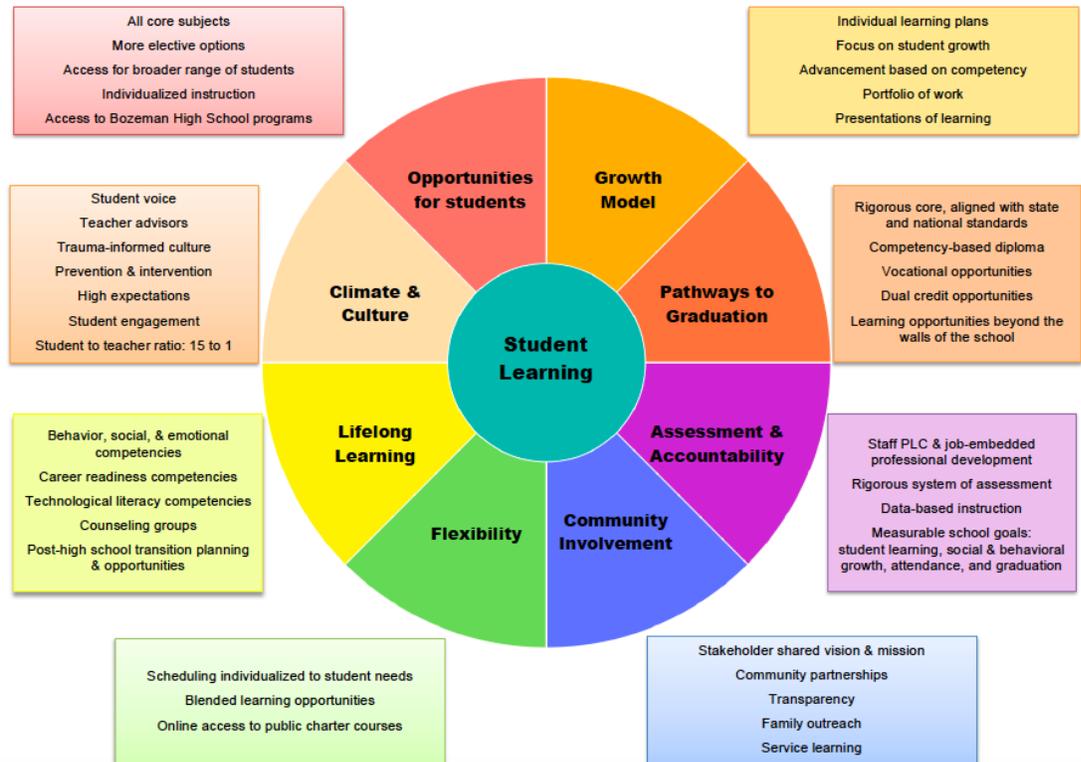
- 1. Provide evidence through official minutes of the board of trustees that local school community stakeholders were involved in the consideration and development of the renewal of the charter school/program. Stakeholder groups include trustees, administrators, teachers, classified staff, parents, community members, and students as applicable.**
 - a. Three recent public meetings were held via Google Meet to discuss the current status of the Bridger Charter Academy and renewal of the application.
 - i. November 10, 2020 - for all stakeholders, geared toward current students, staff, and family
 - ii. December 1, 2020 - for all stakeholders, geared toward future students and families
 - iii. December 14, 2020 - for all stakeholders, scheduled regular public Board of Trustees meeting
 - b. Minutes for these meetings are in Appendix A.
- 2. Provide board of trustees’ meeting minutes that show the trustees adopted the application for the renewal of the charter school/program at an official, properly noticed meeting.**
 - a. The BSD7 Board of Trustees held a meeting on January 11, 2021 to adopt the application for renewal of the Bridger Charter Academy.
 - b. Minutes for this meeting are in Appendix B.

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3. Reflection of the initial implementation of the charter school/program

a. Describe the specific goals, measurable objectives, and rationale that were listed in the initial charter school/program application that demonstrated how the proposed charter school/program was able to meet or exceed the results under the current standards. Include how the variance was workable and educationally sound.

i. The graphic below describes the program outcomes outlined in the original charter application.



ii. The following were specific goal areas for implementation that were stipulated in our original charter application:

- 1. Competency Based Education:** Bridger will implement a competency based pathway to graduation. 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.
- 2. Assessment & Accountability:** In order to ensure learners graduate College and Career ready, Bridger 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.

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3. *Climate & Culture*: Bridger will create a safe, supportive, engaging and healthy school environment that promotes collegial relationships among students, parents/guardians, and staff.

iii. Variance to standard description: In our initial application we described the implementation of a competency-based approach to credit attainment. Students achieve credit based on competency in a particular curriculum area rather than seat time. Our model has proven effective as we are seeing more students attaining credit and progressing through with a better understanding of the curriculum. However, the implementation of this model did not require any variance to rule.

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

i. Progress towards program goals were met by a shared leadership model with the Bridger staff and community. Each fall staff met to identify specific focus areas and develop action plans related to those areas. Staff met multiple times each month to assess implementation. In addition, in Fall 2019, BSD7 implemented the creation of a part-time teacher leader position for the program, which allows for more time dedicated solely to expansion of the charter's goals and principles.

ii. The following provides a summary of how program goals were met:

1. *Competency Based Education*: Staff implemented this approach in 5 curricular areas and one elective. Students can access this approach in their core classes and one elective area. Other elective areas are taken outside the Bridger program. Bridger is a school within a school model.

2. *Assessment and Accountability*: The Bridger staff and students are accessing the Summit program to help coordinate assessment and provide consistency. Implementation of this program was a significant progress goal set by the staff and accomplished in the Fall of 2017. (The Summit Learning Platform is a free online tool that helps students track progress towards their short and long-term goals, learn content at their own pace and reflect on their learning with mentors. It allows teachers to customize instruction to meet their students' individual needs and interests and supports stronger relationships between teachers and students. The platform is available for free to schools through the Summit Learning Program (now T.L.P Education)

3. *Climate and Culture*: The following steps have been taken to help focus the program and encourage positive culture and climate:

a. a comprehensive school counseling program that supports social/emotional, academic, and career planning programs;

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- b. advisory program focused on behavior, social, emotional, and career readiness competencies; note that this advisory program has transitioned into a 1:1 mentoring program for more hands-on care individualized to each student
 - c. trauma-informed prevention and intervention strategies; d. family outreach; and
 - e. small student to teacher ratio (goal of 15:1 - Current ratios are not yet at the anticipated goal for all courses, though they reach the goal in many.).
- iii. In terms of variances, we have not yet found a specific variance request necessary for our program based on the goals listed in the initial application. In our more recent reflections and student, staff, and public meetings, we have determined that we are ready to further develop the program through additional goals as soon as normal school conditions return.
- 1. With the addition of the part-time teacher leader position to the program in the 2019-2020 school year, stakeholders are optimistic that faculty will be able to manage more ambitious program goals moving forward.
 - 2. The program's focus since Spring 2020 necessarily pivoted to more immediate student needs due to COVID-19, and thus our program has spent more time on Climate and Culture and Community Involvement (3.a.i), letting them take precedence over more specific program expansion for the time being.
 - 3. In our meetings this year related to charter renewal, staff and stakeholders agreed upon specific areas for improvement in the near future that will likely require future variance requests. We did not feel ready to implement these goals immediately but will work toward their further development after returning to normal school conditions. The goals we will focus on are the following: Opportunities for Students (more elective offerings), Lifelong Learning (post-high school transition planning and opportunities), and Flexibility (scheduling individualized to student needs, and blended learning opportunities). One of the variance requests we consider likely in the implementation of these goals is 10.55.708 (1), but we want to develop a clearer set of goals before requesting such a variance of both the Board of Trustees and OPI.
- c. Provide a summary of the evidence of data gathered to demonstrate that the charter school/program meets or exceeds results that could have been achieved under the established standards.**

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- i. Enrollment: The Bridger program currently serves approximately 88 students, which includes many 9th and 10th graders. Enrollment has been slightly lower for the 2020-21 school year, which we believe is due to a combination of the Bozeman School District splitting into two high schools (2020-21 school year) as well as the complexities of registration due to that split and COVID-19. We anticipate continued growth as these additional factors fade. The current breakdown by grade level is as follows: 9th:21, 10th:17, 11th:27, and 12th:23, with roughly $\frac{1}{3}$ of our students zoned for Gallatin High School, and $\frac{2}{3}$ zoned for Bozeman High School.
- ii. The established standard for credit attainment is based on seat time and passing grades. The Bridger standard is not based on seat time but requires mastery in content prior to credit attainment. An implementation concern was that more students would fall behind in credit attainment as the standard for mastery was higher than just a passing grade. We have not seen a difference in the students falling behind in credit attainment as compared to our non-Bridger students. In fact the majority of Bridger students are on track to attain credit, which is particularly impressive during the complex nature of both blended and remote learning during the Spring 2020 and 2020-2021 school year.
- iii. The established standard for graduation is 8 semesters. As the Bridger standard is not based on seat time, an implementation concern was that some students would believe that the program standards were easier and would sign up to try and get through coursework faster. We continue to see a handful of students finishing coursework and graduating early, but these are relegated to students who have developed individualized plans for faster completion through extensive effort, determination, and strong base skills. Our early graduates are comparable to the number we are seeing in our non-Bridger students. Anecdotally, we have heard from students that the Bridger competency based model is not easier as it requires more self-discipline.
- iv. Regarding school culture and climate, we continue to develop our nurturing and welcoming environment.
 1. In a staff meeting held October 14, 2020, staff agreed that our mentoring program has had a significant positive impact on the student body in terms of their behavioral, social, emotional, and academic success. We also agreed that, while staff had trauma-informed practices training, we would benefit from further trauma and LGBTQ-informed professional development.
 2. Oral surveying of the student population during student community meetings showed mixed feelings about mentoring. While all

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students appreciated it, those with higher needs or greater anxiety were more likely to show true need for the program.

3. Prior to remote and blended learning accommodations due to COVID-19, attendance remained an issue for some students within the program, though these concerns were mostly isolated to students for whom attendance was also an issue before their transfer into the BCA program. BCA staff sees this as a continued area for growth, likely through accessing more support resources outside the program itself.

d. What evidence do you anticipate will be collected for the renewal applications' goals / objectives?

- i. Evidence in the areas of program effectiveness will continue to be collected in the three major goal areas:
 1. Competency-based approach - through further development in conjunction with The Learning Platform and its provided curricular and program supports
 2. Assessment and Accountability with regard to credit attainment and student academic progress, as well as through regular norming of rubric usage within The Learning Platform used in all core BCA courses
 3. Culture and Climate - through continued community meetings, surveys, and other opportunities for direct student and stakeholder input
- ii. We will also begin collecting preliminary data related to our anticipated future goals, for purposes of specifying the direction of our goals and the nature of our variance request(s).
 1. Opportunities for Students - through student and staff surveys, as well as collecting data to back up our anecdotal evidence that Bridger students often struggle with elective credits more than core credits because elective courses are only offered in the traditional setting.
 2. Lifelong Learning - through surveys as well as research from other schools offering transitional training, particularly credit-bearing opportunities; also, discussions/surveys of local community resources
 3. Flexibility - through surveys as well as research from other schools offering transitional training, particularly credit-bearing opportunities; also, discussions/surveys of local community resources

e. After reflection of the evidence/data gathered on the initial variance, what is

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the status of your renewal application?

- i. Continue with current goals and objectives, and make plans for additions to these goals based on the new key rooms for growth determined in most recent meetings: Several meetings have been held with the Bridger community to assess implementation and next steps. We feel that data supports our success with Competency Based Education, Assessment and Accountability, and Climate and Culture. While we want to continue to develop these areas, we also want to improve in the following areas, based on our original framework (3.a.i): Opportunities for Students, Lifelong Learning, and Flexibility.
- ii. Program goals for initial application and this renewal:
 1. Competency Based Education: Bridger will implement a competency based pathway to graduation. 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.
 2. Assessment & Accountability: In order to ensure learners graduate College and Career ready, Bridger 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.
 3. Climate & Culture: Bridger will create a safe, supportive, engaging and healthy school environment that promotes collegial relationships among students, parents/guardians, and staff.
- iii. Tentative program goals for future renewal and/or variance requests:
 1. Opportunities for Students: Bridger will offer students elective opportunities within the program that meet their interests, future college and career goals, and graduation requirements.
 2. Lifelong Learning: Bridger will prepare every student for future college and career opportunities through post-high school transition programming, mentoring, and student-appropriate elective and blended learning opportunities.
 3. Flexibility: Bridger will accommodate individual student scheduling needs and provide blended learning opportunities in order to work for all student needs and interests.

4. A school district proposing a charter school/program shall, at a minimum, provide evidence that the district will continue to guarantee the following assurances.

a. School district governance and control of the charter school

- i. As evident in agenda and minutes of the public BCA meetings and public

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meetings of the Board of Trustees (See Appendix A & B) this charter renewal application has been approved by our Board with the expectation that Bridger will be under the governance and control of the Bozeman School District and the locally elected Trustees.

b. Unrestricted, open student access

- i. All high school age students who reside in the Bozeman School District, regardless of whether zoned for Gallatin or Bozeman High School, will have access to the program as per district enrollment policy.
- ii. All enrollment is dependent on space available and staffing timelines. 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. Working in conjunction with Bozeman High School and Gallatin High School, Bridger will provide all related educational services (i.e. special education, 504, ELL) to serve the needs of all students who may be interested in enrolling in Bridger.

c. Compliance with all health and safety laws

- i. Facilities: For the immediate future, Bridger will be co-located on the campus of Bozeman High School. As such it will be compliant with all state and federal health and safety laws as they relate to school facilities.
- ii. Services to students: Bridger will receive support services from Bozeman High School. Any required health or safety needs for students will be provided by the Bozeman School District.

d. Teacher licensure and endorsement to the same extent as required or provided by state law or accreditation standards.

- i. All Bridger teachers and support staff are employed by the Bozeman School District. As such they meet appropriate District standards and possess appropriate licensure as required under Montana Accreditation Standards.

e. Employee collective bargaining to the same extent as required or provided by state law

- i. As employees of the Bozeman School District, all teachers and support staff are covered by local collective bargaining agreements and all have the opportunity to participate in the development and ratification of these agreements.

f. A plan for consideration of input by community members and staff as the 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,

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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.

- i. Much like the original charter application, the Bozeman School District is committed to consideration of public input on program development and implementation.
 1. The program implementation and renewal for this charter was discussed at three publicly noticed meetings (Appendix A) as well as numerous meetings with staff.
 2. Program implementation and possible areas for improvement are monitored through staff and student community meetings and surveys.
 3. Moving forward, staff will continue to involve community partners in the development and implementation of strategies to meet program goals.

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APPENDIX A: MEETING MINUTES - PLANNING (NOV 10, DEC 1, DEC 14)

i. PUBLIC MEETING NOVEMBER 10, 2020

INVITED: Current staff, students, families, all other public

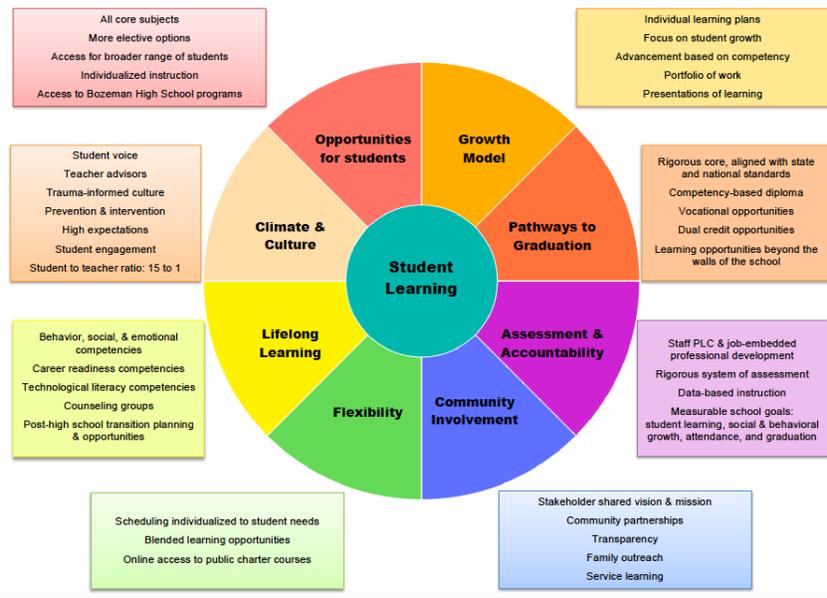
STAFF PRESENT: Caitlin Skinner (BCA teacher leader), Dacia Luedtke (BCA school counselor), Dan Mills (BHS School Principal), Erica Schnee (GHS School Principal)

OTHERS PRESENT: Marilyn King (BSD7 Deputy Superintendent), approx. 5 members of public

- Why did we become a charter?
 - Reasons: Establish ourselves as a lasting, necessary program within the Bozeman School District.
 - Potential for variances to accreditation rules if they impeded on best practices for our students. *We will continue with this step now that the district has invested in a teacher leader position for the program.*
- Bridger Core Beliefs
 - That all students can learn and thrive;
 - That students may need a different approach to attain the academic, social, and emotional skills necessary for their success;
 - That proficiency in rigorous academic standards and cognitive skills is necessary for great success;
 - That learning is an active collaboration between learners, teachers, families, and community;
 - That learning is a lifelong process with intrinsic value and relevant to all life experiences;
 - That we have a responsibility to our community to be the best we can be;
 - That students learn best in a respectful, stable, inclusive, and flexible environment;
 - That any student who is in trouble or in crisis needs our help and support in continuing to work toward success; and
 - That the individual and group are responsible to provide community service for the betterment of all.
- Bridger Design Goals
 - Lower student/staff ratio
 - Carefully selected staff members who are highly trained in competency-based education
 - Strong relationships with community and collaborating agencies that provide critical services to young people
 - Competency-based curriculum that measures progress by individual student improvement rather than through comparison to others
 - Educational culture focused on fostering relationships and inclusion
 - Ongoing professional collaboration among staff, focused on continuous

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- improvement and student growth
 - An online platform (Summit) to increase access to and flexibility in our academic programming
- Bridger Faculty, Classes, and Community
 - Trauma-informed practices, daily fresh slate
 - Competency-based curriculum tailored to individual needs, skill-levels, and proficiencies
 - Community outreach and activities
 - Holistic teaching: provide safe space, support emotional needs, & develop strong relationships for sake of academic success
- A Charter Program within a School
 - Same core purpose: To inspire students to thrive in school and throughout life
 - Same standards, as established by our departments.
 - It just looks different. (Proficiency-Based Education): Mentoring, Focus Areas, Projects
- Conclusion
 - We're not a solution to education, and we're not better or worse than traditional Bozeman courses; we're just meeting student needs from a different angle.
- Long Term Vision



-
- Questions/Comments
 - Need opportunities for more electives and more community involvement.
 - Need classes and training that help students prepare for “real world”
 - Need continued trauma-informed and LGBTQ training for teachers

ii. PUBLIC MEETING DECEMBER 1, 2020 - Future students, families, and other public INVITED: Current staff, interested students, families, all other public

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STAFF PRESENT: Caitlin Skinner (BCA teacher leader), Dacia Luedtke (BCA school counselor), Dan Mills (BHS School Principal)

OTHERS PRESENT: Marilyn King (BSD7 Deputy Superintendent), approx. 12 members of public

- BCA might be right for you if...
 - You enjoy working independently on a regular basis with teacher support when needed and/or requested
 - You prefer and/or would benefit from a smaller classroom setting
 - You prefer and/or would benefit from frequent 1-on-1 interaction with teachers
 - You would like to be a part of smaller community within the large high school
 - You have significant social/emotional considerations that can be best supported in the environment described above
 - You would benefit from the competency-based model because they need or want to work at a slower or faster pace
 - You would benefit from relationships with Bridger teachers and staff formed through community activities and the mentoring program
- A School within a School
 - Same core purpose: To inspire students to thrive in school and throughout life
 - Same standards, as established by our departments.
 - It just looks different. (Proficiency-Based Education): Mentoring, Focus Areas, Projects
- To receive credit in a course
 - Complete All Projects
 - Proficient in most standards assessed in each project
 - Able to revise until proficient
 - Complete all Focus Areas
 - 8/10 on every focus area assessment
 - unlimited retakes on assessments (new test each time)
 - “Incomplete” in PowerSchool until these goals are met
- 1:1 Mentoring for every student
 - Focus on the 16 habits of mind in five categories
 - Independence and sustainability
 - Perseverance
 - Mindsets for self and school
 - School readiness
 - Healthy development
- Bridger Faculty, Classes and Community
 - Trauma-informed practices, daily fresh slate
 - Competency-based curriculum tailored to individual needs, skill-levels, and proficiencies
 - Community outreach and activities
 - Holistic teaching: provide safe space, support emotional needs, & develop strong relationships for the sake of academic success

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- Current freshmen classes available
 - English I
 - GeoPhysical Science
 - World Geography
 - Algebra 1 or Geometry
 - Health Enhancement
 - Art Foundations
- To register for BCA Classes
 - Indicate “BCA” on your registration sheet next to the course title
 - You must register for at least 2 academic classes in Bridger (Art and Health Enhancement are not considered academic classes)
- Questions/Comments
 - Can I mix and match BCA and non-BCA? *Yes*
 - How does it work with IEPs? *Each is different. We want to make sure it is the right fit so student is getting enough support in every setting. Meet with counselor and teacher leader before registering*
 - Can I join as a sophomore/junior? *Of course. You can come and go within the program based on needs and interests, depending on course availability.*
 - How do I join as a GHS student? *The easiest way is to take all of your classes at BHS. You will still be registered as GHS student for certain purposes, though.*

iii. PUBLIC MEETING DECEMBER 14, 2020 - Board of Trustees meeting, all public (minutes on separate PDF)

APPENDIX B: MEETING MINUTES, APPLICATION ADOPTION (January 11, 2021) (Board of Trustees meeting minutes on separate PDF)

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

Open Session

DATE: January 11, 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, Secretary

VISITORS: Approximately 290

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.

2.3.1 2020 AA Volleyball All-State Individuals

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

WHEREAS: The Bozeman High Volleyball team qualified for the State AA Volleyball Quarterfinals on November 7th, 2020; and

WHEREAS: The Gallatin High Volleyball team took 4th place in the Eastern AA and hosted a playoff game on November 5, 2020; and

WHEREAS: Earning 1st Team All-State honors were Molly O'Connor (GHS) and Jordan Radick (BHS)

THEREFORE: Be it resolved that the Board of Trustees recognize and honor the 2020 AA Volleyball All-State Individuals: Molly O'Connor and Jordan Radick.

2.3.2 2020 AA Football All-State Individuals

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

WHEREAS: The Bozeman High Football team played in the State Semifinals at Billings West on Friday, November 13, 2020; and

WHEREAS: The Bozeman High Football team completed the season with a 6-3 record which also resulted in the following team members earning 1st Team All-State honors:

Elijah Eckles, Kenneth Eiden IV, Brady Lang, Camren Spencer, and Brooks Talbot

THEREFORE: Be it resolved that the Board of Trustees recognize and honor the 2020 AA Football All-State Individuals: Elijah Eckles, Kenneth Eiden IV, Brady Lang, Camren Spencer, and Brooks Talbot.

2.3.3 2020 Montana Coaches Association Fall Coaches of the Year

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

WHEREAS: Casey Jermyn coached the Hawk Girls to a 1st place finish at the State AA Cross Country Meet on October 24, 2020; and

WHEREAS: Ryan Nelson coached the Hawk Girls to a 1st place finish at the State AA Golf Tournament held on October 1 and 2nd, 2020;

THEREFORE: Be it resolved that the Board of Trustees recognize and honor the 2020 Montana Coaches Association Fall Coaches of the year, Casey Jermyn and Ryan Nelson.

2.3.4 Recognition of State Level Finalists - Presidential Award for Excellence in Mathematics and Science Teaching

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

WHEREAS: Five Montana public school teachers have been selected as 2020 state-level finalists for the prestigious Presidential Awards for Excellence in Mathematics and Science Teaching; and

WHEREAS: The Awards provide recognition to exceptional teachers who are models in both their classrooms and in their communities; and

WHEREAS: Lisa Moellenkamp, of Longfellow Elementary School and Christine O'Shea, of Hyalite Elementary School, have been selected as state-level finalists;

THEREFORE: Be it resolved that the Board of Trustees recognize and honor Lisa Moellenkamp and Christine O'Shea for this honor

2.3.5 Consider Approval of a Facility Dedication

Director of Facilities Todd Swinehart introduced this item. To honor the service and dedication provided by Steve Johnson, a committee consisting of staff members, administrators, and community members was created to discuss potential naming opportunities to commemorate his long standing tenure with Bozeman Public Schools.

The committee elected to name the recently completed auditorium at Gallatin High School in honor of Mr. Steve Johnson to commemorate his remarkable career and efforts on behalf of Bozeman Public Schools. The auditorium was chosen as it encompasses Mr. Johnson's spirit of listening and his tireless efforts to create an equal and welcoming space for students, staff, and community members alike. It was with great pride that Steve was able to oversee the construction of Gallatin High School along with the auditorium space from the passage of the bond to seeing a second high school becoming a reality. While Mr. Johnson's departure is bittersweet, his contributions to the District and Community will undoubtedly be realized for generations to come.

Trustee Black recommended the Board of Trustees recognize and honor the career of Steve Johnson by approving the dedication of the auditorium at Gallatin High School and naming it the **Steven D. Johnson Auditorium**. Trustees Fischer, Lusin, Neil, Reinhardt, Tage Willett and Wilson seconded the motion.

Public Comment

- Lei-Anna Bertelson, Elizabeth Williamson and Missey Dore thanked Mr. Johnson for his years of service and spoke in favor of the motion.

Motion carried 8-0.

Public Comment on Non-Agenda Items

- Teresa DeArmas – Ms. DeArmas requested the Board utilize the task force or another advisory board to have more responsive rather than reactive decisions.
- Jenny Anderson – Ms. Anderson spoke in favor of returning to full time in person learning.
- Jessica Kelly – Ms. Kelly spoke in favor of high school staying in the blended model.

Consent Agenda Policy 2nd Reading, Minutes and High School District

Trustee Reinhardt moved that the Board of Trustees approve items #4.1.1, 4.2.1, 4.3.1, 4.3.2, 4.3.3 and 4.3.4. Trustee Neil seconded the motion. Motion carried 8-0.

- 4.1.1 **Consider Approval of Revisions to Policies - #8000 Series**
- 4.2.1 **Consider Approval of Board Meeting Minutes**
- 4.3.1 **Consider Approval of High School Bond Projects Update**
- 4.3.2 **Consider Approval of Resolution to Approve and Adopt High School General Fund Budget Amendment**
- 4.3.3 **Consider Approval of a Telecommunications Easement at the Bozeman High School Campus**
- 4.3.4 **Consider Approval of Bridger Charter Academy Charter Renewal**

Consent Agenda Both Districts

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

- 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 2021 District Wide Capital Improvements Projects**

Trustee Fischer requested Trustees move items 6.2.1 and 6.3.1 in front of the Board discussion items. Trustee Tague seconded the motion. Motion carried 8-0.

6.2.1 Consider Recommendation for High School Instructional Model

Interim Co-Superintendent Bertram introduced this item and reviewed the recommendation. PK-12 schools started the 2020-21 school year using a blended model. Under that model students attend school in-person 2 days per week and are provided remote instruction 3 days per week. The Covid Advisory Task Force created metrics/matrix that were discussed and embraced by the Board of Trustees on December 30, 2020. The recommendation is to stay in the blended model until the metrics/matrix spur a conversation to trigger a move to a more or less restrictive model.

Trustee Reinhardt recommended the Board of Trustees adopt the Superintendent's recommendation to remain in the blended model until trends in the Metrix/Matrix spur a conversation for a more or less restrictive model. Trustee Fischer seconded the motion.

Trustees discussed the motion.

Public Comment

- Ashley Davis – Ms. Davis spoke in support of transitioning to the 4 + 1 model.
- Lily Smith – Ms. Smith spoke in support of the blended model.
- Jenny Anderson – Ms. Anderson spoke in support of transitioning to the 4 + 1 model.
- Kylie Halpin – Ms. Halpin spoke in support of transitioning to the 4 + 1 model.
- Missey Dore – Ms. Dore spoke in favor of remaining in the blended model.
- Claire Baker – Ms. Baker spoke in favor of remaining in the blended model.
- Autumn Jones – Ms. Jones spoke in favor of remaining in the blended model.
- Dori Dusl. – Ms. spoke in favor of remaining in the blended model.
- Steven Voigt – Mr. Voigt spoke in support of transitioning to the 4 + 1 model.
- Sierra Parsons – Ms. Parsons spoke in favor of making a decision tonight.
- Gus Chisholm – Mr. Chisholm spoke in favor of remaining in the blended model.
- Olivia Bulis – Ms. Bulis spoke in favor of remaining in the blended model.
- Karen Filipovich – Ms. Filipovich spoke in favor of remaining in the blended model.
- Crystal Stanionis – Ms. Stanionis spoke about cancelling activities.
- Galen Brokaw – Mr. Brokaw spoke in favor of remaining in the blended model.
- Donna Halpin – Ms. Halpin spoke in support of transitioning to the 4 + 1 model.
- David Diamond – Mr. Diamond spoke in support of remaining in the blended model.
- Chelsea Quinones – Ms. Quinones spoke in support of remaining in the blended model.
- Julia Johnson – Ms. Johnson spoke in support of transitioning to the 4 + 1 model.

Motion failed 3-5 (Trustees Black, Lusin, Neil, Tague and Willett opposed).

Trustee Lusin recommended the Board of Trustees approve the move to the 4 + 1 model at the beginning of the second semester, until trends in the Metrix/matrix spur a conversation for a more or less restrictive model and revisit at the January 25, 2021 board meeting. Trustee Tague seconded the motion.

Trustees discussed the motion.

Trustee Reinhardt moved the Trustees table the current motion. Trustee Willett seconded the motion. Motion to table carried 8-0.

Trustee Willett moved the Board of Trustees move the high schools to the 4+1 instruction on January 27, pending any significant changes in COVID Metrics/Matrix data prior to January 27. Seconded by Trustee Lusin.

Trustees discussed the motion.

Public Comment

- Donna Halpin – Ms. Halpin spoke in favor of the motion.
- Joshua Stanish – Mr. Stanish spoke against the motion.
- Megan Motley – Ms. Motley spoke against the motion.
- Paul Grigsby – Mr. Grigsby spoke against the motion.
- Teresa DeArmas – Ms. DeArmas requested the Board focus on how to ease the difficulties each model presents.
- Robin Gerlach – Mr. Gerlach spoke against the motion.

Motion carried 5-3 (Trustees Fischer, Reinhardt and Wilson opposed).

Meeting recessed from 9:55 PM to 10:00 PM.

6.3.1 Consider Recommendation for PK-5 and Middle School Instructional Models

Deputy Superintendent Bertram introduced this item and reviewed the recommendation. PK-12 schools started the 2020-21 school year using a blended model. Under that model students attend school in-person 2 days per week and are provided remote instruction 3 days per week. PK-5 schools moved to 5 days of in-person instruction on November 2, 2020. The move to 5 days of in-person instruction in the middle schools was postponed by Board action on November 16, 2020. The Covid Advisory Task Force created metrics/matrix that were discussed and embraced by the Board of Trustees on December 30, 2020.

Trustee Reinhardt recommended the Board of Trustees approve the superintendent's recommendation and continue 5 days of in-person learning at the PK-5 level and move to the 5 days of in-person learning at the middle school level on February 1, pending any significant changes in COVID Metrics/Matrix data. Trustee Neil seconded the motion.

Trustees discussed the motion.

Public Comment

- Amy Webbink – Ms. Webbink spoke about COVID metrics and making decisions.
- Joshua Stanish – Mr. Stanish spoke in favor of using the Task Force guidance.
- Claire Baker – Ms. Baker spoke against the motion.

Motion carried 7-0.

5.1.1 Discuss suggested revisions to Policies - #5000 Series

Director of Human Resources Pat Strauss introduced this item. The policy revisions were developed by the Montana School Boards Association in collaboration with District Administrators. The policy revisions as written are more succinct and reflect current practice.

Strauss answered Trustees' questions.

These policy revisions will appear on the January 25, 2021 consent agenda for final consideration and approval.

5.1.2 Discuss Suggested Universal Policy Update

Director of Business Services Mike Waterman introduced this item. The District's organization chart continues to evolve over time. Policies referencing specific titles or individuals can inadvertently become obsolete when organizational chart changes or staff turnover occurs. To address these ongoing changes, administration recommends the Board charge administration with replacing specific titles with "Superintendent or designee" in all Board policies, as appropriate.

This request will appear on the January 25, 2021 Consent Agenda for final consideration and approval.

5.1.3 Discuss Proposed New Emergency Policy - #1905, Face Coverings as Personal Protective Equipment

Interim Co-Superintendent Bertram introduced this item. The policy was developed in conjunction with the Montana School Boards' Association. 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.

Bertram and King answered Trustees' questions.

This request will appear on the January 25, 2021 Consent Agenda for final consideration and approval.

Public Comment

- Claire Baker – Ms. Baker asked clarifying questions on guidelines the Board is using.

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 and Bertram answered Trustees' questions.

7.1 Executive Report

- Interim Co-Superintendent King reported on upcoming events, rural superintendent meeting, 1st meeting of SIRI, student inclusion and resiliency initiative.
- Interim Co-Superintendent Bertram reported on the winter benchmark STAR test. Trustees will receive an update on the STAR data in February.

7.2 Board of Trustees

- Trustee Fischer spoke about teachers being moved on the vaccination priority list from 1B to 1C.
- Trustee Willett updated Trustees on the status of Superintendent Connors, committee is working on the issue. Both sides are going through the legal process.

Board of Trustees Meeting
January 11, 2021

Meeting adjourned at 11:12 PM



Sandra Wilson, Board Chair



Mike Waterman, District Clerk