

# Public Charter Application Cover Page

**Check one:**  New Public Charter under Existing Local School Board

New Public Charter District

**Name of Public Charter School:**

Bitterroot Polytech

**Local school District in which the public charter school will be physically located:**

Hamilton School District #3

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## Public Charter Application

**Opening Date:** August 28, 2023

**Public Charter Term Length:** Five Years

**Grades to be served:** High School 7th -12th

**Minimum Enrollment Per Year:** 7<sup>th</sup> and 8<sup>th</sup> Program = 21 and 9<sup>th</sup> – 12<sup>th</sup> Program = 41

**Planned Enrollment Per Year:** 7<sup>th</sup> and 8<sup>th</sup> Program = 30 and 9<sup>th</sup> – 12<sup>th</sup> Program = 80

**Maximum Enrollment Per Year:** 7<sup>th</sup> and 8<sup>th</sup> Program = 30 and 9<sup>th</sup> – 12<sup>th</sup> Program = 80

**For each year of the public charter term, indicate the number of students the public charter school plans to serve in each grade.**

	K	1	2	3	4	5	6	7	8	9	10	11	12
Year 1								15	15	15	15	25	25
Year 2								15	15	15	15	25	25
Year 3								15	15	15	15	25	25
Year 4								15	15	15	15	25	25
Year 5								15	15	15	15	25	25

**Provide an executive summary with the general purpose and rationale for the creation of the public charter school.**

To meet the charge of developing the full educational potential of each student and to better meet the workforce needs of the community, the Hamilton School District proposes the Bitterroot Polytech. For about 10%, and likely more of the 550 students who attend Hamilton High School, the traditional education setting and system is not meeting their needs as evidenced by our graduation rate (90% to 95%) and the number of students (30 to 40) who participate in our alternative school. A similar percentage and number 7<sup>th</sup> and 8<sup>th</sup> grade students (10 to 20) attend the alternative middle school program due to academic and/or personal challenges that influence their ability to be successful. Both programs successfully serve students and this

Additionally, local employers such as Bitterroot Health, Rocky Mountain Laboratories, GlaxoSmithKline, Tonix Pharmaceuticals, skilled construction trades, local tech companies, and other

rapidly growing businesses and organizations, are consistently seeking a skilled workforce. In order to fill many of these positions, reskilling and upskilling the workforce will be critical. The Bitterroot Polytech will strive to better meet the educational needs of students and connect them with real employment and career options in the Bitterroot valley, Montana, and beyond.

The Bitterroot Polytech 's purpose is to create student success stories through innovation in education by providing individualized, proficiency-based, and career-directed graduation pathways. The goals of the Bitterroot Polytech are to: (1) Provide every student with an Individual Success Plan; (2) Ensure that students graduate with a sound foundation in a rigorous academic core through a proficiency-based model of learning; and (3) Facilitate student connection with in-demand and personally rewarding career opportunities upon graduation. The Bitterroot Polytech 's mission, vision, and goals will dramatically improve Hamilton students' options and capabilities for reaching their fullest educational potential in a way that the current system does not afford them.

For the last two decades the Hamilton School District has financially supported an alternative high school in a separate stand-alone facility that successfully graduates between 30 and 40 students annually, many of whom may have otherwise dropped out. The success of the program is rooted in flexibility of time, place, standards, and support. Each student is responsible for developing an Individualized Success Plan that maps out their individual success story by providing them the motivation, direction, and means to achieve their full potential. All students are required to master the Hamilton School District's existing rigorous academic core that exceeds both the Montana Office of Public Instruction's and Montana University System's graduation requirements. The completion of the rigorous core is exclusively proficiency-based learning utilizing digital platforms, independent study, and direct instructional support when appropriate. Students will progress as they master content and skills, have the flexibility to work at their own pace, and seek the support they need when and how they need it. The alternative learning center has prospered by demonstrating its relevance in both quantity of

graduates and the quality of the diplomas they receive. The next chapter of the alternative high school is to further expand its flexibility and to add advanced learning opportunities in lieu traditional elective credits towards graduation and career exploration.

If this application is approved by the Board of Public Education, the Bitterroot Polytech will be provided the funding to fully support the needs of students who are seeking flexible proficiency-based education and to generate meaningful work-based learning opportunities including apprenticeships, internships, independent studies, and acquisition of industry recognized credentials. These work-based advanced opportunities will be awarded as elective credits towards a high school diploma in lieu of traditional elective credits. Utilizing initiatives such as Accelerate Montana, the Bitterroot College UM, and formalized agreements with local employers will provide an array of opportunities that will meet the needs of individual students. This is a major shift in flexibility and innovation that will provide students' with highly relevant and real-world experiences. These advanced opportunities will create individualized "classroom without walls" opportunities to begin career exploration as they transition into post high school life career and/or college ready. Students will develop self-confidence in a world that will constantly require them to either upskill and/or reskill to maintain the individual standards of their personal success story. The Bitterroot Polytech strives to provide students with advanced work-force training opportunities and the confidence to learn and acquire next level skills as a lifelong learner.

The Bitterroot Polytech will provide an educational opportunity to students that would not be possible in the traditional high school setting due to identity, space, flexibility, proximity, and staffing. The vision of this program is to provide advanced opportunities options to the entire community in cooperation with Adult Education programming and partnering with the Bitterroot College UM. The Bitterroot Polytech will be a stand-alone facility within the Hamilton School District, governed by the Hamilton Board of Trustees, and supervised by the Hamilton School District Superintendent. As a stand-alone facility, the Bitterroot Polytech will engender a strong sense of identity, defined autonomy, and

provide the flexibility to shift and expand programs and hours that could not easily be accomplished within one of the existing schools. The potential numbers of participating students and community members would far exceed the current high school's capacity. The facility is currently being partially leased by the Bitterroot College UM and is in close proximity to Bitterroot Health. The additional funding for the designation of charter school will provide the necessary district staffing and contracted services for work-based advanced opportunities for students to enroll in apprenticeships, internships, and to earn industry-recognized credentials.

This executive summary has hopefully established the need for the proposed charter school and identified that it will meet the needs of all students, regardless of their circumstances. The Bitterroot Polytech will cultivate a learning environment that is safe, supportive, efficient, and academically challenging with all other Hamilton School District campuses. The school board is well-trained, experienced, and very capable of overseeing this project and are highly motivated. Finally, the Bitterroot Polytech will provide opportunities to students who otherwise would be unable to receive them within the current program.

## **ACADEMIC PROGRAM**

1. State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.

### **Bitterroot Polytech Center**

*for Advanced Opportunities and Experiential Learning*



#### **Mission**

Provide individualized, proficiency-based, and career-directed graduation pathways.

#### **Vision**

Create student success stories through innovation in education.

#### **Program Goals**

1. Provide every student an Individual Success Plan
2. Ensure that students graduate with a sound foundation in an academic core through a proficiency-based model of learning.
3. Facilitate student connection with in-demand and personally rewarding career opportunities upon graduation.

#### **Action Items**

1. Appoint an Advisory Council: In coordination with Hamilton School District Trustees, Staff, Parents, Students, Accelerate Montana, Bitterroot College UM, and regional business leaders, explore in-demand opportunities for students to earn credit through work-experience, apprenticeships, internships, and earning industry recognized credentials.
2. Create a communication plan to inform students, families, and the community.
3. Create space for innovation.
4. Hire innovative thinkers and give them the tools to succeed.
5. Review and revise the current Individual Success Plan.
6. Recruit student population and review applications for the program.
7. Develop an evaluation plan that clearly articulates success.

The Bitterroot Polytech 's mission is to provide individualized, proficiency-based, and career-directed graduation pathways that create student success stories through innovation in education. The program recognizes the importance of individualizing education to meet the needs of each individual student based on strengths, interest, and learning styles, and will accomplish this through building meaningful relationships that support the student's ability to envision a personally rewarding future, the path to get there, and the means to achieve it. The Bitterroot Polytech will be anchored by three goals (1) Provide each student with an Individual Success Plan, (2) Ensure that students graduate with a sound foundation in an academic core through a proficiency-based model of learning, and (3) Facilitate student connection with in-demand and personally rewarding career opportunities upon graduation.

First, all students will be required to establish a short and long-term Individual Success Plan that will help them envision a personal success story and the steps to get there. The Individual Success Plan helps students understand their current level of performance including skill, strengths, and aptitude, and how to utilize those assets to realize personal goals. Students' personal goals will be broken down into short-term tasks that can be easily monitored by the student to clearly measure progress and build confidence. The program will emphasize post high school career to increase the likelihood of an effective transition towards a future within an in-demand and personally rewarding career and/or pathway. Second, the Bitterroot Polytech will give the students flexibility in time and platform to demonstrate proficiency in the Hamilton School District's rigorous academic core that exceeds the Montana Office of Public Instruction's and the Montana University System's graduation requirements. The Hamilton School District believes that a strong foundation in an academic core is the foundation of future success. Third the Bitterroot Polytech will provide work-based high school credit earning potential through apprenticeships, internships, independent studies, and earning industry-recognized credentials that meet the needs of job-creating employers.

Students will benefit from this program by matching their personal skills and aptitude with in-demand career opportunities. Community employers will benefit from this program by expanding a well-trained and personally motivated workforce to fill and compete for in-demand jobs. The Bitterroot Polytech will partner with Accelerate Montana, Bitterroot College, and community employers such as: Bitterroot Health, Rocky Mountain Laboratories, GlaxoSmithKline, Tonix Pharmaceuticals, construction trades, local tech companies, and other rapidly growing businesses and organizations to determine workforce needs and the credentials required of potential employees.

**2. Identify the targeted student population and community the public charter school proposes to serve.**

The Bitterroot Polytech will serve two segments of the 7<sup>th</sup>-12<sup>th</sup> population: (1) those benefitted by academic flexibility (2) those benefitted by advanced opportunities in career exploration. The first population are students who prefer flexibility and proficiency-based education over the traditional 7<sup>th</sup>-12<sup>th</sup> school setting. Currently, the District serves between 30 and 40 students in the alternative high school academic program and about (10 to 20) in the alternative middle school program. The second population are students who seek training and certification for post-secondary career opportunities upon graduation. This is the population that is significantly underserved in what the District views as the advanced opportunities program. Both the academic and career populations seek flexibility from the traditional model of education because relevant individualized experiences will provide them with stackable credentialed pathways for careers and/or college.

**3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.**

**Recruitment and Enrollment.** The current Alternative Learning Center at the high school and middle school provide a flexible and standards-based learning alternative for 7<sup>th</sup> through 12<sup>th</sup> grade students who are experiencing academic difficulties and/or challenging personal circumstances. In some cases, students seek out the opportunity by filling out an application, obtaining parent approval,



and successfully completing an interview with the Alternative Learning Center coordinating teacher. In other cases, the high school staff identifies students who would benefit from the Alternative Learning Center and facilitates the process of admission to the program.

Historically, the District has capped the alternative high school enrollment at 40 students in the high school and 20 in the middle school. In many years there is a waiting list due to staffing requirements which then requires the District to determine admission based on the degree of academic needs, and/or personal circumstances, and/or grade level. The high school has also identified at least 20 to 30 additional students who have interest in pursuing certification in career fields while attending high school.

The process for students seeking career training and certification will be similar to what is currently in place: parent or guardian permission; a completed application; and a successful interview with the Bitterroot Polytech Lead. The funding from the charter school approval of the Bitterroot Polytech will allow for larger numbers of students to attend the program for academic and circumstantial needs, as well as for the pursuit of training and certification for a career upon graduation.

**Enrollment Timeline.** The timeline for enrollment will be ongoing for both the academic and career programs with concentrated efforts being deployed prior to fall and spring semester scheduling.

**Lottery Procedures:** Prioritization will be given to student age and demonstrated need. The District may also consider developing a prioritized scoring procedure for guaranteed placement along with a random lottery selection process.

**4. Describe your charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis.**

The Bitterroot Polytech will provide each student with an individual success plan ("ISP") that is proficiency based. All students should gain the skills and knowledge as outlined by the Hamilton School District's rigorous core that exceeds both the Montana Office of Public Instruction's accreditation

standards and the Montana University System’s college entrance requirements. The 7<sup>th</sup> and 8<sup>th</sup> program will meet and/or exceed current chapter 55 accreditation standards for a junior high school.

### High School Graduation Requirement Comparison

Content Area	Hamilton Rigorous Core Graduation Requirements	Montana Office of Public Instruction Graduation Requirements	Montana University System Graduation Requirements
English	4.0	4.0	4.0
Math	3.0	2.0	3.0
Social Studies	3.0	2.0	3.0
Science	2.0	2.0	2.0
Health & Physical Education	2.0	2.0	Not specific
Career & Technical Education	1.0	1.0	Not specific
Fine Arts	1.0	1.0	Not specific
Personal Finance	0.5	Including in Social Studies or Math	Not specific
Electives	7.5	6.0	2.0
<b>Total</b>	<b>24.0</b>	<b>20.0</b>	<b>14.0</b>

### Middle School Academic Program

All students shall complete the following program areas each year:

- 1 unit of English language arts
- 1 unit of social studies;
- 1 unit of mathematics;
- 1 unit of science
- 1/2 unit of health and physical education.

All students must be allowed to elect from the following program area offerings:

- 1/2 unit of visual arts;
- 1/2 unit of music;
- 1/2 unit of career and technical education; and
- 1/2 unit of world languages and cultures.

The Bitterroot Polytech innovates in two distinct ways: (1) by offering proficiency based education (2) by facilitating advanced opportunities in lieu of traditional high school credit. First each student will progress according to their ISP and will be assessed through proficiency, rather than seat-time, creating a more flexible and student centered learning environment. The District is developing a system to provide high school credit for students who are pursuing internships, apprenticeships, training and/or certification in lieu of traditional high school elective credit. Student achievement will be analyzed by the successful completion of Hamilton's Rigorous Core Graduation Requirements, earning credits and/or industry-recognized credentials in an advanced career opportunity, and placement in a chosen career and/or college. The primary goal of the program is that all students (100%) will demonstrate proficiency in Hamilton's Rigorous Core Graduation Requirements. The second goal of the program is that all students (100%) successfully complete the requirements for work-based elective credits through an apprenticeship, internship, independent study, and/or earning industry-recognized credentials. The third goal of the program is that 80% of students will be placed in their chosen career field and/or college program. In addition to quantitative measures, the Bitterroot Polytech will seek input from students, parents, community members, district staff, partners, and business leaders on how to improve the program through an active advisory council that will meet at least quarterly.





**5. Describe any variances to existing standards that the public charter school requires to enhance educational opportunities.**

**Demonstration of Achievement:** The Bitterroot Polytech will align with Montana ARM 10.55.905, “students may demonstrate achievement through a flexible system of pupil-centered learning” through content competencies and proficiency scales, created by Hamilton School District Staff, the Montana Digital Academy, and/or other digital learning platform.

**Seat Time:** With the flexible nature of our core classes, seat time may vary from student to student. According to Montana ARM 10.55.906: A unit of credit is defined as the equivalent of at least 8,100 minutes for one year, equivalent proficiency without regard to time, or demonstration of an equivalent course that meets the district's curriculum and assessment requirements, which are aligned with each of the content standards. Courses in the Bitterroot Polytech will utilize “proficiency without regard to time” and are “aligned with each of the content standards.”

**Montana Digital Academy Flexible Credit Alternative Program (FlexCAP):** is a proficiency-based semester course program that offers students and schools a flexible, asynchronous, online course option that is built to Montana state standards. Each core curriculum course is taught by a Montana-certified instructor who is actively teaching in a Montana public school. FlexCAP open enrollment allows students to start and finish each course on a timeline that works for them as a learner. Additionally, students are provided opportunities throughout every course to demonstrate proficiency in the course material. This allows students to focus on new learning, not simply rehashing material that has already been mastered. The FlexCAP model allows schools to build additional Transformational Learning opportunities on top of the FlexCAP courses. Since FlexCAP courses provide a Montana teacher of record for each subject area, schools are free to create additional programs with the local staffing that is available. FlexCAP courses are available to all students who are looking for a proficiency-based approach to learning — one tied to mastery, not seat time.

**Flexibility of Completion:** In Montana ARM 10.55.906, students can demonstrate proficiency flexibly: With the permission of the local board of trustees, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the district's curriculum and assessment requirements, which are aligned with the content standards stated in the education program. Examples of acceptable coursework include those delivered through correspondence, extension, and distance learning courses, adult education, summer school, work study, specially designed courses, and challenges to current courses. Acceptable programs must be consistent with the local board of trustees' policy. The design and content of the Bitterroot Polytech 's core courses and career exploration classes are approved by the HSD3 board of trustees following these guidelines.

**Waiving of Graduation Requirements:** On a case by case basis, a student's academic program may warrant waiving of some graduation requirements. According to Montana ARM 10.55.906: The local board of trustees may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.

**6. Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.**

The instructional design is fundamentally principled in individualized, proficiency-based, and career-directed graduation pathways that are focused on developing the full educational potential of each person and to better meet the workforce needs of the community. The Bitterroot Polytech will define proficiency-based education as a process that focuses on the student as an individual by offering tailored opportunities to develop required skills at their own pace, develop autonomous progress monitoring with staff, and meaningful peer collaboration to develop confident and capable life-long learners. This will be accomplished through digital learning platforms such as the Montana Digital

Academy and other privatized vendors, direct instruction and/or projects from Hamilton District Staff; which will be supported with on-going and real time support from digital platforms and/or staff. The classes will be comprised of a mix of high school-aged students and will be below in numbers with what is outlined by Montana Accreditation Standards in Chapter 55. The teaching methods will be a mix of traditional classroom instruction, on-line learning, and as many hands-on experiential learning options as possible. The learning environment will be a model for the rest of the district to consider adopting partially and in some cases in full.

**7. Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learning, students who are academically challenge, and gifted students, including compliance with the laws and regulations.**

Hamilton school district has established services for students who qualify as students with disabilities, students who are English Language Learning, students who are academically challenged, and gifted students. These services and compliance are overseen by the Director of Student Services, §504 coordinators, building principals, counseling staff, school nurses, and social workers. All such services will be appropriately scaled so that they are available to students in the charter school environment in the same manner as students attending the traditional Hamilton School District K-12 program.

**8. Describe student discipline policies, including those for special education students.**

The Bitterroot Polytech student discipline policy will be based on the same model as the disciplinary policy Hamilton School District utilizes for its traditional K-12 student. Disciplinary policy is established by Hamilton School District Board of Trustees Policy 3050 as supplemented by the student handbooks for each of the District's four buildings: Washington Early Learning Center, Daly Elementary, Hamilton Middle School, and Hamilton High School. It is anticipated that the charter school, if approved, would have its own student handbook modeled closely on Hamilton High School's Student Handbook.

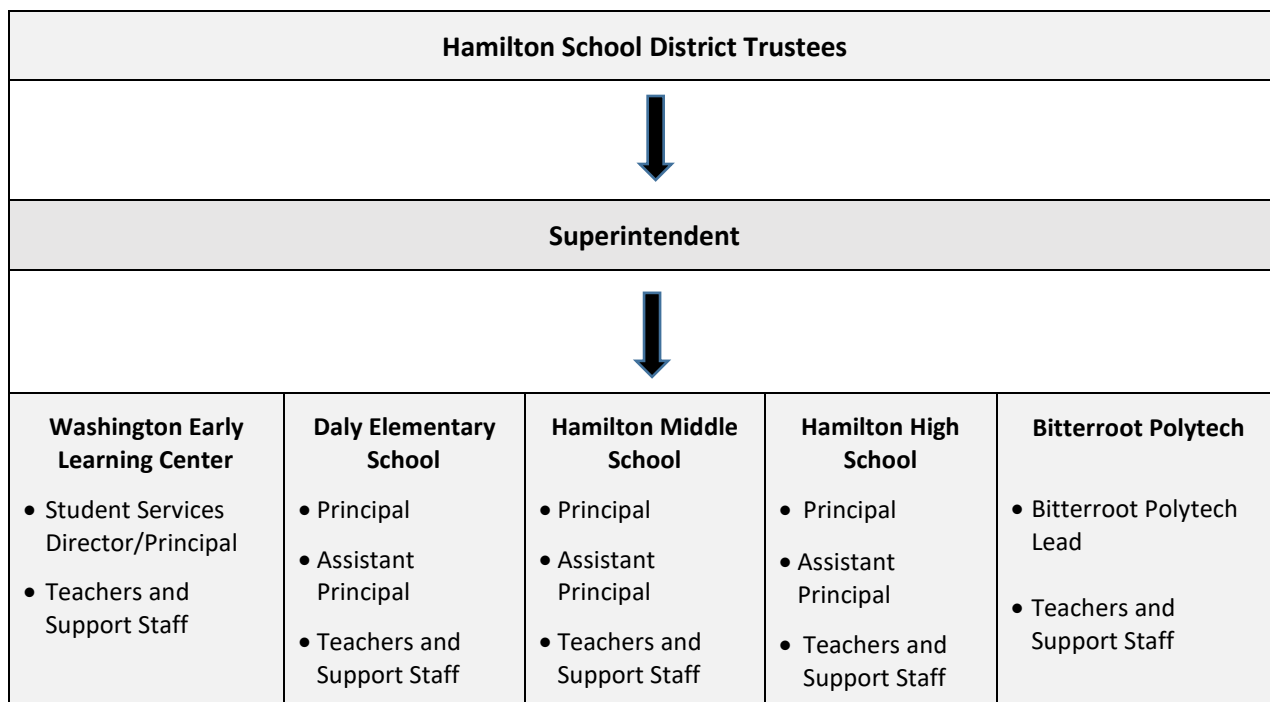
HSD disciplinary policy is a progressive discipline model that values education and growth of students and the school community.



Safeguards are in place to ensure compliance in the event it is necessary to discipline special education students. These safeguards include, the involvement of multiple layers of administrators (building principals/assistant principals, the Director of Student Services, and the Legal Director), the school psychologist, case managers/teachers, and when appropriate, social workers in any significant disciplinary matter involving special education students

## School Governance

9. Describe the public charter school’s organizational chart that clearly presents the proposed organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organization that will play a role in managing the public charter school.



10. Describe the roles and responsibilities of the governing board, the proposed leadership management team, and other entities shown in the organizational chart.

The Hamilton School District Trustees shall be responsible for developing policies, strategic planning, and for hiring staff as recommended by the superintendent. The superintendent is responsible for implementing policies through administrative procedures, developing building and department goals, and for developing a supervision and evaluation process for hiring, training, and renewing staff. The building principals are responsible for the implementation of policies and procedures as well as direct supervision of school operations.

**The Specific Duties of Trustees as stated in MCA 20-3-324 include:**

- Hiring, dismissing, promoting, transferring, assigning, and retaining employees;
- Directing employees through the Superintendent;
- Establishing the methods and processes by which work is performed;
- Delegating authority to the Superintendent for the on-going direction and management of District programs;
- Taking whatever actions may be necessary to carry out the mission of the District in situations of emergency;
- Adopting goals for the District and evaluating related outcomes;
- Determining the methods, means, job classifications, and personnel by which District operations are to be conducted;
- Adopting and evaluating District policies;
- Maintaining the efficiency of District operations;
- Approving the District's budget;
- Laying-off employees because of lack of funds;
- Setting local levies and bond amounts;
- Entering into contracts for goods and services for the District;
- Setting educational goals for the schools based upon state laws and community values;
- Ensuring the superintendent and the total staff vigorously pursue those goals; and
- Communicating with students, staff, and members of the community.

**Specific Responsibilities for the Superintendent for Hamilton Public Schools are:**

- Interprets, enforces, and develops regulations that are in agreement with state and federal law, Board policies, collective bargaining agreements, and administrative procedures.
- Provides leadership to the board in strategic planning, vision, and mission as well as collaboration with administration. Develops and executes action plans.
- Carries out supervision, evaluation, and assignment of administrative staff. Provides guidance, vision and evaluation in accordance with District operating principals. This includes appraising performance and development of staff supervision procedures.
- Optimizes success of the District and students through efficient, equitable and innovative use of resources as well as multi-year budgeting and annual reporting in support District action plans.
- Communicates effectively with the board by responding to board member concerns, keeping board members informed, and providing board members with timely and accurate information to make decisions.
- Directs community relations activities by maintaining communication with the news media, representing the school district's interests with local government and businesses, and responding to the concerns of the public.
- Is viewed as a valuable team member who is capable of seeing problems, owning problems, and solving problems; and is ultimately solution oriented.
- Is widely trusted and is seen as a direct and truthful individual.
- Responds and relates well with people in all positions and when necessary, can hold the line without exacerbating unnecessary conflict.

**Specific Responsibilities for the Hamilton School District Principals are:**

- Provides leadership in making and carrying out decisions for the department.
- Provides leadership in the recruitment of staff and executes a system of personnel selection and assignment.
- Provides induction, mentoring, and coaching programs that ensures all staff members have the knowledge and skills to effectively perform their job.
- Engages in a continuous improvement process that improves organizational effectiveness/efficiency.
- Plans and delivers professional learning to improve organizational effectiveness/efficiency.
- Provides supervision and evaluation that promotes professional growth and carries out disciplinary procedures when necessary.
- Gathers, analyzes, and uses data that leads to improvement of organizational effectiveness/efficiency.
- Prioritizes and allocates human, material, and fiscal resources to improve organizational effectiveness/efficiency.
- Sees that facilities are operated effectively and efficiently and sees that applicable health and safety standards are met.
- Fosters positive citizen-staff-student relations, effective communications and citizen participation in the schools by maintaining positive human relations
- Collects and analyzes a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.
- Provides leadership in student management, including in the areas of student attendance, discipline and supervision.

**Specific Responsibilities for the Bitterroot Polytech Lead are:**

- Acts as a building principal in alignment with principal job description and duties for the Bitterroot Polytech Students and support staff.
- Facilitates the development of Individual Success Plans for each student enrolled in the Bitterroot Polytech
- Facilitates partnerships through Accelerate Montana, Bitterroot College UM, and the Hamilton School District to identify in-demand and personally rewarding advanced opportunities for students.
- Provides oversight and high levels of support to ensure students are on track to complete academic rigorous core.
- Identifies and coordinates advanced opportunities in lieu of traditional high school electives for students
- Determines how costs may be defrayed for students and families to maximize success
- Creates a communication plan to connect Bitterroot Polytech families with the HSD community
- Maintains program documentation with strict FERPA confidentiality
- Contributes to a positive working environment for all staff
- Fosters meaningful and engaging relationships with students and their families
- Keeps each building principal fully advised with program's progress
- Facilitates regular staff meetings and professional development trainings
- Connects Bitterroot Polytech families with school and community events
- Other duties as assigned

**11. Provide a staffing chart for the public school's first year and a staffing plan for the term of the public charter school.**

Position	Classified Hours	Certified FTE
Bitterroot Polytech Lead		.50
Academic Support Teachers		4.00
Social Worker		.50
Receptionist/Registrar	750	
Custodial	750	
Food Service	750	
Business Office	750	
<b>Totals</b>	<b>2,250</b>	<b>5.00</b>

**12. Detail the public charter startup plan, identifying tasks, timelines, and responsible individuals.**

<b>Bitterroot Polytech Startup Plan</b>		
<b>Tasks</b>	<b>Timeline</b>	<b>Responsibility</b>
<b>Application to Montana Board of Public Education</b>	November 1, 2023	Superintendent upon approval by HSD3 Trustees
<b>In Person Interview with Montana Board of Public Education</b>	November, 2023	Superintendent
<b>Charter School Application Approved by Montana Board of Public Education</b>	January 18-19, 2024	Board of Public Education
<b>Create a communication plan to inform students, families, and the community.</b> Utilize creative staff to help develop messaging to garner community support.	Finalize by May 1, 2024	Board Communications Committee and Communications Department
<b>Appoint Advisory Council:</b> District Trustees, Staff, Parents, Students, Accelerate Montana, Bitterroot College UM, and regional business leaders.	Organize and Meet by February 1, of 2024	Superintendent and Board Appointed Committee of Trustees
<b>Create space for innovation.</b> Examine facility needs with advisory council to determine needs and additions.	Develop a facilities improvement plan by March 1, 2024	Superintendent and Board Appointed Committee of Trustees
<b>Hire innovative thinkers and give them the tools to succeed.</b> Finalize job descriptions and compensation and enter into competitive hiring process as necessary.	Finalize job descriptions and hiring by March 1, 2024	Superintendent and Board Appointed Committee of Trustees
<b>Review and revise the current Individual Success Plan.</b> Seek input for edits to the students' Individual Success Plans with the help of the Advisory council	Finalize ISP by April 1, 2024	Superintendent and Board Appointed Committee of Trustees
<b>Recruit student population and review applications for the program.</b> Accept applications until capacity of 100 is met and use lottery system if necessary.	Establish initial enrollment interest by May 1, 2024 and continue to 100.	High School Guidance counselors, principals, and staff
<b>Develop an evaluation plan that clearly articulates success.</b> Seek input for edits to quantitative and qualitative Bitterroot Polytech Charter School Program Evaluation Plan	Finalize by May 1, 2024	Superintendent and Board Appointed Committee of Trustees
<b>First Year of Bitterroot Polytech</b>	August 28, 2024	Bitterroot Polytech Staff

**13. Describe the plans for recruiting and developing school leadership and staff.**

The Hamilton School District has a number of eligible internal candidates and is prepared to recruit and compete the positions as deemed necessary. The primary objective would be to have the Bitterroot Polytech Lead in place on or before March 1, of 2024.

**14. Describe the proposed leadership and teacher employment policies, including performance evaluation plan.**

The Hamilton School District will apply its existing leadership and teacher employment policies, including the current Collective Bargaining Agreement, Employee Handbook, and Board of Trustees Policies, which comply with the requirements of the Montana Code Annotated and Administrative Rules of Montana. Hamilton School District currently utilizes the PGAP tool in its teacher evaluation program and intends to utilize the same process for those teachers employed in the charter school, should it be approved.

**15. State the proposed governing by laws.**

If approved, Hamilton School District's public charter school will be governed by the existing Hamilton School District Board of Trustees Policies. Additionally, the charter school will be governed by all applicable state laws and administrative rules.

**16. Explain any partnerships or contractual relationships central to the operations and mission of the public charter school.**

There is no formal partnership with any organization and the Hamilton School District for the Bitterroot Polytech. However, the Bitterroot College UM leases a portion of the building proposed as a public charter school called Westview. There are ample opportunities to collaborate and develop formal agreements with Bitterroot UM if deemed necessary and/or advantageous to students and the community.

**17. Provide the proposed calendar and sample daily schedule.**

Fundamentally, one of the core tenets of the Bitterroot Polytech is to provide flexible opportunities for students. Therefore, the traditional school day and calendar will be transformed to better meet the

needs of students and programs. The calendar on page 23 labeled is the current approved calendar for the Hamilton School District and will serve as a minimum of student instructional days with the intention of becoming a year round service for students and general community members. Days in June, July, and August will be added for the 2025 school year as a summer session for student opportunities to makeup, retake, get ahead, and/or lighten the load during the regular school year. Likewise, the daily schedule will be a minimum of student instructional hours with the intention of adding hours into the evenings and weekends as a serve and accommodate our community and students.

Period	Start	End
Block 1	8:30	10:00
Block 2	10:10	11:40
Lunch	11:40	12:20
Block 3	12:20	1:50
Block 4	2:00	3:30

Note: \*Evening blocks of time will be implemented based on student/program needs.



### 2024-2025 Calendar

2024-2025 Calendar														
	<b>Holidays\Vacation Days</b>	173.5 instructional days	<b>January - 20 Days</b>											
	<b>End of Quarter</b>	7 PD Days	S	M	T	W	Th	F	S	1 Winter Break				
	<b>PD Day No School</b>	6.5 PIR				1	2	3	3					
	<b>PIR Day No School</b>		5	6	7	8	9	10	11	16 - End of 2nd Quarter 43				
	<b>ALT PIR Day</b>		12	13	14	15	16	17	18	17- PD Day (No School)				
	<b>Early Out/ late start</b>		19	20	21	22	23	24	25	20 - MLK Day				
			26	27	28	29	30	31						
<b>August - 4 days</b>							<b>February - 18 Days</b>							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
				1	2	3							1	
4	5	6	7	8	9	10	2	3	4	5	6	7	8	14 PD Day (No School)
11	12	13	14	15	16	17	9	10	11	12	13	14	15	17 - Presidents Day
18	19	20	21	22	23	24	16	17	18	19	20	21	22	21 - End of Tri 2 (PK-4)
25	26	27	28	29	30	31	23	24	25	26	27	28		25, 27 -( PK-4) PT Conf
<b>September-19 Days</b>							<b>March -15 Days</b>							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
1	2	3	4	5	6	7	1						1	5 -6 HHS/HMS PT Conf
8	9	10	11	12	13	14	2	3	4	5	6	7	8	7 PD Day (No School)
15	16	17	18	19	20	21	9	10	11	12	13	14	15	
22	23	24	25	26	27	28	16	17	18	19	20	21	22	21 - End of 3rd Quarter 43
29	30						23	24	25	26	27	28	29	24-28 Spring Break
							30	31						
<b>October - 21 Days</b>							<b>April - 20 Days</b>							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
		1	2	3	4	5			1	2	3	4	5	
6	7	8	9	10	11	12	6	7	8	9	10	11	12	
13	14	15	16	17	18	19	13	14	15	16	17	18	19	18 PD Day (No School)
20	21	22	23	24	25	26	20	21	22	23	24	25	26	21 Easter Break
27	28	29	30	31			27	28	29	30				
<b>November - 17 Days</b>							<b>May - 20 Days</b>							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
					1	2					1	2	3	
3	4	5	6	7	8	9	4	5	6	7	8	9	10	
10	11	12	13	14	15	16	11	12	13	14	15	16	17	16 - PD Day (No School)
17	18	19	20	21	22	23	18	19	20	21	22	23	24	26 Memorial Day
24	25	26	27	28	29	30	25	26	27	28	29	30	31	31 - Graduation
<b>December - 15 Days</b>							<b>June - 4.5 Days</b>							
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	
1	2	3	4	5	6	7	1	2	3	4	5	6	7	4 - 8th grade promotion
8	9	10	11	12	13	14	8	9	10	11	12	13	14	6- Last Day Early Out
15	16	17	18	19	20	21	15	16	17	18	19	20	21	6- End Of 4th Quarter 45.5
22	23	24	25	26	27	28	22	23	24	25	26	27	28	6 - End Of Tri 3 (PK-4)
29	30	31					29	30						

## **Business Operations**

### **18. Describe plans for providing transportation, food service, and all other significant operational or ancillary services.**

The District will utilize the current bus contract with Majestic to provide transportation to and from school as necessary. Transportation to and from Bitterroot Polytech will be easily integrated into the District's existing transportation contract as the Bitterroot Polytech campus is centrally located in the Hamilton School District. Likewise, the food service program can easily serve the additional 50 to 100 Bitterroot Polytech students utilizing the District's central kitchen to prepare meals and the Bitterroot Polytech 's kitchen to serve meals. All other ancillary support services such as building and grounds maintenance, technology support, financial support, human resources and legal support, nursing staff, and counselors will be fully available.

### **19. Describe co-curricular and extracurricular programs and how the programs will be funded and delivered.**

Students attending the Bitterroot Polytech will be eligible to participate in all Hamilton School District co-curricular and extracurricular activities as currently funded and implemented.

### **20. Describe the proposed financial plan and policies, including financial controls and audit requirements.**

The Bitterroot Polytech will operate like any other school within the Hamilton School District by meeting or exceeding state accreditation standards for staffing, academics, policies and procedures, and general financial oversight including audits.

**21. Describe insurance coverage that will be obtained**

The Bitterroot Polytech will be included in Hamilton School District's property and liability insurance coverage through the Montana Schools Property & Liability Insurance Plan

**22. Describe the startup and five-year budgets with clearly stated assumptions.**

Please see tables below.

**23. Describe the startup and first year cash flow projections with clearly stated assumptions.**

Please see tables below.

**24. Describe anticipated fundraising contributions and evidence, if applicable.**

Questions 22-24 are answered in the next several tables provided. The table labeled, *First Year Revenue and Expenditure Forecast for Hamilton School District's Bitterroot Polytech.*

At this time, fundraising is not being sought to substantially fund the program. However, opportunities to augment and enhance the program will be sought through District fundraising policies and procedures.

### First Year Revenue and Expenditure Forecast for Hamilton School District's Bitterroot Polytech

REVENUES	Number	Amount	Total
High School Basic Entitlement (≥ 41 students)	1.00		\$343,483
Middle School Basic Entitlement (≥ 21 students)	1.00		\$114,493
High School ANB (\$7,634) * (41 – “25 existing”) = 16 new	16.00	\$7,634	\$122,144
Middle School ANB AVG(\$5,962, \$7,634)* (30 – “15 existing”) = 15 new	15.00	\$6,798	\$101,970
<b>Total Revenues</b>			<b>\$693,176</b>

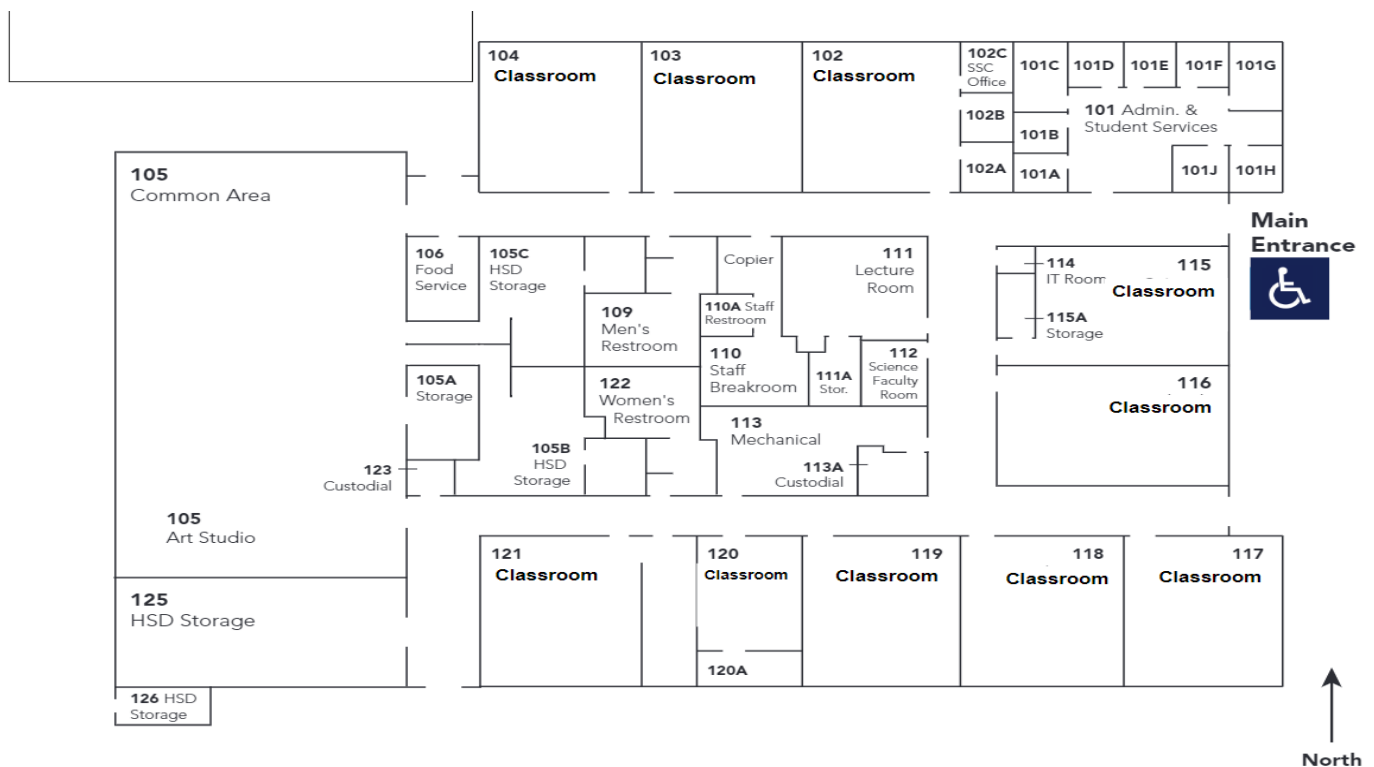
EXPENDITURES	FTE	Amount	Total
<b>Staff Salaries/Benefits</b>			
Bitterroot Polytech Lead	0.50	\$ 80,000	\$ 40,000
Academic Support Teachers	4.00	\$ 65,000	\$260,000
Social Worker	0.50	\$ 65,000	\$ 32,500
Receptionist/Registrar	0.50	\$ 30,000	\$ 15,000
Custodial	0.50	\$ 30,000	\$ 15,000
Food Service	0.50	\$ 30,000	\$ 15,000
<b>Sub Total Staff Salaries/Benefits</b>			<b>\$392,500</b>

Instruction & Supplies	Number	Amount	Total
Digital Learning Platforms (Montana Digital Academy and Other OPI Approved Distance Learning Providers Estimate) 62 *\$1,000	62.00	\$ 1,000	\$ 62,000
Rapid Training Program, Dual Enrollment, Other Work-Based Expenses (Assume that 41 are actively participating in a program)	41.00	\$ 1,500	\$ 30,000
Student Supplies (Assume \$50.00 per student)	62.00	\$ 50	\$ 3,100
Student Computers (Assume one per student)	62.00	\$ 500	\$ 31,000
Professional Development Staff	5.00	\$ 1,500	\$ 7,500
Staff Supplies (Assume \$250 per teacher)	4.00	\$ 250	\$ 1,250
Staff Computers (Assume 1 per teachers)	4.00	\$ 800	\$ 4,000
Travel Out-of-District/In-service			\$ 2,500
Travel In-District			\$ 2,500
<b>Operations and Maintenance</b>			
Electricity (historic 3 year average)			\$ 20,000
Gas (historic 3 year average)			\$ 15,000
Water & Sewer Services (historic 3 year average)			\$ 6,500
Repair and Maintenance (historic 3 year average)			\$ 5,000
Minor Equipment-New (historic 3 year average)			\$ 5,000
Repair and Maintenance (historic 3 year average)			\$ 5,000
<b>Total Operations, &amp; Maintenance</b>			<b>\$231,850</b>
<b>Total Expenditures</b>			<b>\$621,800</b>
<b>Balance</b>			<b>\$ 71,376</b>

**25. Describe the facilities plan, including backup or contingency plans.**

The Bitterroot Polytech will occupy a District-owned and former 7<sup>th</sup> and 8<sup>th</sup> middle school that is approximately 24,000 square foot building. Equipped with several classrooms, gymnasium, computer labs, smaller food service kitchen, administrative office space, and it is centrally located in the community. The campus and building currently serve the District’s Alternative High School along with a partial lease with the Bitterroot College UM. Co-locating the Bitterroot Polytech with Bitterroot College UM will generate a greater number of opportunities for our students and job-creating employers to upskill and/or reskill the needed workforce to fill in demand jobs. There is ample space for this co-existence and there should be some efficiencies gained by reducing any redundancies of overhead, support staff, and utility costs. The District owns the building and the only potential need for a contingency would be for some reason the building became inoperable. If that occurs, there are two other District owned locations within the District that could be suitable for the program.

**Bitterroot Polytech Layout**



## **Community Support and Need**

### **26. Describe the specific evidence of significant community support.**

There are five specific sources of evidence that signal community support. First, the Hamilton School District passed two general fund levies, one in 2013 and the second one in 2016, both sought funding to add/maintain Career and Technical Education for high school student career development. These two levies combined for nearly \$900,000 of additional funding of which about 25% went to Career and Technical Education staffing and programs. Second, the Stock Farm Greater Ravalli Foundation provides tens of thousands of dollars in scholarships to local high school students who are seeking certification and/or dual enrollment in a career. These scholarships are need based for students who are economically disadvantaged. Third, the Hamilton School District Community has been a strong supporter of the Bitterroot College UM for over a decade by providing a long-term building lease and partnering with programs such as Adult Education and dual enrollment for high school students. Fourth, the Hamilton School Board has actively pursued and received the Advanced Opportunities Grant and the Transformational Learning Grant offered by the recent legislative sessions and has financially matched those grants where possible. The fifth reason is evidenced by the enrollment increases by the Bitterroot College UM and the increased demand from Hamilton School District, and area schools, to enroll in dual enrollment as well as advanced technical training opportunities. These are just a few of the ways this community has shown support for the vision of the Bitterroot Polytech.

### **27. Describe the opportunities and expectations for parent involvement.**

There will be three primary opportunities for parental involvement. First, all students enrolled in the Bitterroot Polytech will be required to develop an Individualized Success Plan which will include the parents as a part of the process and requires their ultimate approval. Second, parents will be formally included on the Advisory Council as an acting member, and informally encouraged to attend and participate in meetings as members of the public. These meetings will be publicly noticed committee

meetings that will report to the full board Hamilton School District Trustees. Third, the Hamilton school District seeks volunteers in all of the buildings and programs, the Bitterroot Polytech will seek volunteers to help with, academic support, mentorship, and fundraising. This will be an exciting endeavor that the Hamilton Community will be proud to support