

# Montana Community Choice Schools Commission

December 17, 2024  
9:00 a.m. to 1:00 p.m.  
Montana State Capitol, Helena MT  
Room 472

## Agenda Packet Contents:

1. Draft Minutes from 9.25.24
2. Proposed Agenda for 12.17.24
3. Treasurer's Report Materials
4. CCSC Application Rating Rubric for Choice Schools
5. Fillable Meeting Evaluation Form

**Montana Community Choice Schools Commission**  
**Meeting Minutes**  
September 25, 2024  
Zoom Webinar

**Call to Order – 00:18**

Chair Schreiber called the meeting to order at 9:00 AM. The Chair led the Commission in the Pledge of Allegiance, Ms. Kris Stockton took Roll Call, the Chair read the Statement of Public Participation and welcomed guests.

Commission members present: Trish Schreiber, Chair; Katy Wright, Vice Chair; Jon Rutt, Treasurer; Cathy Kincheloe; Dee Brown. Board of Public Education (Board) staff present: McCall Flynn, Executive Director; Kris Stockton, Administrative Specialist.

Guests online: Ms. Cheryl Tusken, Education Outreach Coordinator for the Frontier Institute; Mr. Matt Holloway, Education Consultant.

Ms. Cheryl Tusken introduced herself to the Commission and announced the public service of a new online resource, EdNavigateMT.com, that provides information about school choice in Montana, including information about publiccharter schools, homeschooling, the Special Needs ESA, and educational choices in general in Montana for parents and educators.

Mr. Matt Holloway introduced himself to the Commission stating he is interested in the Commission’s work and in starting some Community Choice Schools across the state.

**Item 1            Approve Consent Agenda – 04:51**

*Member Rutt moved to approve the Consent Agenda as presented.  
Motion seconded by Member Brown.*

*No discussion. Motion passed unanimously.*

**Approve Agenda – 05:49**

*Member Brown moved to approve the agenda as presented.  
Motion seconded by Member Kincheloe.*

*No discussion. Motion passed unanimously.*

**Item 2            Chairperson Welcome Statement – 06:39**

Chair Schreiber welcomed members to the meeting, giving specific thanks to the National Charter School institute and to the work members have done on Commission Committees, specifically members of the Commission Steering Committee, Commission Policymaking Committee, and Commission Fundraising Committee. The Chair also thanked the Board staff for their support of the Commission’s work.

### **Item 3 Reports – 09:10**

Member Kincheloe discussed work the Commission Fundraising Committee has completed to raise funds for an executive director position for the Commission. The Committee has spoken with local and national foundations, and two foundations have been identified as possible sources of funding for the position and grant applications have been completed.

Member Brown discussed work by the Commission Policymaking Committee who worked with the National Charter School Institute to develop an application and a contract for authorizers which are contained in the agenda packet. The Committee met jointly with the Steering Committee on September 9, 2024 to discuss the responsibilities of other authorizers, and pieces of that discussion have been incorporated into the draft contract for authorizers.

Member Rutt presented the Treasurer's Report to the Commission, reviewing the total amount of money donated, expenses incurred, and the current balance.

### **Item 4 Discussion & Business – 18:12**

Chair Schreiber put the Commission at ease for each of the discussion and business items.

#### Discussion: Authorizer Application Review Process Policy – 18:13

The Commission discussed the Authorizer Application Review Policy and potential work with Legislators during the 2025 Legislative Session. Member Brown offered her perspective and experience in the Legislature for how to best work with legislators. Chair Schreiber noted the timeline for approving authorizerstook into consideration Legislative schedules. . Members reviewed the timeline considering the timeline in place for Public Charter Schools for districts and discussed not having an overlapping timeline with that program since it may be inconvenient for the local school boards. The Chair noted that the timeframes can be adjusted again in the future if necessary. Minor edits were made to the application regarding Legislative Committee names.

***Member Brown moved to approve the Authorizer Application Review Process Policy for Authorizers as edited.***

***Motion seconded by Member Kincheloe.***

***No discussion. Motion passed unanimously.***

#### Discussion: Authorizer Application – 33:53

Members reviewed the Authorizer Application discussing the application's strengths and noted the parameters of the application are defined in statute. Chair Schreiber discussed potential revisions to the law pending the outcome of the lawsuit, and members discussed other potential revisions to the application and whether to revise it. No revisions were made to the application.

***Member Rutt moved to approve the Authorizer Contract as presented. Motion seconded by Member Brown.***

***No discussion. Motion passed unanimously.***

Discussion; Authorizer Contract – 44:32

Members reviewed the contract and mainly discussed terminology used in the contract to confirm everything matched up and had been fully considered.

***Member Brown moved to approve the Authorizer Contract as presented.  
Motion seconded by Member Kincheloe.***

***No discussion. Motion passed unanimously.***

Discussion: General Business –51:56

Member Wright brought up a quick general question about Open Enrollment laws and how they may vary between the PCS law and the CCS Act.

Commission members reviewed the Implementation Phases and Approximate Time Frames, and Chair Schreiber noted that Phase I and II are now complete. The Chair reviewed each of the next Phases and what will occur pending the outcome of the lawsuit.

Chair Schreiber reviewed a discussion held at the April Work Session regarding the possibility of the Commission building Model Policies for Choice Schools, and asked members whether this is something the Commission wants to take on. Members discussed the pros and cons, if there is a necessity for such model policies, and the topics for which model policies could be created including: assessment, discipline, attendance, Indian Education for All, special education students, crisis protocols, recruitment/lottery, and more. Chair Schreiber suggested the Steering Committee review creating potential model policies before determining if creating a subcommittee for the creation of model policies is necessary.

Members asked for a Doodle Poll to determine the date for the next meeting.

**Public Comment – 01:54:02**

No public comment.

**Adjourn**

Meeting adjourned at 10:54 AM.

# Montana Community Choice Schools Commission

## Meeting Agenda

December 17, 2024

Montana State Capitol, Helena MT Room 472

	Estimated Time	Details
<b>Call to Order</b>	9:00 a.m.	<ol style="list-style-type: none"> <li>1. Pledge of Allegiance</li> <li>2. Roll Call</li> <li>3. Statement of Public Participation</li> <li>4. Welcome Visitors</li> </ol>
<b>Note to the Public</b>		<ol style="list-style-type: none"> <li>1. Action may be taken on any item listed on the Choice Commission agenda. Per §2-3-103 MCA, <i>the Choice Commission encourages public comment on any item prior to final action.</i></li> <li>2. All times are approximate and may change as reasonably necessary.</li> </ol>
<b>Agenda</b>		
Item 1	9:05 a.m.	<ul style="list-style-type: none"> <li>◇ Action: Consent Agenda Adoption: Minutes from 9/25/24</li> <li>◇ Action: Agenda Adoption for 12/17/24</li> </ul>
Item 2	9:10 a.m.	Chairperson Welcome Statement
Item 3	9:15 a.m.	Reports: <ol style="list-style-type: none"> <li>1. Fundraising Special Committee: Cathy Kincheloe</li> <li>2. Policymaking Special Committee: Dee Brown</li> <li>3. Treasure Report: Jon Rutt</li> <li>4. Chair Report: Trish Schreiber</li> </ol>
Item 4	9:45 a.m.	◇ Action: Officer Elections—Vice Chair & Treasurer
Item 5	10:00 a.m.	Discussions & Business: <ol style="list-style-type: none"> <li>1. Discussion: CCSC Application Rating Rubric for Choice Schools               <ul style="list-style-type: none"> <li>◇ Action: Application Rating Rubric for Choice Schools</li> </ul> </li> <li>2. Discussions:               <ol style="list-style-type: none"> <li>a) Subcommittees for 2025</li> <li>b) Set Meetings for 2025</li> <li>c) General interest in trainings and conferences</li> </ol> </li> </ol>
Item 6	10:30 a.m.	Open Discussion/Presentation: Jim Goenner, National Charter School Institute <ul style="list-style-type: none"> <li>○ Ensuring Organizational Health &amp; Clarity for the Commission</li> <li>○ Revisiting Strategic Vision and Core Values, continued work from April, 2024</li> </ul>
Item 7	11:45 a.m.	Break: <i>lunch will be provided for Commission members and BPE staff &amp; members</i>
Item 8	12:00 p.m.	Continued Open Discussion with Jim Goenner <ul style="list-style-type: none"> <li>○ Finish discussion during working lunch</li> </ul>
<b>Public Comment</b>	12:45 p.m.	This time will be provided for public comment on items not listed on the agenda. This meeting is open to the public electronically. For those wishing to give virtual public comment, please contact <a href="mailto:bpe@mt.gov">bpe@mt.gov</a> to request the Zoom link for the meeting. Written public comment may be submitted to the Executive Director of the BPE at <a href="mailto:bpe@mt.gov">bpe@mt.gov</a> and will be shared with the Commission members and included as part of the official public record.
<b>Adjourn</b>	1:00 p.m.	
<b>Note to the Public</b>		**Agenda items are handled in the order listed on the approved agenda. Items may be rearranged unless listed “time certain.” Public comment is welcome on all items listed as “Action” and as noted at the end of each meeting. **The Choice Commission will make reasonable accommodations for known disabilities that may interfere with an individual’s ability to participate in the meeting. Individuals who require such accommodations should make requests to the Board of Public Education as soon as possible prior to the meeting start date. You may write to: Kris Stockton, PO Box 200601, Helena MT, 59620, email at: <a href="mailto:kmstockton@mt.gov">kmstockton@mt.gov</a> or phone at 406-444-0302.

Report ID: MTGL7008  
Bus. Unit: 51010--Board of Public Education  
Ledger: ACTUALS -- Actuals Ledger  
Fund: 08084 Community Choice Schools  
As of Year 2025 and Period 3

PeopleSoft GL  
TRIAL BALANCE BY FUND

Page No. 1  
Run Date 12/02/2024  
Run Time 13:36:51

Account	Description	Debit	Credit
1104	Cash In Bank	21,230.47	0.00
4125	Fund Balance - Restricted	0.00	21,799.17
62108	Legal Fees & Court Costs	568.70	0.00
	Total	21,799.17	21,799.17

## Montana Community Choice Schools Commission Application Rating Rubric

Per the Montana Community Choice Schools Commission (Commission)'s Community Choice School (School) Application Process, this rating rubric will be used to evaluate each received application. Application approval will only be granted to applicants that have demonstrated competence in each element of the published approval criteria and are likely to open and operate a successful Community Choice School. Applicants should also demonstrate an understanding of the Commission's Performance Framework for Oversight and Evaluation.

Within each application section, please check the **Rating** that best describes the extent to which the Applicant met expectations for opening and operating a quality school.

- **Exceeds:** The response demonstrates a strong understanding of key issues and demonstrates capacity to open and operate a quality charter school. It goes above and beyond expectations with supporting evidence.
- **Meets:** The response demonstrates a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific evidence that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- **Partially Meets:** The response meets some of the criteria but lacks meaningful detail or requires additional information in one or more key areas.
- **Does Not Meet:** The response is significantly incomplete; lacks meaningful detail; demonstrates lack of preparation; and/or otherwise raises substantial concerns about the applicant's understanding of and ability to implement an effective plan, including if the applicant does not respond to the required section.

The Overall Section Rating should be used to provide a holistic evaluation of the section, including overall clarity of the plan presented within the section.

\*General Disclaimer: Starting and operating a quality Community Choice School requires elements both tangible and intangible on the part of the Applicant and the proposed plan. *The purpose of this rubric is to aid the evaluators in having a rigorous discussion about the applications, in making recommendations to the Commission, and in providing feedback to the Applicants.* The Commission members reserve the right to approve or deny applications regardless of an application's perceived score or an evaluator's recommendation. Additionally, not all rating categories are considered equally, as some merit greater value to the overall likelihood of opening a successful Choice School. Categories such as projected enrollment, proposed budget, cohesive academic program, and special education preparedness merit greater consideration.

## Rating Scales

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## A. Executive Summary

**School Name:** The proposed school's name is identified.

**Rating:**  Does Not Meet  Meets

**School Mission:** The proposed school's mission and vision are clearly articulated and realistic.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Target Population:** The target population of the proposed school is identified. The applicant has provided a clear description of, and rationale for, the target student population.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Community Support:** The applicant has provided evidence that there is sufficient need for the proposed school in the identified community. Applicant has provided evidence of community outreach activities that have resulted in support of the proposed school. Evidence can include completed intent to enroll forms, partnerships, business relationships, etc.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Pedagogy:** The applicant has clearly and succinctly described the key design elements and approach to instruction and assessment for the proposed school. The pedagogy described supports the stated mission and vision.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Location:** The proposed school's location is identified.

**Rating:**  Does Not Meet  Meets

**Grades Served:** The proposed grades served meet the needs of the identified community.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Planned Enrollment:** The proposed minimum, planned, and maximum enrollment each year for the term of the charter contract is identified and reflect the proposed community.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Recommendation Narrative:**

**Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds

**B. Board Governance and School Leadership**

**Bylaws:** The proposed governing bylaws, at minimum, address the board appointment/election process, board member criteria, board size, terms and term limits, board member duties and expectations, board meeting cadence, attendance and quorum requirements, procedures for board meetings and voting, board officers and their roles, board committees, board member removal, and board member succession plans.

**Rating:**      Does Not Meet      Partially Meets      Meets      Exceeds

**Board Members:** The board consists of a wide range of experienced members with the capacity to oversee a successful school and a commitment to do so. The applicant describes the nature and extent of parental, professional educator, and community involvement in the governance and operation of the proposed school.

**Rating:**      Does Not Meet      Partially Meets      Meets      Exceeds

**Proposed Administration:** The proposed school leader is an experienced school leader of student populations that are similar to those that the proposed community choice school will enroll.

OR

The applicant provides a sound and comprehensive process to recruit a qualified school leader, including criteria and timeline that will be used.

**Rating:**      Does Not Meet      Partially Meets      Meets      Exceeds

**Proposed Administration:** The proposed management team is experienced in operating schools (with similar student body makeup), and the applicant demonstrates the effectiveness of the operator in the following areas: academics, operations, and financial oversight.

OR

The applicant provides a sound and comprehensive process to recruit a qualified management team, including criteria to be used and a timeline.

**Rating:**      Does Not Meet      Partially Meets      Meets      Exceeds

**Recommendation Narrative:**

**Overall Section Rating**      Does Not Meet      Partially Meets      Meets      Exceeds

### C. Academic Program and Performance

**Academic Program:** The applicant identifies an academic program and includes research-based evidence that the program is effective in meeting the needs of the target population and is aligned with stated standards. For unique or innovative practices, the applicant presents a compelling rationale for effectiveness.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Academic Program:** The application identifies a standardized assessment to formally measure student achievement and growth and provides rationale for the chosen assessment.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Curriculum and Instruction:** The applicant identifies an instructional design and curriculum, and includes research-based evidence that they are effective in meeting the needs of the target population. The classroom size and structure are thoroughly explained. Teaching methods are explained and supported with research-based evidence.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Learning Environment:** The applicant clearly defines student behavior expectations and a plan to teach and reinforce the expectations. The applicant includes discipline policies that align with federal requirements. The discipline policies are appropriate for all students and distinguish and support any policy differences for special education students. The applicant's approach to discipline is in alignment with the school's mission and is culturally responsive to the target student population.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Student Assessment:** The applicant describes the student assessment plan beyond the annual standardized assessment, provides rationale for assessment plan, and clearly explains how it will evaluate student needs and measure the effectiveness of the academic program.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Students with Special Needs (1):** The applicant demonstrates an understanding of legal requirements and has dedicated appropriate resources to implement high-quality services and supports for students with disabilities.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Students with Special Needs (2):** The applicant demonstrates an understanding of legal requirements and has dedicated appropriate resources to implement high-quality services for students who are English Language Learners.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Students with Special Needs (3):** The applicant demonstrates an understanding of legal requirements and has dedicated appropriate resources to implement high-quality services for gifted students.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

### C. Academic Program and Performance (cont'd)

**Students with Special Needs (4):** The applicant demonstrates an understanding of legal requirements and has dedicated appropriate resources to implement high-quality services for students who are academically challenged and/or performing below grade level.

**Rating:**       Does Not Meet       Partially Meets       Meets       Exceeds

**Professional Development:** The applicant provides a detailed professional development plan for the preoperational year and the first year of operation. The plan articulates how it will support staff and ensure the proposed program is implemented with fidelity.

**Rating:**       Does Not Meet       Partially Meets       Meets       Exceeds

**Extracurricular Programs:** The applicant describes cocurricular or extracurricular programs, or future plans to implement such programs, including funding and the proposed delivery of the programs.

OR

The applicant describes why the proposed choice school has chosen to not offer cocurricular or extracurricular programs.

**Rating:**       Does Not Meet       Partially Meets       Meets       Exceeds

**Recommendation Narrative:**

**Overall Section Rating**       Does Not Meet       Partially Meets       Meets       Exceeds

## D. Financial Plan

**Financial Policies:** The applicant's proposed financial plan demonstrates that the applicant has personnel and/or a management company with governmental accounting experience in place and the plan follows generally acceptable accounting practices. The financial controls described by applicant ensure that adequate auditing and reporting procedures are in place.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Insurance:** The applicant has a clear understanding of insurance requirements for community choice schools under Montana Law and has a plan in place to obtain all required coverage from a reputable provider.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Budget:** The applicant's preoperational/start-up budget for years 0 through 5 is based on realistic assumptions for all revenues and expenditures and does not count on uncommitted funds for a balanced budget.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Budget:** The applicant's budget includes reasonable and adequate costs for all staff, services, supplies, equipment, and technology included in the application and/or essential to the school implementing the proposed model with fidelity.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Cash Flow Projections:** The applicant's start-up and first year cash flow projections are based on realistic assumptions.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Fundraising:** The applicant includes evidence of fundraising contributions (e.g. letters of commitment from individuals and organizations), if mentioned in the financial plan.

**Rating:**  Does Not Meet  Meets

**Recommendation Narrative:**

**Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds

## E. Operations Plan

**Student Enrollment:** The applicant demonstrates a clear description of the plan for student recruitment and enrollment of the target population. A lottery procedure is described that meets all legal requirements.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**School Schedule:** The applicant includes a school calendar and proposed daily schedule that meets any statutory requirements and aligns with the proposed school's priorities and key design elements.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Organizational Structure:** The applicant's organizational structure and staffing plan demonstrate compliance with statutory requirements. The applicant clearly delineates the roles and powers of the board, school administration, advisory bodies, and any additional external organizations.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**School Staff (Staffing Plan):** The applicant's staffing chart for year one and staffing plan for the term of the charter contract demonstrate a priority on implementing the proposed school's identified education program with fidelity.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**School Staff (Recruiting and Development):** The applicant's recruitment and professional development plan is based on evaluated teacher needs, is aligned to the proposed school's mission, and is designed to help teachers meet school goals.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**School Staff (Evaluation):** The applicant describes a school leadership and staff evaluation plan that aligns with the school's mission and encourages continuous improvement.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Parent Involvement:** The applicant clearly identifies opportunities and expectations for parents to be involved at the school. Applicant makes it clear that all student enrollment is not dependent on parental participation in activities or opportunities.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Contracts:** The applicant identifies any contractual relationships that will be required for the proposed school to begin and maintain operations with an anticipated timeline for execution of the contracts. The contractual relationships described are free of any actual or perceived conflicts of interest between the applicant and the contractor.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**E. Operations Plan (cont'd)**

**Transportation:** The applicant demonstrates that it has considered transportation needs of students and has developed an adequate policy and recommendations for parents to address those needs. The applicant describes the process for safe drop off and pick-up of students.

**Rating:**       Does Not Meet       Partially Meets       Meets       Exceeds

**Food Service:** The applicant demonstrates that it has considered the food service needs of students and has developed an adequate plan to address those needs. The applicant has a plan to meet the needs of students who meet free and reduced-price meal eligibility guidelines for both breakfast and lunch.

**Rating:**       Does Not Meet       Partially Meets       Meets       Exceeds

**School Facility:** The applicant demonstrates a thorough understanding of the facility needs for the proposed school and includes plan that includes back-up and contingency plans should the facility not meet particular deadlines. The applicant includes plans for construction, including a timeline and anticipated cost. The applicant understands any legal requirements for school facilities in Montana.

**Rating:**       Does Not Meet       Partially Meets       Meets       Exceeds

**Recommendation Narrative:**

**Overall Section Rating**       Does Not Meet       Partially Meets       Meets       Exceeds

**F. Special Situations (if applicable)**

**School Conversion:**  
The applicant has included a petition of support.  
**Rating:**      Does Not Meet      Meets

The applicant has included adequate evidence of past performance that is true and complete, and describes the school’s current capacity for growth that is realistic and evidence-based.  
**Rating:**      Does Not Meet      Partially Meets      Meets      Exceeds

If the proposed location will be within the geographical boundaries of a third-class elementary district or a third-class high school, the applicant provides the following evidence:

- The third-class district has elected to establish a community choice school;
- The third-class district has elected to convert a grade or grades to a choice school from an existing school;
- The choice school is a tribal choice school;
- The choice school is a virtual community choice school; or
- The governing board of the choice school has received approval, by a majority vote, of a memorandum of understanding from the third-class school district’s board of trustees.

**Rating:**      Does Not Meet      Meets

**Educational Service Providers:**  
The proposed educational service provider has demonstrated success in serving student populations similar to the targeted population, including academic achievement and successful management of nonacademic school functions.  
**Rating:**      Does Not Meet      Partially Meets      Meets      Exceeds

The applicant provides a proposed duration of the contract with the educational service provider.  
**Rating:**      Does Not Meet      Meets

The applicant clearly defines the roles and responsibilities of the governing board, the school staff, and the educational service provider. The roles and responsibilities are appropriate under Montana state law, and will support the proposed school’s educational model.  
**Rating:**      Does Not Meet      Partially Meets      Meets      Exceeds

The applicant provides a detailed description of the services and resources to be provided by the educational service provider. The services to be provided are appropriate under Montana state law and will support the proposed school’s educational model.  
**Rating:**      Does Not Meet      Partially Meets      Meets      Exceeds

The applicant describes the method and timeline for evaluating the educational service provider.  
**Rating:**      Does Not Meet      Meets



**F. Special Situations (if applicable---cont'd)**

The applicant describes the methods that will be used to oversee and enforce the contract with the proposed educational service provider.

**Rating:**      Does Not Meet      Meets

The applicant describes the investment disclosure and conditions for renewal and termination of the proposed educational service provider.

**Rating:**      Does Not Meet      Meets

The applicant includes disclosures and explanations of any existing real or potential conflicts of interest between the governing board and the proposed educational service provider, or any affiliated business entities.

**Rating:**      Does Not Meet      Meets

**Virtual Schools:**

The applicant has provided a description of the proposed school's system of course credits and how the proposed system compares with Montana law.

**Rating:**      Does Not Meet      Meets

The applicant includes a description of how the proposed school will monitor and verify full-time student enrollment, student participation in a full course load, credit accrual, and course completion. The plan is complete and demonstrates that the applicant has a thorough understanding of the considerations and requirements in developing and operating a virtual school.

**Rating:**      Does Not Meet      Partially Meets      Meets      Exceeds

The applicant describes how the proposed school will monitor and verify student progress and performance in each course through regular, proctored assessments and submissions of coursework and parent-teacher conferences. The plan is complete and demonstrates that the applicant has a thorough understanding of the considerations and requirements in developing and operating a virtual school.

**Rating:**      Does Not Meet      Partially Meets      Meets      Exceeds

**Recommendation Narrative:**

**Overall Section Rating (School Conversion)**      Does Not Meet      Partially Meets      Meets      Exceeds

**Overall Section Rating (Ed Service Provider)**      Does Not Meet      Partially Meets      Meets      Exceeds

**Overall Section Rating (Virtual School)**      Does Not Meet      Partially Meets      Meets      Exceeds

**G. Out-of-State Providers (if applicable)**

Applicant provides evidence of past performance of all schools currently in operation across the nation.

**Rating:**      Does Not Meet      Meets

The applicant identifies all schools that were closed or charters that were revoked or not renewed for any reason.

**Rating:**      Does Not Meet      Meets

The applicant describes the organization’s current capacity for growth and plans for developing capacity to support the proposed school in Montana. The applicant’s plan is well-reasoned and supported by evidence.

**Rating:**      Does Not Meet      Partially Meets      Meets      Exceeds

**Recommendation Narrative:**

**Overall Section Rating**      Does Not Meet      Partially Meets      Meets      Exceeds

## H. Start-up Plan

The applicant has provided a clear and detailed start-up plan. The plan identifies specific tasks, includes timelines, and identified responsible individuals for each task. The plan is realistic and lends itself to a successful community choice school opening.

**Rating:**  Does Not Meet  Partially Meets  Meets  Exceeds

**Recommendation Narrative:**

**Overall Section Rating**  Does Not Meet  Partially Meets  Meets  Exceeds

## I. Additional Information (Optional)

**Pedagogical Approach:**

**Rating:**  Information Submitted

**Indian Education for All:**

**Rating:**  Information Submitted

**Board Training:**

**Rating:**  Information Submitted

**Postsecondary Readiness:**

**Rating:**  Information Submitted

**Mental Health/School Climate:**

**Rating:**  Information Submitted

**Parent, Family, and Community Engagement:**

**Rating:**  Information Submitted

**Facility:**

**Rating:**  Information Submitted

**Recommendation Narrative:**

**J. Miscellaneous**

Applicants showing a commitment to seek out and serve students at-risk of academic failure, academic disengagement, to advance Montana’s commitment to the preservation of American Indian cultural integrity, or to eliminate the American Indian achievement gap will be considered with greatest eagerness in the application process.

**Rating:**  Information Submitted

**Recommendation Narrative:**

**Overall Section Rating**  Information Submitted

K. Technical Requirements	Included and Complete	Not Included or Incomplete
Applicant Information Form (Appendix A)		
Projected Enrollment Chart (Appendix B)		
Board Governance Information (Appendix C)		
Board Member Identity Checks (Appendix D)		

**OVERALL RECOMMENDATION**

Application approval will only be granted to applicants that have demonstrated competence in each element of the approval criteria and are likely to open and operate a successful Community Choice School.

**Recommendation**  Approve to Contract Phase  Deny Application

**Proposed Conditions** (to be fulfilled before execution of the contract and based on identified weaknesses in the proposal):

**Proposed Contract Contingencies** (conditional contingencies to include in the contract and based on pending elements disclosed in the application):

## Community Choice Schools Commission Meeting Evaluation

Name:

Meeting Date:

Please rate the following statements on a 1 to 5 scale according to:

- 5= strongly agree
- 4= agree
- 3= neutral
- 2= disagree
- 1= strongly disagree

Statements	5	4	3	2	1
The Commission meeting materials prepared me well for the meeting.					
I received the agenda packet in time to prepare for the meeting.					
Commission members came prepared to the meeting and ready to conduct business.					
The meeting was well facilitated.					
We focused most of our time on that which is most important.					
We used our time in the meeting room well today.					

The best part of the Commission meeting today was:

The meeting could have been better if we: