



# **Montana Board of Public Education**

**Public Charter School Application**

**September 2023**

## PUBLIC CHARTER APPLICATION COVER PAGE

### Check One:

**New Public Charter under Existing Local School Board**

**New Public Charter District**

**Name of Public Charter School: Flathead PACE Academy (Personalized Academic & Career Exploration)**

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

Kalispell Public School District #5

The board authorizes Flathead High School to submit an application for a public charter school. This authorization occurred on October 24, 2023.



#### Agenda Item Details

Meeting	Oct 24, 2023 - Special Board Meeting and Work Session 6:00 PM
Category	4. BUSINESS
Subject	A. Public Charter School - High School Intent to Apply
Type	Action
Fiscal Impact	No
Budgeted	No
Recommended Action	The board authorizes Flathead and Glacier High School to submit applications for public charter schools.
Goals	

**Explanation:** HB 549 authorizes the establishment of public charter schools in Montana. In order to create greater flexibility for students, Glacier High School and Flathead High School intend to submit an application for public charter schools on November 1.

#### Financial Implication:

**Prepared by:** Peter Fusaro, Assistant Superintendent

[Flathead PACE Academy.docx \(1\).pdf \(605 KB\)](#)

[Rising Wolf Charter School.docx \(3\).pdf \(132 KB\)](#)

[HB0549 Public Charter Schools.pdf \(178 KB\)](#)

**Contact Information for the Governing Board Chair**

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**PUBLIC CHARTER APPLICATION**

**Name of Public Charter School:** Flathead PACE Academy (Personalized Academic & Career Exploration)

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

Our goal is to create a public charter high school that allows greater flexibility and more connections to career and post-secondary opportunities for students. Some students benefit from traditional education, but others do not. These students often thrive when given guided and self-directed learning opportunities and the chance to explore an internship or career area. The path to a high school diploma should not be governed by a seven-period day or 180 day school year. It can be personalized and relevant while preparing students for their next journey. Our proposal for the Flathead PACE Academy captures these elements and aligns with the requirements of Montana's Public Charter Schools.

**Opening Date:** 8/28/24

**Public Charter Term Length:** 5 Years

**Grades to be served:** 10-12

**Minimum Enrollment Per Year:** 41

**Planned Enrollment Per Year:** 150

**Maximum Enrollment Per Year:** 150

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

	<b>Grade 10</b>	<b>Grade 11</b>	<b>Grade 12</b>	<b>Total</b>
<b>Year 1</b>	<b>25</b>	<b>25</b>		<b>50</b>
<b>Year 2</b>	<b>25</b>	<b>25</b>	<b>25</b>	<b>75</b>
<b>Year 3</b>	<b>42</b>	<b>42</b>	<b>41</b>	<b>125</b>
<b>Year 4</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>150</b>
<b>Year 5</b>	<b>50</b>	<b>50</b>	<b>50</b>	<b>150</b>

**ACADEMIC PROGRAM**

**We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.**

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

**Importance to the Kalispell Community:**

The Flathead Valley’s diverse industries include medical professions, hospitality, automotive, construction, manufacturing, communication, education, and outdoor sciences. For a number of years, employers have struggled to attract recent graduates into these important career areas. Our partnerships with industry leaders led us to explore ways our high school programming prepares students for careers. We serve our college bound students incredibly well; our data suggests that students who participate in our International Baccalaureate program succeed in college. In spite of this, however, a growth area for our school community is in providing relevant career preparatory education that better connects our students with potential careers in the Flathead Valley. Our goal is to have all students graduate with an education that results in a smooth transition to their next step in life.

Additionally, families in our school community have expressed a need for more flexible and personalized options for students. During a district community input session, parents indicated a desire for more time with their children, and some think that a regular school day and year, when coupled with student activities and/or jobs, leave little time for family. A segment of our community wants increased flexibility in our school system.

We recognize that students learn at different rates, and the Flathead PACE Academy provides flexibility and efficiency in learning. This flexibility will specifically allow us to better provide interventions for students who need specialized instruction and support. Personalized academic instruction in core classes will be streamlined in the PACE system, and we will be better able to give each student what he/she needs.

On the other end of the learning spectrum, acceleration is important. Historically, high school students graduate early for a number of reasons, including to start a career, begin a post-secondary path, or to enlist in the military. At Flathead High School, 20% of seniors graduate in January of their senior year, one semester early. Some students can complete diploma requirements faster than others. Furthermore, we see opportunities for accelerated learners in the PACE Academy to better utilize concurrent enrollment and

Running Start courses at Flathead Valley Community College, with the possibility of students earning associate's degrees or be well on their way to one by the time they graduate high school. We see potential for the PACE Academy to allow more flexibility for our International Baccalaureate students. Ultimately, the Flathead PACE Academy allows us an even more flexible school system to meet the needs of all learners.

### School Mission & Vision:

Flathead PACE Academy empowers students to explore career fields and post secondary opportunities while flexibly completing core high school requirements. Students graduate high school competent in academic and career-based skills, having experience in one or more career field areas.

Students will be able to:

- Experience education outside the traditional classroom
- Flexibly complete diploma requirements
- Realistically and relevantly explore career pathways while in high school
- Demonstrate resourcefulness and problem solving skills
- Confidently and successfully transition to post secondary and career opportunities

# Flathead PACE Academy

Personalized Academic & Career Exploration

**P**

Personalized, flexible learning in core classes, blending technology-based and traditional instruction.

Students personalize career electives based on interest.

**A**

Academic offerings are rigorous and relevant. Students move at their own pace. Our Systems of Support provide additional support as needed for success.

**C**

Career discovery is a critical component of a high school education. Our mission is to connect students with career areas.

**E**

Exploration of career pathways through internships, project-based learning applications, and career-based concurrent enrollment options.

Empowering students to explore career fields and opportunities while flexibly completing core high school requirements.

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

Our Flathead PACE Academy serves high school students in the Flathead Valley in grades 10-12 who wish to explore a career path through the development of personal and professional skills, work based learning, competency-based education, and flexible completion of high school requirements. The PACE Academy is appropriate for any student desiring a more flexible path through high school. We envision both career and college bound students finding success in our PACE Academy.

In the Flathead High School community, 9th graders are served and supported through a freshman academy structure where a smaller cohort of 100 students share core subject area teachers who collaborate regularly around student learning. Our freshmen also enjoy Brave Mentoring services; they are matched with an older student mentor who helps them through their first semester of high school. This robust support of 9th graders is due in part to our recognition that our high school students come from 11 different partner schools in the Flathead Valley, from our largest, Kalispell Middle School, to our smallest K-8, Deer Park School, which typically sends us fewer than 10 students. Our goal has always been to provide our high school students with the best possible start to their high school years.

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

Recruitment for the 2024-25 school year takes place during the high school registration process. This process begins in January of 2024, when current students at Flathead High School learn about course offerings and pathways. The Flathead PACE Academy Registration Handbook information will be provided alongside the traditional Flathead High School Registration Handbook information.

We offer recruitment opportunities for students outside of FHS at our February 14, 2024, family event for registration. This is a scheduled additional duty evening event where all staff are present for registration of current and prospective students. Flathead PACE Academy sessions will be held during this time in the FHS Flex Room with information, publications, and Q & A.

These strategic marketing sessions are coupled with informational blasts on the Flathead High School and KPS websites and school social media. Our local media outlets have already provided effective coverage of our Charter School proposal and are eager to continue coverage. We recognize the need to promote and market our PACE Academy in ways a traditional public school does not.

Enrollment for the 2024-25 school year is finalized by May 15, 2024. Families are notified by June 1 of their acceptance into the Flathead PACE Academy.

If we receive more enrollments than our capacity can hold, we will use a lottery system to ensure fairness to all.

**4. Describe the public 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.**

**Academic Program:** Flathead PACE Academy serves students in grades 10-12 who wish to tailor their high school education to specifically explore career pathways while streamlining their high school requirements in flexible ways. Students take core courses that are teacher-guided but self-paced, allowing for flexible completion. These core classes meet during a specific class period with a teacher, but work may be completed outside of this class time. Students have the option to accelerate learning as warranted, and this model serves high achieving students for whom the traditional classroom pace does not meet their needs. Interventions are provided to students who fall behind and are not on track for completion.

The core courses in English, math, science, and social studies are aligned with state standards and the KPS curriculum guidelines. KPS follows a review cycle that is aligned with the Montana Office of Public Instruction; traditionally, district curriculum is reviewed and revised once OPI cycles are complete. Rigorous curriculum work by our schools ensures that our courses meet Montana guidelines and are relevant and appropriately challenging.

Kalispell Public Schools recently obtained funding through the Transformational Learning Grant in Montana. High school teams are prioritizing and bundling standards by course and developing competencies measured by common assessments. This work also guides course development in the Flathead PACE Academy, ensuring that our academic program is competency-based and flexible.

The structure of the Flathead PACE Academy uses competency-based courses and delivers instruction independent of traditional seat time models. Students have a course schedule with set times for classes, but units are flexibly delivered. Google Classroom, student Chromebooks and hotspots, and teacher-created instructional videos are important to instructional delivery. These components allow students to work at their own pace, guided by a teacher and can have as much or as little direct instruction as needed. Because courses are competency-based, students can demonstrate competency through concept tests, projects, presentations, and written work. Students finish courses and earn credit at different times, and learning is focused on proficiency.

In addition to competency-based core academic classes, students take a course called Career Exploration, where they develop personal and professional skills and experience work-based learning in a wide range of settings. Students not completing internships engage in project-based learning activities connected to a career area.

**Assessment:** All students complete a growth portfolio for assessment of learning. As a public school, any district or state test provides achievement data. In Montana, students take the ACT in grade 11. Core academic courses are proficiency and competency-based, and course assessments are directly tied to these proficiencies. Students may show proficiency through concept tests, projects, presentations, and written work. The growth portfolio includes these assessment pieces and also additional student-selected evidence of growth. As a culminating activity, students reflect on course learning in relation to the core standards and competencies. Our assessment system embraces student involvement in assessment and learning, and it goes beyond the traditional percentage-based grading system seen in most public schools.

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

### **10.55.705 Administrative Personnel: Assignment of School Administrators/Principals**

From 10.55.705:

- 2) The assignment of licensed principles shall be based upon student enrollment and prorated as applicable. Principal assignments are as follows:
  - a) 0.25 FTE licensed principal shall be assigned to schools with enrollments of 125 to fewer than 175 students;
  - b) 0.50 FTE licensed principal shall be assigned to school with enrollments of 175 to fewer than 250 students

Dependent upon enrollment of the PACE Academy and also other KPS school enrollments, flexibility may be necessary for the School Administrator/Principal. Specifically, these accreditation thresholds might not be met.

**10.55.905 Demonstration of Achievement:** The flexible design of courses in the Flathead PACE Academy align with Montana ARM 10.55.905, adopted in July of 2023, where “students may demonstrate achievement through a flexible system of pupil-centered learning.” With department-created competencies and proficiency scales, credit is awarded based on students demonstrating competency.

**10.55.906 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 Flathead PACE Academy utilize “proficiency without regard to time” and are “aligned with each of the content standards.”

**10.55.906 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 PACE Academy core courses and career exploration classes are approved by the KPS board of trustees following these guidelines.

**10.55.906 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.

As per KPS Board Policy 2410:

To graduate from Flathead High School District #5, a student must have satisfactorily completed the requirements as set by the Board. Highly unusual exceptions may be considered by the principal, such as a student exchange program in a recognized school.

A student with a disabling condition will satisfy those competency requirements incorporated into the individualized education program (IEP). Satisfactory completion of the objectives incorporated in the IEP will serve as the basis for determining completion of a course.

**Summary:** The scope and structure of Flathead PACE Academy fits within KPS board policy and Montana ARM regulations, with the possible exception of **10.55.705 Assignment of School Administrator/Principal**, as noted above.

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

### **Instructional Design:**

Every student, in collaboration with the Career Coordinator, creates an independent learning plan based on their interests and abilities. This plan includes both core academics, career exploration, and graduation requirements. This plan is completed or updated by the end of each school year.



Students take core academic courses and the Career Exploration course. In addition, they complete an internship, career exploration project, or advanced coursework through International Baccalaureate, concurrent enrollment, or Running Start. The internship or career exploration project receives high school elective credit, similar to the way our current high school students earn credit for an internship. IB and college credit fulfills the career requirements of the PACE Academy.

#### **Learning Environment:**

- The location of the school, inside of Flathead High School, is in an area with 4 classrooms, 2 small conference rooms, and several breakout spaces. This location is conducive to flexible learning.
- Class sizes capped at 25 to ensure personalization
- Periods 3, 4, 5, 6 (10:10-2:20) for core academics plus career exploration and personal finance
- Block scheduling
- Career Exploration class includes personal & professional skills, internship development and project-based learning centered around a career path.

#### **Curriculum Overview:**

We follow Kalispell Public Schools adopted curriculum, based on state, national, and International Baccalaureate standards. This school is governed by the Montana Board of Public Education requirements and regulations. The Career Exploration course is a new course, and will be approved by the KPS Board of Trustees in January of 2024. It includes personal and professional skills and career exploration.

#### **Teaching Methods:**

The Flathead PACE Academy utilizes unit and project-based activities. It incorporates a “flipped classroom” model, where the teacher utilizes prerecorded teaching videos and labs, tasks, etc. as part of the instruction. Individual teacher consultation is regularly scheduled, ensuring that student progress is facilitated by a qualified teacher. Google Classroom and Chromebooks are an important component. Students could work outside of the school building, but any students who do not stay on pace are required to attend teacher-led intervention sessions.

### **7. Describe plans for identifying and successfully serving students with disabilities, students who are English Language Learners, students who are academically challenged, and gifted students, including compliance with applicable laws and regulations.**

#### **Students with Disabilities:**

Flathead PACE Academy students with disabilities have assigned Flathead High School case managers, who develop and serve the IEP in accordance with federal special education regulations. The Flathead High School 504 coordinator orchestrates support and accommodations for each PACE Academy student with a 504 plan. The flexible nature of core classes in the PACE Academy allows for individualized and small group instruction, so accommodations are easier to implement than in a traditional classroom.

#### **ELL Students:**

Our English Language Learners follow assessment protocols for the state of Montana and are served by our school ELL Coordinator. Students needing ELL support can access ELL instruction through Flathead High School outside of the PACE Academy blocked courses.

#### **Gifted Students:**

Because every student completes an individualized plan for instruction, enrichment and alteration of course requirements can vary. We encourage students to take IB classes, concurrent enrollment, or Running Start courses. The Career Exploration class can be differentiated to meet the needs of gifted learners. Gifted students can adjust the pace of instruction in our PACE Academy courses, opening up opportunities for additional courses or post-secondary schedules. We anticipate that high achieving students will find acceleration and instruction at an appropriate level in the PACE Academy.

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

As students in a “school-within-a-school” model, our students follow Flathead High School rules, but with the nature of their flexible learning environment, they are not bound to always be in certain places at certain times coinciding with traditional Flathead High School.

Students with high-level safety violations, such as illegal substance violations, fighting, etc. receive appropriate consequences and/or referral to CRYJ (Center for Restorative Youth Justice).

Students who are not progressing in coursework receive interventions along a continuum until they can demonstrate they are on pace for learning. Our philosophy is to monitor progress and intervene as necessary to help students be successful. We recognize a robust system of support is necessary to ensure learning.

The PACE Academy is bound by Kalispell School District board policies around student discipline, sexual harassment, bullying, and equal educational opportunity:

KPS 3310, 3310 p(1), 3310 p(2) Student Discipline

KPS 3210 Equal Educational Opportunity, Non Discrimination, and Sex Equity

KPS 3225, 3325 NF(1), Sexual Harassment of Students & Reporting

KPS 3226 Bullying

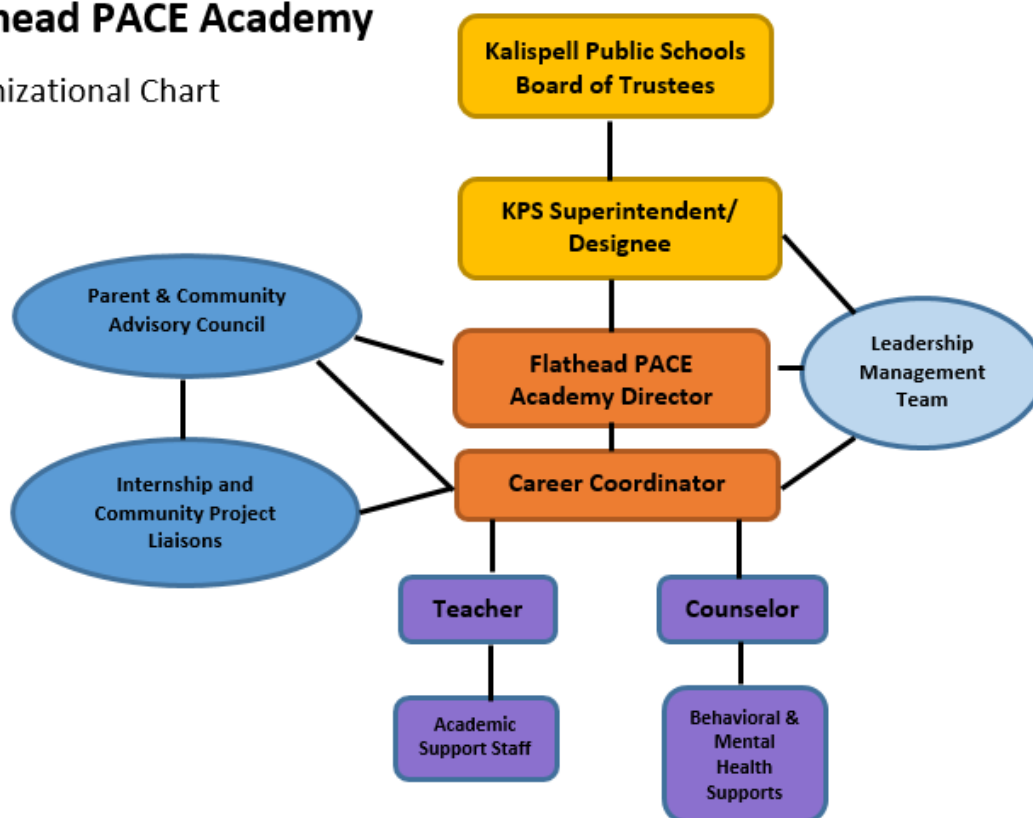
## **SCHOOL GOVERNANCE**

**We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.**

**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 organizations that will play a role in managing the public charter school.**

# Flathead PACE Academy

## Organizational Chart



The Kalispell Public Schools Board of Trustees governs the Flathead PACE Academy. The KPS Superintendent or designee supervises and evaluates the school Principal. The Principal supervises and evaluates the Career Coordinator, Teachers, Counselors, and support staff.

Community involvement is a critical piece of our school operations. A Parent & Community Advisory Council meets quarterly to provide guidance and input to the Principal and Career Coordinator. Additionally, a group of internship and community project liaisons work with the Career Coordinator to develop, streamline, and support student internships.

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

The Kalispell Public Schools Board of Trustees governs the Flathead PACE Academy. The board has eleven members, with high school trustees representing Kalispell and outlying partner school districts that feed into our school. Information about the KPS Board of Trustees, its twice monthly meeting agendas and minutes, along with its committee structure can be found at <https://go.boarddocs.com/mt/kalispell/Board.nsf/Public#>. The KPS board follows the Administrative Rules of Montana, including open meeting laws. It has the authority to approve policy, recommendations for hiring and firing staff, and set budgets. The KPS board also approves all high school courses and learning structures.

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

<b>Flathead PACE High School Staffing Chart and Organizational Structure            Assuming 50 Students 2024-25, 150 Students 2028-29            FTE Adjusted According to Enrollment Numbers</b>			
	FTE 2024-25	FTE 2028-29	Notes
KPS Board of Trustees	<p style="text-align: center;">Existing Structure            See Org Chart for Additional Detail</p>		
Superintendent			
Assistant Superintendent			
Flathead PACE Academy Director			
Career Coordinator	1.0 (.8 career facilitator, .2 teacher)	1.0 (.8 career facilitator, .2 teacher)	New FTE TOSA or Director position
Counselor	.1	.3	Shared w/FHS
Librarian	.1	.3	Shared w/FHS
SPED Teacher	.1	.3	Shared w/FHS
English	.4	1.2	Shared w/FHS
Math	.4	1.2	Shared w/FHS
Science	.4	1.2	Shared w/FHS
Social Studies	.4	1.2	Shared w/FHS
Personal Finance	.1	.2	Shared w/FHS
<b>Total</b>	<b>3</b>	<b>6.9</b>	

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

Flathead PACE Academy Start Up Plan		
Timeline	Task	Responsible Person
November 1, 2023	Application to Montana BPE	Michele Paine, FHS Principal
November 2023	In Person Interview with BPE	Michele Paine, FHS Principal
November 2023	Community Forum	Michele Paine, FHS Principal
January 18-19, 2024	BPE Approval and Charter Contract Issued	BPE
February 2024	Recruitment & Registration of Students	Flathead PACE Academy Director
March/April 2024	Staff Hiring and Assignments	Flathead PACE Academy Director
May 15, 2024	Final Enrollment Determined, Lottery if Needed	Flathead PACE Academy Director
June 1, 2024	Families Notified of Acceptance	Flathead PACE Academy Director
June 10-14, 2024	Curriculum Work for New Courses	Subject area department teams
July 1, 2024	Ordering of Instructional Materials, Supplies, etc.	Flathead PACE Academy Director & Career Coordinator
July 2024	PACE Academy Internships for Fall 2024 Coordinated	PACE Career Coordinator
August 28, 2024	Year 1 of Flathead PACE Academy Begins	All PACE Staff

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

Initially, staff will be recruited from current Flathead High School staff. We anticipate some staff will teach both at Flathead High School and in the PACE Academy. Staff and department leaders have participated in our planning and development through our efforts in personalized, competency-based education. We believe we can recruit from our current teaching ranks key teachers interested in a more flexible and personalized approach. Our Career Coordinator position will be posted and hired as per the Start Up Plan above.

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

In Kalispell Public Schools, teaching staff are evaluated with a district evaluation tool twice a year during their first three years of teaching employment and once every three years after that. The Career Coordinator is evaluated by the Flathead PACE Academy Director. Teachers in the PACE Academy receive a standard KPS Teaching Contract and salary schedule placement based on experience and credits beyond initial certification. Teachers must be certified in their content areas, as per Montana requirements.

**15. State the proposed governing bylaws.**

Flathead PACE Academy will be governed by Kalispell Public Schools Board of Trustees policies and procedures. All policies and procedures can be found in the Board Policy manual:

(<https://go.boarddocs.com/mt/kalispell/Board.nsf/Public#>).

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

Currently, partnerships exist with internship opportunity providers for high school students in the Kalispell Public School District through our Work Based Learning Director. With a dedicated Career Coordinator in the PACE Academy, we can expand these partnerships. The PACE Academy core class structure allows for internships either in the morning or after school. This increased flexibility for internships will better serve student needs.

We also partner with Flathead Valley Community College; a college liaison has an office and regularly scheduled time in our building to work with students on concurrent and Running Start opportunities for students. Students in the Flathead PACE Academy can schedule college courses either in the morning or afternoon, around their core courses. We anticipate larger numbers of students taking advantage of concurrent and Running Start courses.

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

The PACE Academy follows the Kalispell Public Schools yearly calendar for 2024-25, which is adopted in the winter of 2024.

Students in the PACE Academy follow a block schedule with their core classes in the middle of the day. This allows for internships, college classes, and career project time either in the morning or afternoon. Students can pick up an Early Bird or Period 8 as well.

As is current practice for homeschool and private school students, a student can take courses in the Flathead PACE Academy and also at Flathead High School, and this flexibility allows PACE students the ability to take specialized courses such as International Baccalaureate, Bio Med, advanced music offerings, advanced vocational offerings, concurrent enrollment, Running Start, etc.

**Proposed Student Schedule (2 week block), Week A**

	Monday	Tuesday	Wednesday	Thursday	Friday
Early Bird*	Internship/Career Project				
Period 1	Internship/Career Project				
Period 2	Internship/Career Project				
Period 3	A	D	A	D	A
Period 4	B		B		B
Period 5	C	E	C	E	C
Period 6	Independent Learning Time		Independent Learning Time		Independent Learning Time
Period 7	Internship/Career Project				
Period 8*	Internship/Career Project				

\*Option available for additional flexibility

Proposed Student Schedule (2 week block), Week B

	Monday	Tuesday	Wednesday	Thursday	Friday
Early Bird*	Internship/Career Project				
Period 1	Internship/Career Project				
Period 2	Internship/Career Project				
Period 3	D	A	D	A	D
Period 4	B		Independent Learning Time		C
Period 5		C		E	
Period 6	E				
Period 7	Internship/Career Project				
Period 8*	Internship/Career Project				

\*Option available for additional flexibility

**BUSINESS OPERATIONS**

We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.

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

Transportation aligns with the transportation schedule for Flathead High School.

Food service aligns with what is provided at Flathead High School. Students can access breakfast and lunch, either at full student price or free/reduced price. Students at the Flathead PACE Academy can access the Flathead High School Heart Pantry and receive services from our district Heart Market program. Our McKinney-Vento services in KPS wrap around students in the PACE Academy needing support.

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

Co-curricular and extracurricular programs will be offered at Flathead High School. Students follow the existing MHSA eligibility requirements and are eligible for Flathead High School Activities and Athletics.

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

School finances are governed by the Kalispell School District Business Office, which follows Montana law regarding procedures, financial controls, audit procedures, and safeguards.

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

Insurance for the Flathead PACE Academy will be the same insurance that covers Kalispell Public Schools, District #5.

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

<b>Flathead PACE Academy Annual Operating Budget Worksheet: 2024-25 (Year 1)</b>				
<b>Description</b>	<b>Assumptions</b>	<b>Amount</b>	<b>Number</b>	<b>Total</b>
General	Assume estimated budget of \$364,006.20			
Number of students	41 students 2024-25, calculations based on minimum enrollment		41	
Facility	Housed in a section of Flathead High School			
Student teacher ratio	Governed by Montana ARM 10.55			
Average teacher salary	KPS average teacher salary is \$55,000	\$55,000.00		
<b>Revenues</b>				
High School Basic Entitlement	Minimum 41 students needed	\$274,786.00	1	\$274,786.00
State ANB Earnings	\$8,075 per student, less .50 per student under 800	\$8,075.00	41	\$330,000.00
Quality Educator Payment	Quality educator payment for each certified staff member	\$3,673.00	4	\$14,692.00
Data for Achievement	Per ANB	\$23.58	41	\$966.78
At Risk Payment	per student count (not actual enrollment)	\$28.88	41	\$1,184.08
Indian Education for All	per ANB	\$24.63	41	\$1,009.83
American Indian Achievement Gap	\$242 per Native American Student. This number is currently unknown	\$242.00	0	\$0.00
Applicable State Grants	Received only if we get an equitable share of state grant funding	\$0.00	41	\$0.00
Applicable Federal Grants	Received only if we get an equitable share of federal grant funding	\$0.00	41	\$0.00
Local Tax Revenue	Local levies to bring us to 100% of the max allowed budget	\$0.00	41	
Grants and Fundraising	We assume no additional fundraising in year 1	\$0.00	41	\$0.00
	<b>Total Revenue</b>			<b>\$622,638.69</b>



Expenditures				
<b>Personnel</b>				
Head of School/Principal	25% of current administrator	\$25,000.00	1	\$25,000.00
Career Coordinator	1	\$80,000.00	1	\$80,000.00
Counselor	0.1	\$5,500.00	1	\$5,500.00
Librarian	0.1	\$5,500.00	1	\$5,500.00
SPED Teacher	0.1	\$5,500.00	1	\$5,500.00
Teachers	.4 English, .4 Math, .4 Science, .4 Social Studies, .1 Business (P. Finance & Career)	\$93,500.00	1	\$93,500.00
Paraprofessionals	None at this time			
Clerical	None at this time			
Nurse	None at this time			
Custodial	.25 to cover % of facility used for PACE Academy	\$10,000.00	1	\$10,000.00
Fringe Benefits	17% of salary expenditure amount (\$247,000)	\$41,990.00		\$41,990.00
Health Benefits	\$753.54 per employee x 10 months	\$7,535.40	3.75	\$28,257.75
Other	Assuming cell phones, mileage, travel reimbursement \$1,000 per person	\$1,000.00	3.75	\$3,759.00
	Total Personnel			\$299,006.75
<b>Instruction</b>				
Textbooks	Assume \$250 per student	\$250	41	\$10,250.00
Online Curriculum	Assume 1 math course per student at \$150 per course	\$150.00	41	\$6,150.00
Classroom Paper & Supplies	Assume \$30 per student	\$30.00	41	\$1,230.00
Computers	1 to 1 Chromebook, \$500 each	\$500.00	41	\$20,500.00
Software	Assume \$100 per student	\$100.00	41	\$4,100.00
Other Technology	Assume \$70 per student hotspots	\$70.00	41	\$2,870.00
Field Trips	Assume \$25 per student	\$25.00	41	\$1,025.00
Instructional Equipment	Staff laptops \$800 each	\$800.00	4	\$3,200.00
Library & Media	Included in textbooks & supplies	\$0.00		
Student Assessment	Assume \$50 per student	\$50.00	41	\$2,050.00
Classroom Furniture	Collaborative tables & classroom chairs	\$2,000.00	1	\$2,000.00
Athletic Equipment	Assume none needed			
Music Equipment	Assume none needed			
	Total Instruction			\$53,375.00

<b>Services &amp; Supplies</b>				
Office supplies	\$250 per FTE	\$250.00	3.75	\$937.50
Office Furniture	Assume none needed			
Bookkeeping & Audit	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below		
Payroll Services	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below		
Banking Fees	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below		
Legal Services	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below		
Liability & Property Insurance	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below		
Staff Development	\$1,000 per teacher	\$1,000.00	3.75	\$3,750.00
Travel	\$150 per teacher	\$150.00	3.75	\$562.50
Internet	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below		
Food Service	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below		
Transportation	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below		
Health Supplies	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below		
Pest Control	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below		
Janitorial Supplies	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below		
Waste Disposal	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below		
Indirect Costs	Estimated Revenue Amount (\$622,638.69) x 2.67%	\$16,624.45		\$16,624.45
	<b>Total Services &amp; Supplies</b>			<b>\$21,874.45</b>
<b>Facilities</b>				
Rent/Lease/Mortgage	Not needed as PACE Academy exists within Flathead High School			
Maintenance & Repair	Not needed as PACE Academy exists within Flathead High School			
Gas/Electric	Not needed as PACE Academy exists within Flathead High School			
Phone	Not needed as PACE Academy exists within Flathead High School			
Fire & Security	Not needed as PACE Academy exists within Flathead High School			
	<b>Total Facilities</b>			<b>\$0.00</b>

	Total Revenue			\$622,638.69
	Total Expenditures			\$374,256.20
	Surplus (Revenue - Expenditures)			\$248,382.49

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

<b>Flathead PACE Academy Annual Operating Budget and Cash Flow: 5 Year Projections</b>						
Description	Assumptions	Amount	24-25	Year 1	28-29	Year 5
<b>Revenues</b>						
High School Basic Entitlement	Minimum 41 students needed	\$274,786.00	1	\$274,786.00	1	\$274,786.00
State ANB Earnings	\$8,075 per student, less .50 per student under 800	\$8,075.00	41	\$330,000.00	150	\$1,211,000.00
Quality Educator Payment	Quality educator payment for each certified staff member	\$3,673.00	4	\$14,692.00	6.9	\$25,343.70
Data for Achievement	Per ANB	\$23.58	41	\$966.78	150	\$3,537.00
At Risk Payment	per student count (not actual enrollment)	\$28.88	41	\$1,184.08	150	\$4,332.00
Indian Education for All	per ANB	\$24.63	41	\$1,009.83	150	\$3,694.50
American Indian Achievement Gap	\$242 per Native American Student. This number is currently unknown.	\$242.00	0	\$0.00	0	\$0.00
Applicable State Grants	Received only if we get an equitable share of state grant funding	\$0.00	41	\$0.00	150	\$0.00
Applicable Federal Grants	Received only if we get an equitable share of federal grant funding	\$0.00	41	\$0.00	150	\$0.00
Local Tax Revenue	Local levies to bring us to 100% of the max allowed budget	\$0.00	41		150	\$0.00
Grants and Fundraising	We assume no additional fundraising in year 1	\$0.00	41	\$0.00	150	\$0.00
	Total Revenues			\$622,638.69		\$1,522,693.20

<b>Expenditures</b>						
<b>Personnel</b>						
Head of School/Principal	25 % of current administrator	\$25,000.00	1	\$25,000.00	1	\$25,000.00
Career Coordinator	1	\$80,000.00	1	\$80,000.00	1	\$80,000.00
Counselor	0.1	\$5,500.00	1	\$5,500.00	0.3	\$16,500.00
Librarian	0.1	\$5,500.00	1	\$5,500.00	0.3	\$16,500.00
SPED Teacher	0.1	\$5,500.00	1	\$5,500.00	0.3	\$16,500.00
Teachers	.4 English, .4 Math, .4 Science, .4 Social Studies, .1 Business	\$93,500.00	1	\$93,500.00	5	\$275,000.00
Paraprofessionals	None at this time					
Clerical	None at this time					
Nurse	None at this time					
Custodial	.25 to cover % of facility used for PACE Academy	\$10,000.00	1	\$10,000.00	1	\$10,000.00
Fringe Benefits	17% of salary expenditure amount (\$247,000)	\$41,990.00		\$41,990.00		\$74,715.00
Health Benefits	\$753.54 per employee x 10 months	\$7,535.40	3.75	\$28,257.75	8.15	\$61,413.51
Other	Assuming cell phones, mileage, travel reimbursement \$1,000 per person	\$1,000.00	3.75	\$3,759.00	8.15	\$8,150.00
	Total Personnel			\$299,006.75		\$583,778.51
<b>Instruction</b>						
Textbooks	Assume \$250 per student	\$250.00	41	\$10,250.00	150	\$37,500.00
Online Curriculum	Assume 1 math course per student at \$150 per course	\$150.00	41	\$6,150.00	150	\$22,500.00
Classroom Paper & Supplies	Assume \$30 per student	\$30.00	41	\$1,230.00	150	\$4,500.00
Computers	1 to 1 Chromebook, \$500 each	\$500.00	41	\$20,500.00	150	\$75,000.00
Software	Assume \$100 per student	\$100.00	41	\$4,100.00	150	\$15,000.00
Other Technology	Assume \$70 per student hotspots	\$70.00	41	\$2,870.00	150	\$10,500.00
Field Trips	Assume \$25 per student	\$25.00	41	\$1,025.00	150	\$3,750.00
Instructional Equipment	Staff laptops \$800 each	\$800.00	4	\$3,200.00	12	\$9,600.00
Library & Media	Included in textbooks & supplies	\$0.00	0	\$0.00	0	\$0.00
Student Assessment	Assume \$50 per student	\$50.00	41	\$2,050.00	150	\$7,500.00

Classroom Furniture	Collaborative tables & classroom chairs	\$2,000.00	1	\$2,000.00	0	\$0.00
Athletic Equipment	Assume none needed					
Music Equipment	Assume none needed					
	Total Instruction			\$53,375.00		\$185,850.00
<b>Services &amp; Supplies</b>						
Office supplies	\$250 per FTE	\$250.00	3.75	\$937.50	6.9	\$1,725.00
Office Furniture	Assume none needed					
Bookkeeping & Audit	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below				
Payroll Services	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below				
Banking Fees	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below				
Legal Services	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below				
Liability & Property Insurance	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below				
Staff Development	\$1,000 per teacher	\$1,000.00	3.75	\$3,750.00	5.9	\$5,900.00
Travel	\$150 per teacher	\$150.00	3.75	\$562.50	5.9	\$885.00
Internet	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below				
Food Service	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below				
Transportation	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below				
Health Supplies	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below				
Pest Control	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below				
Janitorial Supplies	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below				
Waste Disposal	Included in direct cost rate calculated at 2.67% of our revenue	Indirect cost calculated below				
Indirect Costs	Estimated Revenue Amount (\$622,638.69 yr 1, \$1,522,693.20 yr 5) x 2.67%	\$16,624.45		\$16,624.45		\$40,655.91
	Total Services & Supplies			\$21,874.45		\$49,165.91

<b>Facilities</b>						
Rent/Lease/ Mortgage	Not needed as PACE Academy exists within Flathead High School					
Maintenance & Repair	Not needed as PACE Academy exists within Flathead High School					
Gas/Electric	Not needed as PACE Academy exists within Flathead High School					
Phone	Not needed as PACE Academy exists within Flathead High School					
Fire & Security	Not needed as PACE Academy exists within Flathead High School					
	Total Facilities			\$0.00		\$0.00
<b>5 Year Projection</b>				<b>24-25/Year 1</b>		<b>28-29/Year 5</b>
	<b>Total Revenue</b>			\$622,638.69		\$1,522,693.20
	<b>Expenditures</b>					
	Total Personnel			\$299,006.75		\$583,778.51
	Total Instruction			\$53,334.00		\$185,850.00
	Total Services & Supplies			\$21,874.450		\$49,165.91
	Total Facilities			\$0.00		\$0.00
	Total Expenditures			\$374,256.20		\$818,794.42
	Surplus (Revenue-Expenditures)			\$248,382.49		\$703,890.78

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

We do not anticipate any fundraising during the initial start of the Flathead PACE Academy.

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



The Flathead PACE Academy will exist in rooms (254, 255, 257, 258, 262, 264) at Flathead High School. This area has 3 flexible breakout spaces and 2 small conference rooms.

**COMMUNITY SUPPORT AND NEED**

**We recognize that this section does not provide the space to fully and accurately respond to each of the questions below. Attachments and appendices are permitted. Please make sure to clearly state where corresponding responses are located.**

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

Advisory councils in various industry areas dating back 5 or more years indicate an interest in partnering with schools to provide career-related opportunities and training. These relationships are broad and extensive, including the medical profession, hospitality, automotive, construction, manufacturing, education, communication, and outdoor sciences. These industry partners are willing to support career exploration, student internships, and training opportunities.

Our valley currently has an aging workforce. Partners in area industries are anxious to train and employ the next generation. Many of these are good paying, stable jobs. On a number of levels, our industry partners have opened their doors to our school community, seeing the value in a collaborative effort.

Additionally, feedback from our community indicates a desire for more flexibility in schooling. The traditional model of 7 periods a day, 5 days a week, for 180 school days a year meets the needs of some, but not all families. Our Flathead PACE Academy provides desired flexibility around school day and calendar.

We also hear from families a desire for more flexibility in academic offerings and pacing of coursework. While, for efficiency's sake, standard public school courses are delivered on a regular, teacher-led class period schedule, there are ways to make education more flexible and yet still be manageable for the teacher. The PACE Academy explores flexible models of delivery and scheduling that result in personalized instruction. Parents recognize the individual needs of their children, and they are asking public schools to meet those needs in a variety of ways. The Flathead PACE Academy provides a structure for flexibility that can adapt and change to our population.

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

Parents, students, and the school work together to build an educational experience for enrolled students. Each student creates a high school pathway, and parents are an important partner in this process. Parents sign off on an education plan completed in June prior to the start of each year. Our role as educators is to provide the structure and guidance for completion of the high school diploma. We partner with parents to determine the best path through high school.

We recognize that fifteen-year-olds do not always have a concise and realistic career path plan. The beauty of career exploration in a high school lies in its ability to adapt and change. If students recognize that a career field area of interest is NOT what they wanted, that is still considered to be a win. We provide the resources and guidance to students and parents so that an alternative path can be found.

Parents are encouraged to attend a parent session at Open House in early September, so they can learn about our program and how to best support their child. Parent Teacher Conferences are held in November of each year. Additionally, a **Parent Advisory Council** is part of the school's organizational structure. Opportunities for community input occur throughout the year.

Student and family surveys are a critical component to our feedback structure. Our program, schedules, and offerings are evaluated each year based on this feedback. Ultimately, our goal is to have a school that flexibly meets the needs of all learners, providing a unique and relevant high school experience.