Montana
Office of Public Instruction
Denise Juneau, State Superintendent
opi.mt.gov

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

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

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

DUE DATE First Monday in March

COUNTY Gallatin

DISTRICT Bozeman School District

SCHOOL(S) Bridger Charter Academy (A program of Bozeman High School)

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1. **Include evidence through official minutes of the board of trustees that local school community stakeholders were involved in the consideration and development of the proposed charter school. Stakeholder groups include trustees, administrators, teachers, classified school staff, parents, community members, and students, as applicable.**
   Official minutes of the Board of Trustees from January 12, February 8, and February 22 are attached in the supplemental materials.

   In preparation of the charter application, several stakeholder meetings have occurred. (In parentheses below is the approximate number of individuals present at each meeting.)
   - December 7, 2015: Planning meeting with district and school leadership and Bridger staff. (10)
   - December 10, 2015: Informational meeting for Bozeman High School Department Chairs. (20)
   - January 6, 2016: Informational discussion with instructional cabinet, which includes K-12 district and school leadership. (25)
   - January 12, 2016: Informational discussion with Board of Trustees at the annual school board visit to the Bridger program. In addition to members of our Board, this meeting included district staff, school staff, Bridger program students, and a member of the local media. (40)
   - January 14, 2016: Informational discussion with the Future High School Programming Committee. This group includes district leadership, school staff, parents, students, and interested community members. (40)

- January 26, 2016: Informational meeting with certified staff at Bozeman High School. (130)
- January 27, 2016: Informational discussion and feedback from community stakeholder group. Attendees included representatives from the following: Greater Gallatin United Way, THRIVE, Bridger Youth Empowerment Program, MSU College of Education, former students, parents, district leadership staff, current and former school program staff. In addition several representatives from state education associations attended the stakeholder meeting as well as a local state legislator. (40)
- February 8, 2016: Informational presentation and discussion to the BSD7 Board of Trustees (20)
- February 18, 2016: Informational meeting and input from Bridger students; Bridger Community Meeting involving students and staff (40)
- February 22, 2016: Recommendation and discussion to the BSD7 Board of Trustees; Approval of the charter application by the BSD7 Board of Trustees (20)

2. **Include board of trustees' meeting minutes that show the trustees adopted the application for the proposed charter school at an official, properly noticed meeting.**
   Minutes from February 22, 2016 Board of Trustees meeting are attached in the supplemental materials.

Required school district signatures

Board Chair Name WENDY TAGE

Board Chair Signature Wendy Tage Date 2.22.16

Superintendent Name ROBERT J. WATSON

Superintendent Signature Robert Watson Date 2/22/16

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 [signature] Date 6/24/16

X Approve ____ Disapprove

Board of Public Education Chair Shawn Carroll Date 7/14/16

X Approve ____ Disapprove

Bozeman School District #7 - Bridger Charter Academy, Supplemental Materials

A. Introduction:

With support from the Board of Trustees from the Bozeman School District, the leadership at Bozeman High School and the staff at Bridger Alternative Program seek to apply for public charter school status as defined by Montana Code Annotated 10-55-604 (Section 11). If approved, the Bridger Charter Academy would allow for student enrollment in fall of 2016.

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

a. Bridger Mission Statement: To ensure academic, personal, and social growth of every learner by providing personalized access to rigorous competencies and opportunities for learning that extend beyond the walls of the school.
b. Bridger Charter Academy - Framework: Through staff collaboration regarding desired outcomes, a framework was created that outlines the essential components of the envisioned future for the charter school. The framework is provided as *Attachment A*.

B. Key Program Components:

a. Executive Summary: Bozeman Public Schools together with their Board of Trustees are requesting approval of the charter application. If approved, the *"Bridger Charter Academy"* will serve grades 9-12 beginning August 2016. Bridger will offer students the opportunity to learn and grow under a competency-based instructional model. In this model, students will progress through coursework based on demonstration of proficiency towards specific curriculum standards, rather than a traditional credit attainment model based on seat time. Bridger will seek to maintain small teacher/student ratio and for the immediate future the total enrollment will be capped at 130-150 students, based on student requests, staffing and scheduling timelines. This enrollment cap may change over time as the program develops.

b. Vision and Beliefs:
   i. *BSD7 Core Purpose:* Bozeman Public Schools exist to provide an outstanding education that inspires and ensures high achievement so every student can succeed and make a difference in a rapidly changing world community.
   ii. *Envisioned Future:* As an extension of the BSD7 Core Purpose, the purpose of the Bridger Charter Academy is to create a student centered learning approach, providing the right experience for the right student at the right time.

iii. *Core Beliefs:*

1. That all students can learn and succeed;
2. That proficiency in rigorous standards is necessary for great success;
3. That learning is an active collaboration between learners, teachers, families, and community;
4. That learning is a lifelong process with intrinsic value and relevant to all life experiences;
5. That we have a responsibility to our community to be the best we can be;
6. That students learn best in a respectful, stable, inclusive, and flexible environment;
7. That any student who is in trouble or in crisis needs our help and support in continuing to work toward success; and
8. That the individual and group are responsible to provide community service for the betterment of all.

c. Instruction, Assessment and Culture:

i. *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. Competency-based strategies provide flexibility in the way that credit can be earned or awarded, and provide students with personalized learning opportunities" (U.S. Department of Education, 2016).
Specifically, the Bridger Charter Academy will include

1. units of credit defined by rigorous competencies, aligned with local, state, and national standards;
2. advancement upon mastery of rigorous competencies;
3. personalized learning plans focused on individual learner growth;
4. learning opportunities outside the traditional classroom (e.g. vocational pathways, dual credit opportunities, community outreach, blended learning, etc.);
5. flexible scheduling.

ii. *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.
Specifically, the Bridger Charter Academy will include

1. a rigorous system of assessment, including screening, progress monitoring, diagnostic, and outcome-based measurements;
2. personalized learning plans, instructional decisions, and advancement based on assessment and portfolio of learning; and
3. measurable program goals.

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

Specifically, the Bridger Charter Academy will include

1. a comprehensive school counseling program that supports social/emotional, academic, and career planning programs;
2. advisory program focused on behavior, social, emotional, and career readiness competencies;
3. trauma-informed prevention and intervention strategies;
4. positive rather than punitive approaches to behavior management;
5. family outreach; and
6. small student to teacher ratio (goal of 15:1).

C. Effectiveness:

a. Program Need: Bridger will be highly effective for students seeking:

i. personalized instruction (via goals, pacing, and context);

ii. flexible scheduling (based on personal, vocational, curricular and extracurricular needs);

iii. learning opportunities outside the traditional classroom;

iv. small classroom settings; and

v. small learning community, focused on academic, personal, and social growth.

b. Competency Based Education: *(See Attachment I for list of sources.)*

i. *Students advance upon mastery:* In a competency based education system, the educational pathway and instruction are specifically targeted to each learner's skill level and developmental needs. As students demonstrate mastery of skills, they advance through a continuum of learning. This system allows for comprehensive and personalized interventions for students who may struggle and acceleration for students who progress more quickly than their age level peers. A system that dynamically adapts to the needs of each individual has high effects on student achievement (Hattie, 2009). According to the National Alternative Education Association (NAEA, 2014), exemplary practices in a system that will meet the needs of each learner are opportunities for students to advanced based on proficiency in a system that explicitly differentiates

instruction to meet the needs of all students, thus closing achievement gaps. Competency based education is built on these best practices.

ii. *Explicit and measurable learning objectives empower students:*
   1. In a competency based education system, all learning objectives are explicit and measurable and transparent to all stakeholders. Students understand the learning objectives and criteria for mastering the objectives. The transparency of the learning expectations help students narrow their focus for learning and personalize the goals, making them more relevant for each individual (Marzano, et al., 2001, p. 94).
   2. Through this system, students not only develop goal setting as a life skill, but they also are able to better understand the relevance of their education (Marzano & Pickering, 2011, p. 87). Several national surveys indicate that the number one reason students report for dropping out of high school is a lack of interest and perceived value in their course work (Yazzie-Mintz, 2010 and Bridgeland, et al., 2006). Competency based education allows for flexibility of instruction and personalization, both means of increasing engagement and perceived relevance.

iii. *Students receive rapid, differentiated feedback and support:* Competency based systems incorporate several components to support individual students, including personalized learning plans and continual feedback. When students have a personalized learning plan and clear learning objectives accompanied by individualized, targeted feedback, student achievement increases (Hattie, 2009). Because competency based education is designed so that both students and teachers understand the learning objectives and criterion for success, feedback is more effective since it is specific to the criterion and students can be partners in their own evaluation (Marzano, et al., 2009, p. 97-99). The combination of student self-reporting evaluation and targeted, differentiated, timely feedback from the teacher have a powerful impact on student achievement (Hattie, 2009).

iv. *Assessment is meaningful and a positive learning experience for students:*
   1. Competency based education incorporates several strategies of assessment that support the development of self-efficacy. Self-efficacy, which depends upon a student's perception of his possible self and his mindset, has a major impact on student engagement and achievement (Marzano & Pickering, 2011, p. 15-17). Because learners know the learning objectives and criterion for success and partner with their teachers to evaluate

their own performance, they are able to track their academic progress over time, which can increase self-efficacy and, by extension, student achievement (Marzano & Pickering, 2011, p. 117).

2. In a competency based system of education, students are not punished by poor performance on an assessment. Rather, assessment is used as a tool to understand student progress toward a specific learning objective and to devise next steps in instruction. The shift from grades to learning allows for a system that supports the development of a growth mindset. According to Carol Dweck (2010), growth mindset can be fostered if an individual learns to hear the fixed mindset voice, recognizes he has a choice in how he responds to challenges or setbacks, employs self-talk with a growth mindset voice, and takes action to learn from mistakes and try again. The use of assessment as a tool for progress in conjunction with targeted feedback can help teachers model a growth mindset for students.
3. The NAEA (2014) shows that exemplary nontraditional education programs incorporate frequent assessment as a means to understand individual learner needs, adjust educational plans and instruction, and to evaluate the program as a whole. A competency based system relies heavily on a rigorous system of assessment, including screening, progress monitoring, diagnostic, and outcome-based measurements. Further, the system allows for assessment of skills or concepts in multiple contexts and multiple ways, ensuring that students are able to demonstrate mastery (International Association for K-12 Online Learning (iNACOL), 2016).

c. Flexibility: Scheduling and curricula are flexible to the needs of individual students.
   i. Competency based education allows for flexible scheduling and learning opportunities outside of the traditional classroom. Thirty-two per cent of students who drop out of high school report that real life events, such as caring for a family member or obligations to work, got in the way of school (Bridgeland, et al., 2006). Four out of five dropouts surveyed said one way to improve the educational system and encourage students to stay in school was to foster a stronger connection between school and the workplace (Bridgeland, et al., 2006). Flexibility in scheduling and curricula can create this connection.

ii. Many students have opportunities for vocation, athletics, and other pursuits that make a traditional, time-based system of education prohibitive to their personal growth. A flexible schedule that includes blended and online learning opportunities are hallmarks of a successful nontraditional education program (NAEA, 2014). Further, competency based education allows for expanded learning opportunities beyond the confines of a classroom. In other words, students are able to work toward mastery of learning objectives in settings such as the workplace, volunteer positions, or extracurricular programs (iNACOL, 2016).

d. Small Learning Community:

i. *Relationships are key to a positive learning environment.*

1. The proposed charter will seek to maintain a student to teacher ratio of 15 to 1 in order to maintain an effective small learning community. An important factor for student engagement is a student's connections to teachers and classmates (Marzano & Pickering, 2011, p. 4). NAEA (2014) reports that successful nontraditional schools foster "a safe, caring, and orderly climate and culture that promotes collegial relationships among students, parents/guardians, and staff." Approximately 75% of high school dropouts surveyed said a factor for improving schools is smaller class sizes with more individualized instruction (Bridgeland, et al., 2006).
2. The proposed charter will implement a teacher advisory program focused on behavior, social, emotional, and career readiness competencies. Research indicates that well-done advisory programs can develop student strengths and foster resilience in students (Benson & Poliner, 2013). Research on resilience and dropout prevention indicates that a strong relationship with at least one adult in school can improve student connection and positive feelings about the learning environment (Bridgeland, et al., 2006; Yazzie-Mintz, 2010; and Henderson, 2013).
3. The teacher advisor will also fulfill the role of providing quality interventions when students begin to slip behind and help facilitate communication and outreach with families (iNACOL, 2016). Seventy-one percent of dropouts surveyed said that a key component of keeping them in school would have been improved communication with their families and more family involvement in their schools (Bridgeland, et al., 2006). The teacher advisory program will allow time for teachers to facilitate this outreach.

ii. *A comprehensive school counseling program supports social/emotional, academic, and career planning needs.*

1. According to the NAEA (2014), effective nontraditional school counseling programs offer social and emotional support for students. Exemplary programs help students develop an awareness of self and others and implement strategies to help "students acquire interpersonal skills to recognize, respect, and appreciate the differences in others." Further, through a comprehensive school counseling program, students develop a clear understanding of consequences of personal decisions and choices. The comprehensive school counseling program will include both small group and individual counseling.
2. Exemplary school counseling programs also include strategies and programming to improve student academic self-concept, opportunities to develop skills, interests, and abilities that will lead to academic success and independent learning strategies (NAEA 2014).
3. The National Dropout Prevention Network has identified school-to-work programs and career education among its effective strategies for mitigating factors leading to dropouts (Clemson 2016). The charter program would include strategies for career readiness skills and post-high school transition counseling and planning.

iii. *Trauma-informed prevention and intervention strategies.*

1. The proposed charter will implement trauma-informed prevention and intervention strategies. Knowing the impact of trauma, adversity, and its effects are key pieces in reframing our lense on how look at student learning and behavior. It is our endeavor to build resilience in students through healthy adult relationships and having policies and practices in place to minimize damage and maximize opportunities for healthy growth and development in all students.
2. We will seek to understand what happened to a student and their related trauma experiences. Through understanding a student's personal story we hope to mitigate the impact of trauma on behavior through an informed position that holds student accountable for the behavior yet builds their skills in managing that behavior in the future.

D. Accreditation Assurances:

a. MCA 10.55.604 (11)(a): A charter school must provide an education that meets or exceeds the requirements of the Montana Constitution, state law, and school accreditation standards.

i. As part of the Bozeman School District, the Bridger Charter Academy will meet all applicable Montana laws as well as follow all policies and procedures of the District.

ii. Bridger students will be expected to meet the high school graduation requirements outlined by Bozeman School District policy. (See *Attachment B*: BSD7 Policy 2410 - HS Graduation Requirements)

iii. As Bridger will operate as a school-within-a-school, students will have access to elective programs within Bozeman High School, including music, career and technical programming, world languages, and Advanced Placement courses.

iv. Variance: As part of this application for charter, it is the desire of the Bozeman School District to seek a variance to the following accreditation rule: MCA 10-55-906 Section 1: A high school shall require a minimum of 20 units of credit for graduation including ninth grade units. Part A: A unit of credit is defined as the equivalent of at least 8100 minutes for one year.

v. All other accreditation standards as defined in MCA 10.55 will be met.

b. MCA 10.55.604 (11)(d)(i): school district governance and control;
As evident in agenda and minutes of the public meetings of the Board of Trustees (See *Attachment D,E,F*) this charter 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.

c. MCA 10.55.604 (11)(d)(ii): unrestricted, open student access;

i. All high school age students who reside in the Bozeman School District will have access to the program as per district enrollment policy. (See *Attachment C*: BSD7 Policy 3114 & 3115 - 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, 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.

d. MCA 10.55.604 (11)(d)(iii): 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.

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

f. MCA 10.55.604 (11)(d)(vi): a plan for consideration of input by community members and staff as to formation and implementation issues.
   i. *Planning Meetings:* In preparation of the charter application, several stakeholder meetings have occurred. (In parentheses below is the approximate number of individuals present at each meeting.)
      1. December 7, 2015: Planning meeting with district and school leadership and Bridger staff. (10)
      2. December 10, 2015: Informational meeting for Bozeman High School Department Chairs. (20)
      3. January 6, 2016: Informational discussion with instructional cabinet, which includes K-12 district and school leadership. (25)
      4. January 12, 2016: Informational discussion with Board of Trustees at the annual school board visit to the Bridger program. In addition to members of our Board, this meeting included district staff, school staff, Bridger program students, and a member of the local media. (40) Board of Trustee minutes - See *Attachment D.*
      5. January 14, 2016: Informational discussion with the Future High School Programming Committee. This group includes district leadership, school staff, parents, students, and interested community members. (40)

6. January 26, 2016: Informational meeting with certified staff at Bozeman High School. (130)
7. January 27, 2016: Informational discussion and feedback from community stakeholder group. Attendees included representatives from the following: Greater Gallatin United Way, THRIVE, Big Sky Youth Empowerment Program, MSU College of Education, former students, parents, district leadership staff, current and former school program staff. In addition several representatives from state education associations attended the stakeholder meeting as well as a local state legislator. (40)
8. February 8, 2016: Informational presentation and discussion with the Board of Trustees at their regularly scheduled monthly meeting. (20) Board Minutes - See *Attachment E*.
9. February 18, 2016: Bridger Community Meeting involving students and staff (40)
10. February 22, 2016: Charter application approved by the Board of Trustees (20) Board Minutes - *Attachment F*.

ii. *Other Feedback:* In addition to the stakeholder meetings outlined above, representatives from several state educational organizations were contacted directly for feedback and advice regarding the charter application process: MT Office of Public Instruction, MT Board of Public Education, Montana School Boards Association, Montana Education Association, School Administrators of Montana.

iii. *Anecdotal Support:* In meeting with various stakeholders, supportive comments have been gathered from students, parents, staff, and other community stakeholders. (See *Attachment G*: Anecdotal Support)

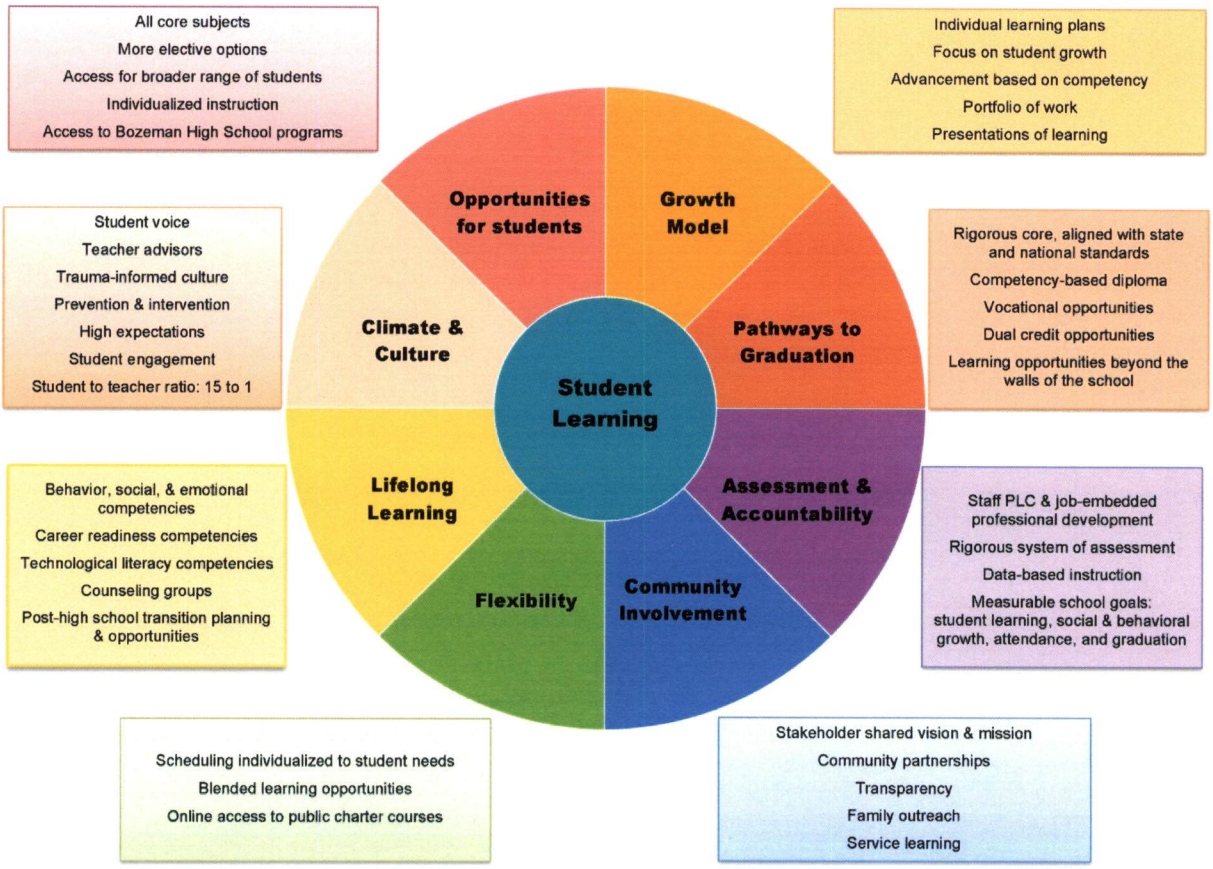
g. Other Relevant Program Information:

i. Student Discipline: As Bridger will be part of the Bozeman School District, all policies related to student discipline will also apply to Bridger participants. A complete list of student policies which govern discipline expectations for students are available on our District website: Policies 3200-3300. (See *Attachment H*: BSD7 Policy 3310 - Student Discipline)

ii. School Finance, Transportation, Food Service: As Bridger will be part of the Bozeman School District, all services will be provided by the District. Bridger will receive financial, transportation, and food service support much like any other school within the District. Students attending Bridger will have equal access to all District services.

Attachment A: Bridger Charter Academy Framework

Why Transform Bridger Alternative Program into a Public Charter?



Attachment B: BSD7 Policy 2410 - HS Graduation Policy

BOZEMAN PUBLIC SCHOOLS 2410 INSTRUCTION
High School Graduation Requirements

Each student who has successfully completed an instructional program appropriate to his/her interests and needs shall be awarded a diploma by Bozeman School District No. 7. The Board shall award one of the diplomas, as described below, to every high school student enrolled in the District who meets the requirements as established herein. The official transcript will indicate the specific courses taken and level of achievement.

The Board shall establish graduation requirements as recommended by the superintendent which, as a minimum, satisfy those established by the Board of Public Education. Generally, any change in graduation requirements promulgated by the Board will become effective for the next class to enter 9th grade. Exceptions to this general rule may be made where it is determined by the Board that the proposed change in graduation requirements will not have negative effect on students already in grades 9-12.

The superintendent shall develop procedures and practices for implementing this policy.

Graduation Requirements - Bozeman High School Diploma

To graduate from Bozeman High School, a student must have satisfactorily completed the last semester prior to his/her graduation as a Bozeman High School student. To graduate from the Bridger Alternative Program, a student must have satisfactorily completed the last quarter prior to his/her graduation. Highly unusual exceptions may be considered by the principal/administrator.

Both a Bozeman High School Diploma and a Bozeman High School Honors diploma will be offered.

Bozeman High School Diploma
4 units of English
3 units of math
2 units of science
3 units of social studies to include one unit in Montana Studies/Global Studies, one unit in U.S. History and one unit in U.S. Government
1 unit of fine arts
2 units of health enhancement
1 unit of vocational education
1 unit of technology education

6 units elective
23 units will be required for graduation

Bozeman High School Honors Diploma
4 units of English
4 units of math to include Algebra II
3 units of science to include chemistry or physics
2 units in one foreign language
3 units in social studies to include one unit in Montana Studies/Global Studies, one unit in U.S. History and one unit in U.S. Government
1 unit of fine arts
2 units of health enhancement
1 unit of vocational education
1 unit of technology education
4 units elective
25 units will be required for graduation

Graduation Ceremony

A student may be denied participation in graduation ceremonies by the Board of Trustees due to a behavioral incident or infraction in accordance with 20-5-201(3), MCA. In such instance, the diploma will be awarded after the official ceremony has been held.

Graduation Requirements - Handicapped Students

A student who possesses a handicapping condition and satisfies those competency requirements which are incorporated into the individualized education program (IEP) shall be awarded a general diploma. Satisfactory completion of the objectives incorporated into the IEP shall serve as the basis for determining completion of a course.

Cross Reference: 2130, Program Evaluation
2166, Gifted Program
2168, Enrichment Course Offerings – University Level/Dual Enrollment
2169, Distance, Online, and Technology Delivered Learning
2411, Bozeman Public School Adult Diploma
3300, Corrective Actions

Adopted: 11/24/86 Rev.: 04/24/89; 03/27/95; 01/22/96; 01/09/06; 02-23-09, 06-26-12, 08/18/14

Attachment C: BSD7 Policy 3114 and 3115 - Enrollment Policy

BOZEMAN PUBLIC SCHOOLS 3114 STUDENTS

Out-of-District Attendance with Mandatory Approval

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

Definitions

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

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

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

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

Out-of-District Attendance with Mandatory Approval

A. Out-of-district students who qualify for mandatory admission under MCA 20-5-321 and ARM 10.10.301B will be admitted. Tuition will be billed to the responsible party at the maximum amount allowed by law.

B. A student who resides full time with a caretaker relative and the caretaker relative has executed the Caretaker Relative Educational Authorization Affidavit in compliance with

§20-5-501 through 503, MCA, will be admitted, regardless of the parent's residence without the payment of tuition.

C. Students who meet the definition and criteria of the McKinney-Vento Homeless Assistance Act, living within the boundaries of the District, regardless of the residency of their parents, shall be enrolled in the District without the payment of tuition or transportation costs for the school year in which they are determined to be homeless.

D. A student with a disability in accordance with the Individuals with Disabilities Education Act will be admitted with the payment of regular education tuition provided the student lives within the District during the school week. Pursuant to the definition of free appropriate public education (FAPE) provided in 20-7-401, MCA, special education services must be provided at public expense. That statute does not prohibit charging the regular education tuition for those students. Parents will be required to complete a declaration under penalty of perjury that they live in the district during the school week.

General Provisions

1. An Out-of-District student will not be admitted until an Out-of-District Attendance Agreement has been completed. When admitting an out-of-district student, the District shall utilize form FP-14 prepared by the Office of Public Instruction.

2. Except as provided by law, admission to Bozeman Public Schools as an out-of-district student is a privilege (MCA 20-5-320). As such, the Bozeman School District will screen all out-of-district students and only consider those who meet the criteria set forth in this policy.

3. The Superintendent is hereby given the authority to admit or deny any student's admission in accordance with this policy.

4. The District will charge tuition for out-of-district students per statute. The tuition for a child with a disability will be determined under the rules adopted by the Superintendent of Public Instruction for the calculation of tuition for special education pupils.

5. Out-of-district students accepted under this policy will be subject to adherence to school and District policies.

6. Acceptance of an out-of-district Student is for one school year. All out-of-district students must apply for enrollment at the beginning of each school year and acceptance shall be based on compliance with the applicable criteria for admission of out-of-district students. Admission for one school year does not mean the student will be accepted the following school year.

7. Except students with disabilities admitted based on situation D above, any out-of-district attendance may be disapproved whenever the accreditation of the school will be adversely affected by acceptance of the child due to insufficient room, overcrowding or when to do so would require the hiring of additional staff.

8. Acceptance of an out-of-district student does not imply or guarantee that transportation will be provided. Any transportation that is provided to an out-of-district student may be charged to and paid by the parent, guardian or entity paying tuition in accordance with the District's Transportation policies.

9. The Montana High School Association sets regulations pertaining to student eligibility for participation in speech and athletics. The District follows those regulations and does not assure that out-of-district students will be eligible for participation in MHSA-sanctioned activities.

10. The District has a right to refuse a student who is on the Sex or Violent Offender Registry or whose name has been expunged from the Registry.

11. All out-of-district students allowed to enroll pursuant to this policy shall be subject to the same rules and regulation as all other students and subject to the same disciplinary rules and procedures.

12. Where tuition is required to be paid by a parent or guardian, the full amount of tuition may be paid in full at the time of enrollment or in seven monthly installments to be paid in full no later than March 1 of the school year. For all students attending with discretionary approval, if tuition is not paid in full by March 1, of the school year the student shall be dropped from the rolls of the District and the student will not be considered for future enrollment.

Cross Reference: 3115 Out-of-District Attendance with Discretionary Approval
3124 Bridger Program Admissions
4550 Registered Sex or Violent Offenders
3120 Compulsory Attendance

Adopted: 01/26/15

BOZEMAN PUBLIC SCHOOLS 3115 STUDENTS

Out-of-District Attendance with Discretionary Approval

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

Definitions

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

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

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

Out-of-District Attendance with Discretionary Approval

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

A. Students, in grade 12 who have been residents of the School District for at least one full semester immediately prior to moving from the District, will be allowed to attend Bozeman High School on a tuition basis, for their final year of high school. Students, in grade 8 who have been residents of the School District for at least one full semester immediately prior to moving from the District and who move to a K-8 District that feeds into Bozeman High School District, will be allowed to attend 8th grade in Bozeman on a tuition basis.

B. Out-of-district, Belgrade students may be allowed to attend Bozeman on a tuition basis at the request of the Superintendent of the Belgrade School District and upon approval of the Bozeman Superintendent of Schools as part of an at-risk exchange program.

C. U.S. students who live full time within the Bozeman School District boundaries, but whose parents live outside the District will be admitted and charged tuition.

D. Students in grades 6-8 whose resident district is a non-operating district within Bozeman High School District #7 will be allowed to attend Bozeman Public Schools provided the resident district agrees to pay the tuition.

E. Students whose parents are at least .75 FTE employees of the District may attend on a tuition basis. F. A student who lives within the District during the school week may be admitted with the payment of tuition. Parents will be required to complete a declaration under penalty of perjury that they live in the District during the school week.

General Provisions

1. An out-of-district student will not be admitted until an Out-of-District Attendance Agreement has been completed. When admitting an out-of-district student, the District shall utilize form FP-14 prepared by the Office of Public Instruction.

2. Except as provided by law, admission to Bozeman Public Schools as an out-of-district student is a privilege (MCA 20-5-320). As such, the Bozeman School District will screen all out-of-district students and only consider those who meet the criteria set forth in this policy.

3. The Superintendent is hereby given the authority to admit or deny any student's admission in accordance with this policy.

4. The District will charge tuition for out-of-district students per statute. The tuition for a child with a disability will be determined under the rules adopted by the Superintendent of Public Instruction for the calculation of tuition for special education pupils.

5. Acceptance of out-of-district students will be contingent on the student's good behavior, regular attendance and passing grades, and adherence to school and District policies. Violation of any of these contingencies or truancy violations may result in a student being dropped from school immediately and the unused portion of the tuition refunded.

6. Acceptance of an out-of-district Student is for one school year. All out-of-district students must apply for enrollment at the beginning of each school year and acceptance shall be based on compliance with the applicable criteria for admission of out-of-district students and space

availability. Admission for one school year does not mean the student will be accepted the following school year.

7. Any out-of-district attendance may be disapproved whenever the accreditation of the school will be adversely affected by acceptance of the child due to insufficient room, overcrowding or when to do so would require the hiring of additional staff.

8. Acceptance of an out-of-district student does not imply or guarantee that transportation will be provided. Any transportation that is provided to an out-of-district student may be charged to and paid by the parent, guardian or entity paying tuition in accordance with the District's Transportation policies.

9. The Montana High School Association sets regulations pertaining to student eligibility for participation in speech and athletics. The District follows those regulations and does not assure that out-of-district students will be eligible for participation in MHSA-sanctioned activities.

10. The District has a right to refuse a student who is on the Sex or Violent Offender Registry or whose name has been expunged from the Registry.

11. All out-of-district students allowed to enroll pursuant to this policy shall be subject to the same rules and regulation as all other students and subject to the same disciplinary rules and procedures.

12. Where tuition is required to be paid by a parent or guardian, the full amount of tuition may be paid in full at the time of enrollment or in seven monthly installments to be paid in full no later than March 1 of the school year. For all students attending with discretionary approval, if tuition is not paid in full by March 1, of the school year the student shall be dropped from the rolls of the District and the student will not be considered for future enrollment.

Cross Reference: 3114 Out-of-District Attendance with Mandatory Approval
4550 Registered Sex or Violent Offenders
3120 Compulsory Attendance

Adopted: 11/24/86 Rev.: 7/22/91, 5/11/92, 9/25/95, 5/13/96, 3/30/98, 4/12/99, 8/13/01, 6/14/04, 8/8/05, 8/13/07, 9/8/08, 3/22/10, 5/10/10, 1/8/14, 1/26/15, 2/22/16

Attachment D: BSD7 Board of Trustees Minutes - January 12, 2016

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

Open Session

DATE: January 12, 2016

TIME: 11:40 a.m.

PLACE: Bozeman High School – Bridger Library

MEMBERS PRESENT: Wendy Tage, Chair, Heide Arneson, Douglas Fischer, Bruce Grubbs, Gary Lusin, Elizabeth Williamson, Sandra Wilson

MEMBERS ABSENT: Andy Willett, Vice Chair

STAFF PRESENT: Rob Watson, Superintendent
Steve Johnson, Deputy Superintendent Operations
Marilyn King, Deputy Superintendent Instruction
Mike Waterman, Director of Business Services/District Clerk
Chad Berg, Director of Special Education
Robin Miller, Curriculum/Assessment Director
Todd Swinehart, Directory of Facilities
Brad Somers, Technology Services Supervisor
Andrew Loftus, Director of Fine Arts
Byrdeen Warwood, Adult & Community Education Supervisor
Kevin Conwell, Bozeman High School Principal
Erica Schnee, Bozeman High School Assistant Principal
Katie Laslovich, Bozeman High School Assistant Principal
Andy Maherus, Bozeman High School Assistant Principal
Jerry Reisig, Bozeman High School Assistant Principal
Bridger Alternative Program Staff and Students

MEDIA: Gail Schontzler, Bozeman Chronicle
VISITORS: None

Bridger Alternative Program Board Report

BHS Assistant Principal Andy Maheras introduced several students from the Bridger Alternative Program (BAP). These students told their stories and answered the Trustees' questions. After this conversation, the Board enjoyed a lunch prepared by the Bozeman High School ProStart Program. After lunch, Mr. Maheras discussed the present and future of the BAP. New administration and staff developed four goals for the year: competency based education, standard operating procedures, student engagement, fostering sense of community and acceptance. Mr. Maheras explained these goals then shared performance data on the program.

Rob Watson, Superintendent, then introduced the concept of creating a public charter school for the BAP. Expected benefits of this structure include increased flexibility to obtain variances and official recognition of the BAP instructional model by the Montana Board of Public Education.

Dr. Watson and Mr. Maheras answered the Trustees' questions. The complete report will be on the January 25, 2016 consent agenda for approval.

Public Participation on Non-Agenda Items

None

The meeting adjourned at 1:25 p.m.

Attachment E: BSD7 Board of Trustees Minutes - February 8, 2016

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

Open Session

DATE: February 8, 2016

TIME: 6:00 p.m.

PLACE: Willson Board Room

MEMBERS PRESENT: Wendy Tage, Chair
Andy Willett, Vice Chair
Douglas Fischer
Bruce Grubbs
Gary Lusin
Elizabeth Williamson (arrived at 6:05)
Sandy Wilson

MEMBERS ABSENT: Heide Arneson

STAFF PRESENT: Robert Watson, Superintendent
Steve Johnson, Deputy Superintendent Operations
Marilyn King, Deputy Superintendent Instruction
Mike Waterman, Director of Business Services/District Clerk
Pat Strauss, Director of Human Resources
Todd Swinehart, Facilities Director
Nancy Brady, Secretary

OTHERS PRESENT: Student Representatives Mike Lee, Brook Froelich, Summer Morrison

MEDIA: Gail Schontzler, Bozeman Daily Chronicle

VISITORS: Approximately 15 (At the start of the meeting)

Bozeman School District #7 - Bridger Charter Academy, Supplemental Materials

Call to Order

The meeting was called to order at 6:00 p.m. by Chair Tage. Following the Roll Call and the Pledge of Allegiance, Tage welcomed visitors and explained the purpose of the meeting and procedures to be followed.

Bridger Charter Application

Superintendent Watson introduced this item stating this an opportunity to discuss this process and get feedback from the Trustees. There will be a formal recommendation at the February 22 meeting. Watson gave a brief overview of the process and stated FAQs will be developed for this project.

Andy Maheras, Bridger Program Director and Tami O'Neill, Bridger Teacher, gave a presentation on transforming the Bridger Alternative Program into a Public Charter. The presentation covered:

- Student Learning
- Opportunities for Students
- Growth Model
- Climate & Culture
- Pathways to Graduation
- Lifelong Learning
- Flexibility
- Assessment & Accountability
- Community Involvement

Maheras and O'Neill answered Trustees' questions.

Superintendent Watson talked about variances, explaining this is a two-year application and there will be multiple opportunities to show program effectiveness.

Anne Keith, OPI Board of Variances, asked several questions. No official action was taken. This item will be brought at the February 22 Board Meeting for approval.

Meeting adjourned at 9:20 p.m.

Attachment F: BSD7 Board of Trustees Minutes - February 22, 2016

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

Open Session

DATE: February 22, 2016

TIME: 6:00 p.m.

PLACE: Willson Board Room

MEMBERS PRESENT:
Wendy Tage, Chair
Andy Willett, Vice Chair
Douglas Fischer
Gary Lusin
Elizabeth Williamson
Sandy Wilson

MEMBERS ABSENT:
Heide Arneson
Bruce Grubbs

STAFF PRESENT:
Robert Watson, Superintendent
Steve Johnson, Deputy Superintendent Operations
Marilyn King, Deputy Superintendent Instruction
Mike Waterman, Director of Business Services/District Clerk
Pat Strauss, Director of Human Resources
Todd Swinehart, Facilities Director
Nancy Brady, Secretary

OTHERS PRESENT: Student Representative Mike Lee

MEDIA: Gail Schontzler, Bozeman Daily Chronicle

VISITORS: Approximately 10-15 during time of discussion

Bozeman School District #7 - Bridger Charter Academy, Supplemental Materials

Call to Order

The meeting was called to order at 6:00 p.m. by Chair Tage. Following the Roll Call and the Pledge of Allegiance, Tage welcomed visitors and explained the purpose of the meeting and procedures to be followed.

Bridger Charter Application Approval

Superintendent Rob Watson introduced this item explaining this is the 3rd time the Bridger Charter Application has been discussed at the Board level. Watson referenced the planning meetings and updated the Trustees on where the process was to date. Watson provided the Board with supplemental materials stating feedback had been gathered from students and staff. This is work in progress and the entire package has to be submitted to OPI by March 1, 2016. The process is to submit the application to OPI first, then the Variance Committee and finally the Board of Public Education.

Andy Maheras, Bridger Program Director and Tami O'Neill, Bridger Teacher, stated this has been a great process. For a long time Bridger has done a lot of good work and this is just a step further – a more comprehensive way of assessing students. The response has been very positive when talking with former students and parents.

Superintendent Watson explained a meeting had been held with staff last week, which allowed us to get everything down on paper -- what we are working towards, plans and the foundation.

Maheras and O'Neill answered Trustees' questions.

Superintendent Watson provided the Board with an Frequently Asked Questions (FAQ) document.

> Trustee Lusin moved the Board of Trustees approve the application for Bridger Charter Academy as presented as the Montana OPI Charter School Application in the data expansion. Trustee Wilson seconded the motion. Motion carried 6-0.

Meeting adjourned at 8:31: p.m.

Attachment G: Anecdotal Support

Student Survey:

We asked students to answer the following 3 questions about Bridger at our February 18, 2016 Community Meeting. 35 students responded.

How does the competency based model in Bridger classes help prepare you for further education or career?

Authentic Learning:

- It gives you the ability to actually learn the subjects rather than get a grade quickly and move on without knowing.
- It allows me to work without worrying too much about due dates.
- It helped me by the fact that when you are going through your classes, you are able to try to get better in your work and they don't let you move on until you can show you learned the standard.
- You can further your education in the topics you want. Also it gives a full understanding of the topics.
- They take the time WE need to understand the unit/concepts.
- It helps me learn the material instead of cramming for a test and forgetting everything. I can learn more and have more knowledge for college.
- It allows me to feel in control and responsible with education.
- I can really learn my material vs. cramming for a test.

Life Skills:

- I learn how to be independent.
- It helps with self-responsibility.
- Teaches how to communicate.
- It helps me and prepares me because it is based on my performance.
- It has helped me figure out how well I can work on my own and be independent.
- I have increased my work ethic.
- I have found the tools given to me presented by the Bridger Program greatly prepare me for life in school and out.
- It helps us understand that not doing work that doesn't have weight can still be harmful to our learning.

Success:

- Gives me a way to do my best at a pace that I can succeed at.
- It helps me complete credits without the stress of not being able to make up assignments.
- Being able to work at my own pace and get my work done.
- I think it shows that I <u>can</u> learn stuff rather than showing how many I missed.
- It helps prepare me for further education because Bridger isn't like other schools. It lets you work at your own pace instead of having to moving on with the class.
- Being able to work at your own pace allows you to exercise your own responsibility skills.
- By showing I can take a whole different way of learning.
- It lets you work at your own pace so that you do the best work you can. It gives you a chance to figure out what learning tactics work best for you.
- Gives me confidence.
- It allows me to feel less pressured to do school which is good because I can't work while feeling pressured.

Timely Graduation:

- It's putting me on a path so I will graduate on time.
- It helps you graduate on time, so then you could either go to college or something else you would choose.
- The Bridger Program is helping me graduate a year early by allowing me to work at my own pace.

How does the flexibility of the program help meet your educational or other needs?

Pacing:

- I can work at my own pace through things and not be rushed.
- Because it is in a setting where you go at your speed, which ensures a better chance of learning and not falling behind.
- It helps students learn at their own pace.
- I can work at my own pace.
- It gives me that extra time, if I need it, to perfect the things I need to do.
- To help me get my work done at my pace
- It allows me to get more done faster.
- It lets me go at my own pace so I can decide.
- Being able to work at my own pace helps me learn and focus more.
- It lets me work at my own pace and I really love that.
- I was able to get a class done in less than a semester.
- It decreases my anxiety and allows me to competently move at my own pace.
- It makes it so that you can take your time where you need it and get ahead if you want.
- I have more time to work on what I need to rather than having to get it done by a specific date.

Life outside of school:

- It helps when family stuff comes up and I'm absent.
- I can work and go to school.
- It allows me to work and complete school. I can go to work and go home at a reasonable time.
- I can work around my school schedule because sometimes other things are more important than school.
- I was constantly sick and as a result was usually behind in school until bridger helped me with my needs.

Positive environment:

- It helps keep me on track and enjoy my time at school.
- How flexible the program is releases stress on kids.
- It makes me excited to go to school and actually try.
- By not being so shy around kids and adults.
- I can be a "normal" high schooler while getting the help I need.

How does the small learning community in Bridger help meet your educational or other needs?

Bridger is awesome.

Relationships with teachers:

- It allows me to discuss problems with my teacher and have clearer communication. With a lesser amount of students, it makes this easier.
- I can ask questions and get the help I need because in big classes they do not do that.
- One on one is really important. When students are struggling, pulling their teacher to the side and addressing their problems makes it easier to come to agreements and terms with how the student may learn their standards.
- I like it because it's not big and I feel like with the small learning community you can get more one-on-one with the teachers for better understanding.
- It is better for individual help from teachers.
- More one-on-one with the teacher makes a student feel more compelled to learn.
- You get more one on one with teachers for help.
- I can get extra help if I need it and the teachers are great with getting me excited.
- You really get to know your teacher and who you're working with, rather than getting a number and ID tag then passed off.

Community atmosphere:

- I love Bridger because they are a healthy environment and I feel welcomed. It's easier to work in and more helpful.
- It makes a fam(ily).
- I like how close we are.
- Because we are like a big family. We all try to help each other so that we can succeed.
- I think it makes it easier for the student to pass and learn what they are being taught. Also, Bridger offers a sense of family to anyone who wants to be a part of Bridger.
- Instead of having a whole bunch of kids to pressure you, Bridger allows you to engage with people you are comfortable being around.

Smaller Learning Environment:

- It makes me feel like I'm not alone in this.
- For someone with social anxiety like myself, it becomes a much more comfortable learning environment when I at least recognize everyone's face.
- With less people, it puts a lot less stress on me.
- There are not too many kids so it helps a lot. It's much less confusing.
- There aren't as many students so you can be more comfortable.
- It makes the students feel comfortable with no pressure.
- Less stress.
- I personally don't like bigger schools and like the extra help. It makes me feel more comfortable in class.

Focus on learning:

- I don't get as distracted.
- Not as many people to distract me.
- With not so many people, I can focus more on work.
- It is less distracting.
- It allows me to better understand the topic.
- Everyone here is somewhat at the same level of things, but if someone is ahead, they can help other students to succeed if they are stuck.
- It's easier to work in and more helpful.

Other student support:

"My name is Tiara and I graduated from the Bridger Alternative Program in 2013. I joined the program in 2011, my sophomore year of highschool. When I entered the program, I was not on track to graduate and wasn't sure if Bridger would be able help me at all. Many times in my high school education, I debated on dropping out of highschool. If it wasn't for the Bridger staff that reached out to me and asked "how can we work together?" I would have had no reason to be in school. Thankfully due to the standards based program I not only was able to work through the standards without feeling rushed, but I also was able to understand everything I was learning! I have always had trouble trying to keep up in a class full of kids that try to hold a single teacher's attention. My brain learns by practicing something I can fully understand, over and over again. You already may know a lot of kids learn just like I do. All my life I have experienced teachers trying to teach a lesson to a whole class, some of us may have gotten it and some of us may have not been able to comprehend it. I sometimes got it; then I sometimes didn't. Instead of trying to take the teacher's attention away from the rest of the class I decided not to raise my hand for help. Individual teacher help was not always the solution to understanding the concept as well. If a student doesn't understand the concept the first time you give it to them, they can't move forward to practice that standard and succeed at it. I strongly feel that the standard based program helps students not only achieve the standards concept but also helps it become easier to practice and memorable to the student."

From Damian: "I spent a year and a half at Bridger. Unfortunately, I had to move so I did not graduate from that high school but it was because of Bridger that I was able to graduate an entire year early from high school and I am on my way to completing my first year of college at the end of this spring semester. My life entirely changed because of this school and it allowed me to reach my full potential. An obstacle I had along with many other students was the "seat time" rule, in fact I wrote a paper on how changing the rule would be up most beneficial my freshman year. I think changing Bridger into a charter school will allow students to grow and succeed."

Parent Support:

How did the competency based (performance based) model in Bridger classes help prepare you/your student for further education or career? "The competency based model is a fantastic way to encourage and support learning. Because the model is suited to each student's ability, the student has every opportunity to be successful in their learning. This success builds confidence and encourages curiosity, which further promotes independent learning. Allowing Maggie to proceed at her own pace, only fueled her desire to get done as soon as possible, and her teachers were more than happy to help her succeed. She continues to be an independent learner, preferring online courses to the classroom work. It is our opinion that this program encourages students to critically think, to ask questions, and to look for answers. This is not regurgitation of facts and figures, but rather, the application of knowledge."

How did the flexibility of the program help meet the educational or other needs of you/your student? "The flexibility was absolutely paramount to her success as a student. She was able to work at her own pace, schedule time with her teachers, and then present her homework. This was not a typical 8-4 school day and she thrived with this type of flexibility. There has to be a system in place for those students who are atypical...these are smart, ambitious students and flexibility allows these students the same opportunity for an education. Maggie and I have both heard the argument that flexibility in school teaches a child to be tardy and to procrastinate. We argue that flexibility creates a safe environment where school and learning and work is in balance. Maggie did not miss deadlines and she was not tardy for school. On the contrary. When she scheduled with a teacher and she knew an assignment had to be done, she kept her commitment, because she had ownership over her learning and her time."

How did the small learning community in Bridger help meet the educational or other needs of you/your student? "Maggie believes that the small class size was beneficial because she was able to develop relationships with her teachers that helped facilitate her learning. As a parent, I believe it was a combination of both, because truly, the competency based learning model and the flexibility of the program allowed my daughter to thrive in a school environment and the small class size meant that she could develop trusting relationships with her teachers as she navigated this program."

Comments from Community Stakeholders Group (January 27):

"Nice meeting last night. Thanks for the invite. Exciting, purposeful stuff going on."

"Thanks again for the opportunity to join your meeting last night. As indicated, we think this is a great idea. We will do anything we can to help you and your team move this forward. The discussion last night, especially from the parents and students was a powerful statement on how Bozeman provides proper school choice for its citizens."

"Thank you for inviting me to the meeting last night. I was impressed with the level of commitment and enthusiasm of the participants at the meeting for applying to establish a public charter school in Bozeman."

Comments from staff:

"I think we are gaining a better model and understanding of what standards based curriculum looks like."

"Maintaining standards for quality of completion; adjusting teaching paradigms to meet student needs."

"These students need a place to go where they can feel accepted and understood. A place where they are rewarded for their progress without the restrictions that traditional education can have."

"What is your priority focus area for the formation of a public charter?"

"A strong school identity both by staff and students."
"Community building and community service activities."
"Accountability and rigor in classes."
"Support and resources from the district to help us be successful as a pilot."
"Changing public perceptions."
"Truly being able to reach a broader scope of students."

Attachment H: BSD7 Policy 3310 - Student Discipline

BOZEMAN PUBLIC SCHOOLS 3310 STUDENTS

Student Discipline

The Board grants authority to a teacher or principal to hold a student to strict accountability for disorderly conduct in school, on the way to or from school, or during intermission or recess.

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

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

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

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

Disciplinary Measures

- Disciplinary measures include but are not limited to:
- Expulsion
- Alternative to Expulsion
- Suspension
- Detention, including Saturday school
- Clean-up duty
- Loss of student privileges
- Loss of bus privileges
- Notification to juvenile authorities and/or police
- Restitution for damages to school property

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

Delegation of Authority

The Board grants authority to any teacher and to any other school personnel to impose on students under their charge any disciplinary measure, other than suspension or expulsion, in-school suspension or alternative to expulsion, that is appropriate and in accordance with policies and rules on student discipline.

The Board authorizes teachers to remove students from classrooms for disruptive behavior.

Cross Reference: 3300 Suspension and Expulsion
3330 Extra-Curricular Chemical Use Policy
3226 Bully, Harassment
5015 Bully, Harassment

Adopted: 11/24/86 Rev: 7/11/05, 3/28/11, 8/10/15

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

Open Session

DATE: February 8, 2016

TIME: 6:00 p.m.

PLACE: Willson Board Room

MEMBERS PRESENT:
Wendy Tage, Chair
Andy Willett, Vice Chair
Douglas Fischer
Bruce Grubbs
Gary Lusin
Elizabeth Williamson (arrived at 6:05)
Sandy Wilson

MEMBERS ABSENT: Heide Arneson

STAFF PRESENT:
Robert Watson, Superintendent
Steve Johnson, Deputy Superintendent Operations
Marilyn King, Deputy Superintendent Instruction
Mike Waterman, Director of Business Services/District Clerk
Pat Strauss, Director of Human Resources
Todd Swinehart, Facilities Director
Nancy Brady, Secretary

OTHERS PRESENT: Student Representatives Mike Lee, Brook Froelich, Summer Morrison

MEDIA: Gail Schontzler, Bozeman Daily Chronicle

VISITORS: Approximately 15

Call to Order

The meeting was called to order at 6:00 p.m. by Chair Tage. Following the Roll Call and the Pledge of Allegiance, Tage welcomed visitors and explained the purpose of the meeting and procedures to be followed.

Minutes

Trustees made no changes to the proposed minutes. Minutes of the Regular Meeting of 01-11-16, School Board Luncheons of 01-05-16, 01-12-16 and 01-19-16 and Special Meeting of 01-25-16 stand approved as presented.

Trustee Lusin pulled Consent Agenda item #34, MTSBA Delegate Assembly Resolution, and moved below agenda item #70.

Consent Agenda – High School and Both Districts

Trustee Grubbs moved that the Board of Trustees approve items #25, 31, 32, 38 and 45. Trustee Willett seconded the motion. Motion carried 6-0 (Trustee Williamson absent).

The following items were approved:

25. Resolution to Reimburse High School Planning Costs

31. Adult and Community Education Long Range Strategic Plan (LRSP) Report

32. Out-of-State Field Trips & Travel

38. Personnel Actions (attached)

45. Financial Reports, Warrant Approval, Donations, New Extracurricular Club Approval and Obsolete Property Disposal

The warrants are kept as part of the official minutes in a separate book in the Business Office.

Consent Agenda – Elementary District

Trustee Lusin moved that the Board of Trustees approve items #60 and 62. Trustee Fischer seconded the motion. Motion carried 6-0.

The following items were approved:

60. New Course Proposals for Middle School

62. Admittance of Students for February 2016 Enrollment Count

Superintendent's Report

Student Representatives Brook Froelich, Mike Lee, and Summer Morrison reported on:

- Bozeman High School Winter Formal, February 2, 2016 – Big success
- BHS Upcoming STUCO Activities:
  - Thursday, February 11 – Game Show
  - Friday, February 12 – Karaoke

Superintendent Watson's report included:

- Introduced Anne Hossner – New Director of Bozeman Schools Foundation
  Anne gave a brief overview of her background and updated the Board on the STEM Initiative.
- Paraprofessionals Week February 1-5 – A certificate and apple were delivered to all paraprofessionals in the District.
- Shared a complimentary email received regarding Brad Somers.

Board of Trustees

Trustee Williamson thanked Trustee Wilson for her involvement in and reporting on the Superintendent's Food Commission to stakeholders at Irving Elementary.

Chair Tage discussed the email and survey from MTSBA requesting discussion at the Board Meeting regarding MTSBA's services.

Deputy Superintendents Johnson and King provided information on the MTSBA services the District uses including:

- Legal Services
- MTSBA Workers Compensation Pool – You have to be a member of MTSBA in order to belong. The District has enjoyed a very long healthy relationship with that pool and, over the years, has saved a considerable amount of money.
- Professional Development Sessions for Trustees and Administrators
- Newsletters – Local and National Information
- Policy Services
- Legal Hotline
- Superintendent Searches
- Strategic Planning Process
- Advocacy -- Keeping the District informed in what is happening with legislature.

Public Participation on Non-Agenda Items

Abigail Breuer, Michael Koster, Joe Dubal and Chris Wassia, North 11th Avenue residents, spoke regarding their concerns and issues regarding Bozeman High School and its impact on them and their property. They asked the District to work with them to address their concerns and to consider the neighborhood impacts as a part of the high school planning process that is currently underway.

Grant of Easement to Bozeman Fiber Located at 404 West Main Street, The Willson Building

Deputy Superintendent Steve Johnson introduced Brit Fontenot, City of Bozeman and Todd Swinehart, Director of Facilities. Fontenot and Swinehart presented a request for a Bozeman Fiber easement to the Board. The easement will be used to install infrastructure and equipment related to the proposed fiber optic network.

Fontenot explained this is one of three easements which will be used to house cabinets where the fiber meets. Fontenot answered Trustees' questions, discussed the timeline and maximum price for the network.

> Trustee Grubbs moved the Board accept the conditions of the easement and to execute and record the grant of easement documentation. Trustee Lusin seconded the motion. Motion carried 7-0.

34. MTSBA Delegate Assembly Resolution

Trustee Lusin reviewed the process for submitting a resolution to MTSBA explaining the resolution is due by February 15, 2016. The resolution, found on page 35 of the agenda, will be written in MTSBA's required format before being submitted to MTSBA.

The following handouts were provided to the Board:

1. MTSBA Call for Resolutions
2. A Menu of Services provided by Southwest Montana School Services

Lusin explained what this resolution would provide.

> Trustee Willett moved the Board accept the MTSBA resolution as developed by Trustees and forward to the 2016 MTSBA Delegate Assembly. Trustee Fischer seconded the motion. Motion carried 6-0 (Grubbs abstained).

Programming for Future High School Needs Update

Director of Facilities Todd Swinehart and Brad Dahl, A&E Architects PC, provided the Board with an update on the programming for future high school needs. Swinehart stated the next Programming Advisory Committee meeting is scheduled for February 18th and the committee continues to receive comments on the District website.

Dahl discussed the meetings held with BHS staff where dynamic comments were received and the community meeting where there was a great turnout and a lot of good input and feedback. He provided information on the different scenarios and explained they will be pulling together a package from all the information provided. Dahl stated all the scenarios can be successful.

Superintendent Watson explained the structure of the last community meeting and Swinehart stated there will be one additional community meeting in March.

Swinehart and Dahl answered Trustees' questions. Trustees asked for FAQ's and Brad Dahl explained there is a list of common questions. Deputy Superintendent Johnson stated this information would be put on the District website.

Bridger Charter Application

Superintendent Watson introduced this item stating this an opportunity to discuss this process and get feedback from the Trustees. There will be a formal recommendation at the February 22 meeting. Watson gave a brief overview of the process and stated FAQs will be developed for this project.

Andy Maheras, Bridger Program Director and Tami O'Neill, Bridger Teacher, gave a presentation on transforming the Bridger Alternative Program into a Public Charter. The presentation covered:

- Student Learning
- Opportunities for Students
- Growth Model
- Climate & Culture
- Pathways to Graduation
- Lifelong Learning
- Flexibility
- Assessment & Accountability
- Community Involvement

Maheras and O'Neill answered Trustees' questions.

Superintendent Watson talked about variances, explaining this is a two-year application and there will be multiple opportunities to show competency.

Anne Keith, OPI Board of Variances, asked several questions. No official action was taken. This item will be brought at the February 22 Board Meeting for approval.

Update: College and Career Readiness Framework

Superintendent Watson distributed a short version of the BSD7 College and Career Framework. Watson explained this process began in August when a Community Stakeholders group was convened to identify academic and non-academic skills needed to be developed so a student would graduate from Bozeman School District with the skills needed to be successful in their chosen college or career.

A framework was developed and presented for the Trustees' review.

Watson answered Trustees' questions and listened to their comments and suggestions. This item will be brought back at future meetings for input.

Revised Policy #3115, Out-of-District Attendance with Discretionary Approval, 1st Reading

Deputy Superintendent Johnson introduced this item explaining the proposed change to 3115 would allow those students who leave in 7th grade to one of the feeder schools to stay in Bozeman School District for 8th grade on a tuition basis for one year. Johnson answered Trustees' questions. No official action was taken. This item will be brought back at the February 22, 2016 Board Meeting for 2nd reading and approval.

EXECUTIVE SESSION

At 8:20 p.m., Chair Tage noted that because the individual's right to privacy clearly outweighed the public's right to know, the Board retreated into Executive Session to conduct the Superintendent's Evaluation.

Meeting adjourned at 9:20 p.m.

Wendy Tage, Board Chair

Mike Waterman, District Clerk

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

Open Session

DATE: February 22, 2016

TIME: 6:00 p.m.

PLACE: Willson Board Room

MEMBERS PRESENT: Wendy Tage, Chair
Andy Willett, Vice Chair
Douglas Fischer
Gary Lusin
Elizabeth Williamson
Sandy Wilson

MEMBERS ABSENT: Heide Arneson
Bruce Grubbs

STAFF PRESENT: Robert Watson, Superintendent
Steve Johnson, Deputy Superintendent Operations
Marilyn King, Deputy Superintendent Instruction
Mike Waterman, Director of Business Services/District Clerk
Pat Strauss, Director of Human Resources
Todd Swinehart, Facilities Director
Nancy Brady, Secretary

OTHERS PRESENT: Student Representative Mike Lee

MEDIA: Gail Schontzler, Bozeman Daily Chronicle

VISITORS: Approximately 73

Call to Order

The meeting was called to order at 6:00 p.m. by Chair Tage. Following the Roll Call and the Pledge of Allegiance, Tage welcomed visitors and explained the purpose of the meeting and procedures to be followed.

Distinguished Technology and Engineering Professional Award

Trustee Lusin moved the Board of Trustees adopt the following resolution. Trustee Williamson seconded the motion. Motion carried 6-0.

WHEREAS: The mission of the International Technology and Engineering Educators Association (ITEEA) is to advance technological capabilities for all people and to nurture and promote the professionalism of those engaged in these pursuits;

WHEREAS: ITEEA seeks to meet the professional needs and interests of members as well as to improve public understanding of technology, innovation, design, and engineering education and its contributions;

WHEREAS: ITEEA represents more than 35,000 secondary technology and engineering educators in the U.S. alone who are developers, administrators, and university personnel in the field representing all levels of education;

WHEREAS: Glenn Bradbury, Engineering & Architectural Graphics Teacher at Bozeman High School, was awarded the Distinguished Technology and Engineering Professional (DTE) designation by a committee of expert peer reviewers and will be recognized at the Teacher Excellence General Session of the ITEEA conference in Washington, DC on March 3, 2016;

WHEREAS: This DTE designation is based upon documented evidence of leadership/management skills, continuing participation in association education programs, and demonstration of leadership in association, community, and personal activities;

THEREFORE: We recognize and celebrate Mr. Glenn Bradbury for this national honor.

2015-16 "AA" Speech and Debate State Champions and All-State Individuals

Trustee Willett moved the Board of Trustees adopt the following resolution. Trustee Williamson seconded the motion. Motion carried 6-0.

WHEREAS: The Bozeman High Speech and Debate team took 1st place in the 2015-16 State "AA" Speech and Debate Championship Tournament in Billings on January 29 – 30, 2016 which resulted in the following honors for Bozeman High School students:

WHEREAS: State Champions and those earning All-State Recognition for placing in the following categories were:

Erin Sofianek – State Champion, All-State, Policy Debate
Matthew Lieb – State Champion, All-State, Policy Debate
Marty Smith – State Champion, All-State Public Forum Debate
Pushya Krishna – State Champion, All-State, Public Forum Debate
Justice Geddes – State Champion, All-State, Serious Interpretation
Sean Swinford – 2nd Place, All-State, Policy Debate
Lila Rickenbaugh – 2nd Place, All-State, Policy Debate
Kerinleigh Abbott – 4th Place, All-State, Policy Debate
Cameron Tate – 4th Place, All-State, Policy Debate
Ali Garnsey – 2nd Place, All-State, Public Forum Debate
Ethan Hanley – 2nd Place, All-State, Public Forum Debate
Sage Crawford-Kahrl – 3rd Place, All-State, Serious Interpretation
Nathan Breigenzer – 3rd Place, All-State, Duo Interpretation
Bryan Kohler – 3rd Place, All-State, Duo Interpretation

WHEREAS: State Championship Team Members are:
Kerinleigh Abbott, Emma Bowen, Isabel Bowen, Nathan Breigenzer, Favour Bright, Jessica Brito, Grace Cawley, Sage Crawford-Kahrl, Blake Dokken, Katie Ellig, Dillon Fatouros, Alison Garnsey, Justice Geddes, Ethan Hanley, Ryan Hansen, Julien Harris, Elliott Johnson, Joe Kelly, Bryan Kohler,

Pushya Krishna, Madelyn Kruse, Emily Lashelle, Shaciah Lee, Matthew Lieb, Devin Mahoney, Garrett Nielson, Lila Rickenbaugh, Rachel Schmidt, Marty Smith, Ava Snow, Erin Sofianek, Eden Sullivan, Emma Sundeen, Sean Swinford, Cameron Tate, Kenna White, Hanni Wiegand.

THEREFORE: Be it resolved that the Board of Trustees recognize and honor the 2015-16 Speech and Debate State Individual Champions, All State Individuals, and State Championship Team.

2015-16 National Speech and Debate Qualifiers

Trustee Wilson moved the Board of Trustees adopt the following resolution. Trustee Lusin seconded the motion. Motion carried 6-0.

WHEREAS: The National Speech and Debate Association Qualifier Tournament held in Bozeman February 12-13, 2016 resulted in the Bozeman High School Speech and Debate Team Members qualifying for National Speech and Debate Association Tournament to take place on June 12-17, 2016 in Salt Lake City, Utah:

Lincoln Douglas Debate – Katie Ellig; Emma Bowen
Policy Debate – Kerinleigh Abbott and Ava Snow; Rachel Schmidt and Devin Mahoney
Public Forum Debate – Marty Smith and Pushya Krishna; Ali Garnsey and Ethan Hanley
Dramatic Interpretation – Justice Geddes
Program Oral Interpretation – Isabel Bowen

THEREFORE: Be it resolved that the Board of Trustees recognize and honor the 2015-16 National Speech and Debate Association Qualifiers.

Trustee Fischer pulled Consent Agenda item #12, Call for May 3, 2016 School Election – High School District, and moved it after item #32.

Consent Agenda – High School and Both Districts

Trustee Lusin moved that the Board of Trustees approve item 14. Trustee Willett seconded the motion. Motion carried 6-0.

The following item was approved:

14. Revised Policy #3115, Out-of-District Attendance with Discretionary Approval, 2nd Reading

Consent Agenda – Elementary District

Trustee Lusin moved that the Board of Trustees approve item #18. Trustee Williamson seconded the motion. Motion carried 5-0.

The following item was approved:

18. Call for May 3, 2016 School Election – Elementary District

RESOLUTION CALLING FOR AN ELECTION

Be it resolved, the Board of Trustees for Bozeman Elementary District #7, Gallatin County, State of Montana, will hold the Annual Regular School Election on Tuesday, May 3, 2016, which date is not less than seventy (70) days after the passage of this resolution.

The purpose of the election is voting on two Trustees for three-year terms and a General Fund operating levy.

The election will be held by mail ballot conducted by the Gallatin County Election Administrator with all qualified electors in Bozeman Elementary District #7 participating.

Mike Waterman, District Clerk, is instructed to notify the County Election Administrator of the date of the election, and request her to close registration and to prepare election materials as required by law. The Gallatin County Election Administrator is further instructed to submit a written mail ballot plan to the office of the Montana

Secretary of State in a timely manner and to publish and post notice of the election in a manner and at the times required by law, and to appoint a sufficient number of judges and to conduct the election as required by law.

Superintendent's Report

Superintendent Watson's report included:

Parent University - Deputy Superintendent Marilyn King provided the Board with a brief explanation of the Parent University. King explained Bozeman School District 7 and the Bozeman Schools Foundation, in cooperation with Thrive and other community agencies, launched Parent University. Parent University will offer a variety of free courses and activities that will equip families with new or additional skills, knowledge, resources and confidence. Workshops are led by area professionals and most classes are free of charge. A variety of workshops will be offered each semester beginning this spring. Course offerings will include Love and Logic, Social Media and Local Drug Trends.

Teacher Leadership Initiative (TLI) – Tami Phillippi, BEA President, explained Teacher Leadership Initiative is a joint endeavor of the National Education Association, the Center for Teaching Quality and the National Board of Professional Teaching Standards and involves teachers from around the country.

Tami Phillippi and Anne Keith described the partnership between Bozeman School District 7 and the union. The mission of TLI is "*To create a national network of teacher leaders prepared to transform instructional practice, education policy, and education associations.*"

Phillippi and Keith listed the competencies:

- Overarching Competencies
- Instructional Leadership Competencies
- Policy Leadership Competencies
- Association Leadership Competencies

Bozeman School District 7 teachers involved in the Teacher Leadership Initiative praised the program and commented on their experiences:

- Kristi Gaines
- Kelly Jones
- Christine Rasmussen

Student Representative Mike Lee reported on:

- STUCO Council Grants – Student must apply and propose ideas which are voted on by STUCO. Three grants were awarded by STUCO:
  - Aspen Roots - $500
  - Strahn's Civic Action Students - $500
  - Lego Hawk Head Model - $500

Board of Trustees

Trustee Lusin thanked the Board members who had completed the MTSBA survey.

Chair Tage reported on superintendent's evaluation. Tage explained the Board used a new scoring system this year. Superintendent Watson received high marks. The Board is very pleased with his performance and looks forward to working with him long into the future.

Public Participation on Non-Agenda Items

None

Bridger Charter Application Approval

Superintendent Rob Watson introduced this item explaining this is the 3rd time the Bridger Charter Application has been discussed at the Board level. Watson referenced the planning meetings and updated the Trustees on where the process was to date. Watson provided the Board with supplemental materials stating feedback had been gathered from students and staff. This is work in progress and the entire package has to be submitted to OPI by March 1, 2016. The process is to submit the application to OPI first, then the Variance Committee and finally the Board of Public Education.

Andy Maheras, Bridger Program Director and Tami O'Neill, Bridger Teacher, stated this has been a great process. For a long time Bridger has done a lot of good work and this is just a step further – a more comprehensive way of assessing students. The response has been very positive when talking with former students and parents.

Superintendent Watson explained a meeting had been held with staff last week, which allowed us to get everything down on paper -- what we are working towards, plans and the foundation.

Maheras and O'Neill answered Trustees' questions.

Superintendent Watson provided the Board with a Frequently Asked Questions (FAQ) document.

> Trustee Lusin moved the Board of Trustees approve the application for Bridger Charter Academy as presented as the Montana OPI Charter School Application in the data expansion. Trustee Wilson seconded the motion. Motion carried 6-0.

Food Service Department Update

Bob Burrows, Support Services Supervisor, and Brittany Bennett, Dietitian, provided the Board with an update on the status of the Bozeman Public Schools Food & Nutrition Program with a snapshot of the status of Food Service at the end of December. The update included:

- Traffic in cafeteria
- Reimbursable meals
- BHS Utilization per day
- Total revenue district wide

- District extra food revenue
- Extra food sales
- Smart snack ala carte items
- Non-smart snack ala carte items
- Outside sales

Burrows explained why we provide outside sales – to help supplement the lunch program. Bennett provided examples of BSD 7 Food & Nutrition Services found in social media.

Burrows and Bennett answered Trustees' questions. No official action was taken.

12. Call for May 3, 2016 School Election – High School District

Trustee Fischer explained he had pulled this item because of his questions regarding the building reserve funds which are set to expire. Deputy Superintendent Johnson explained the Call for Election stating Mike Waterman, Director of Business Services will go through all the budget funds at the March 7, 2016 meeting, which will provide a more thorough picture.

Trustee Lusin moved the Board of Trustees call for the annual school election and adopt the following resolution. Trustee Fischer seconded the motion. Motion carried 6-0.

RESOLUTION CALLING FOR AN ELECTION

Be it resolved, the Board of Trustees for Bozeman High School District #7, Gallatin County, State of Montana, will hold the Annual Regular School Election on Tuesday, May 3, 2016, which date is not less than seventy (70) days after the passage of this resolution.

The purpose of the election is voting on a General Fund operating levy and a Building Reserve levy.

The election will be held by mail ballot conducted by the Gallatin County Election Administrator with all qualified electors in Bozeman High School District #7 participating.

Mike Waterman, District Clerk, is instructed to notify the County Election Administrator of the date of the election, and request her to close registration and to prepare election materials as required by law. The Gallatin County Election Administrator is further instructed to submit a written mail ballot plan to the office of the Montana

Secretary of State in a timely manner and to publish and post notice of the election in a manner and at the times required by law, and to appoint a sufficient number of judges and to conduct the election as required by law.

Meeting adjourned at 8:31: p.m.

Wendy Tage

Wendy Tage, Board Chair

Mike Waterman, District Clerk