

## PUBLIC CHARTER APPLICATION COVER PAGE

### Check One:

- New Public Charter under Existing Local School Board  
 New Public Charter District

**Name of Public Charter School: Rising Wolf Charter School**

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

SD5 - Kalispell Public Schools approved charter application at 10/24/23 school board meeting. **From the minutes:** The board authorizes Flathead and Glacier High School to submit applications for public charter schools.

### Contact Information for the Governing Board Chair

Contact Person: Heather Asher, KPS Board Chair  
Address: 233 1st Ave East, Kalispell, MT 59901  
Telephone Number: 406 751-3400  
E-mail Address: asherh@sd5.k12.mt.us

### Contact Information for the Person Completing this Application

Contact Person: Alan Stanfield, Assistant Principal, Glacier High School  
Contact Address: 375 Wolfpack Way, Kalispell, MT 59901  
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## PUBLIC CHARTER APPLICATION

**Name of Public Charter School: Rising Wolf Charter School**

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

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

**Public Charter Term Length: 5 Years**

**Grades to be served: 9-12**

**Minimum Enrollment Per Year: 41-80**

**Planned Enrollment Per Year: 80-240**

**Maximum Enrollment Per Year: 300**

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

	Grade 9	Grade 10	Grade 11	Grade 12	Total
Year 1	20	20	20	20	80
Year 2	40	40	40	20	140
Year 3	60	60	60	40	220
Year 4	60	60	60	60	240
Year 5	75	75	75	75	300

## 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.

Mission: To inspire lifelong learning by providing a broad, engaging education in a respectful, safe and supportive environment.

Vision: To offer flexible scheduling for students who want something different than the traditional school schedule, and provide more personalized learning opportunities.

The Rising Wolf Charter School will be important to a community who values school opportunities that can be personalized in a way that students and families can have more voice in what their school day looks like year to year and what course study offerings are available to them in multiple ways from our school district. Every student in the Rising Wolf Charter School will have an "Individual Learning Plan" designed with their specific needs in mind and will give them voice and choice with their learning environment.

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

Seven periods a day everyday can be an overwhelming school load to kids that come to our high school district from a variety of different middle school models. Additionally, some upperclass students don't need seven classes to meet graduation requirements and desire other learning opportunities to further their college or career goals. The Rising Wolf Charter School creates a learning block, modeled after the University of Montana Western X1 (Experience One) program, that facilitates a more in depth study of one class at a time for a longer period of time in a condensed time frame, before moving on to their next required core or elective course. Allowing students to enroll in a half or full day of the longer learning X1 block will provide students learning experiences that better facilitate more hands-on learning, and afford the teaching staff time to offer more learning interventions to ensure mastery of learning before students move to the next course of study. The goal of our charter school will be to reduce the stress load of students who want to balance a smaller load of courses, while not falling behind on their graduation requirements. It would be possible for a charter school student to be enrolled in as few as two courses at a time, but still be on track for graduation when the semester is complete. This model also could facilitate more options within our current Work-Based Learning program for internships.

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

Assuming our charter academy is approved, we would market our flexible scheduling model to incoming 8th graders and current GHS students. Our course registration process takes place in February, so between the time of approval in January we would talk to our partner school district counselors and principals, parents, and students through our registration publication and parent university, and provide details to our community on our website. After registration requests come in, we would evaluate the staffing needs and if our demand for charter placement exceeds our capacity. We anticipate being able to build a model that accommodates all X1 block course requests for the charter school. In the unlikely event that we cannot accommodate all charter school course requests, a lottery procedure would be assigned after February registration. The lottery would consist of a random placement done through our Powerschool scheduling software. Final schedules are committed for the 2024-25 school year in May.

**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.**

The innovative approach to our charter school will be implementation of the X1 block schedule that allows students to experience one class in a 2.5-hour block for 24 school days prior to moving to their next X1 block. Students who want to have this schedule could choose an AM block, a PM block, or both. While block scheduling itself is not innovative, what is innovative about our model is that the block is not part of the full year long scheduling model like it would be for normal block high school schedules. Our approach allows students to stay in the block schedule for part or all of their school day, depending on their other areas of course interest. Our formal assessment process will be based on meeting specific content standards and competency levels that vary based on specific courses. If a student meets proficiencies ahead of schedule, they could potentially move ahead or have extra enrichment time for higher level mastery learning. Additionally, if a student does not meet proficiency standards on schedule, our flexible scheduling model can allow them to have extra time to relearn and reassess before moving on to the next course. One key difference will be in the grading policy. Students in the Rising Wolf Charter School will not receive F's as they do in a traditional grading scale. If credit is not earned by meeting the stated proficiency levels for that course, that will simply mean the student has not shown enough evidence yet to earn credit. Until the credit is earned, it will show as Incomplete until the proficiency level is mastered. At that point, the student's transcript will show credit has been earned for the course.

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

The X1 block model has different start/end dates compared to traditional Glacier High School courses. Variances to permit flexible reporting of credit earned once the course proficiency is completed, rather than the normal end of a semester grading period.

Additional variances, based on the student's course of study may include credit for career exploration and/or training experiences achieved through community partnerships. Examples of these could include, but are not limited to, certifications in the healthcare industry (EMT, CNA, etc.), trades apprenticeship programs, or opportunities available through other education agencies (Flathead Valley Community College for example). While many of the opportunities can exist currently through Kalispell Public School work based learning, the variances requested will guarantee these opportunities will count towards a student's graduation requirements.



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

The instructional design of the proposed X1 block allows students to be in one class for the equivalent of three normal class periods, but only be in that class for a 1/3 of the semester. The X1 block provides in-depth, experiential learning opportunities and will give students more agency about their own learning. The X1 will also create more student choice over how they demonstrate their learning and show mastery of the course material. Students will be part of a unique cohort, where the learning environment fosters collaboration and teamwork. Students will learn to problem solve and design their own project or problem-based learning projects. For example, in this model, a Science class could conduct field studies outside of the classroom with the extended time to be outside, or conduct longer and more in-depth in classroom labs that will produce higher level learning, simply due to the lack of opening and closing setup and cleanup duties involved. The intended class size is ideally between 20-25 students in each block, with a maximum of 30 students.

**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.**

Since our charter school will function as a school within a school, the integration of our Special Education case management will be determined by how many students with an Individual Education Plan (IEP) sign up for Rising Wolf Charter School. We think the X1 block will reduce the stress load of juggling multiple courses and also limits the amount of transitions in a student's day that can lead to problems of tardiness, or even lack of attendance. Through our exploration of the X1 model, one thing we heard from Montana Western is that students who struggle with focus have done well in this model. We have seen a similar model work well for students on IEP's who have enrolled in our summer school. Students have high success rates when they can learn one class at a time, with a more intensive time of focus given to one class before moving on to the next course of study. Data to highlight this comes from our 2023 summer school model. Glacier HS had 228 students earn credit this past summer. Seven of those students were on a 504 plan, and sixteen were on an IEP. Any students on an IEP who enroll in the Rising Wolf Charter School will have the normal support of a SPED certified case manager.

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

Our student discipline policies would be in alignment with the existing Student Handbook of Glacier High School, which is linked below:

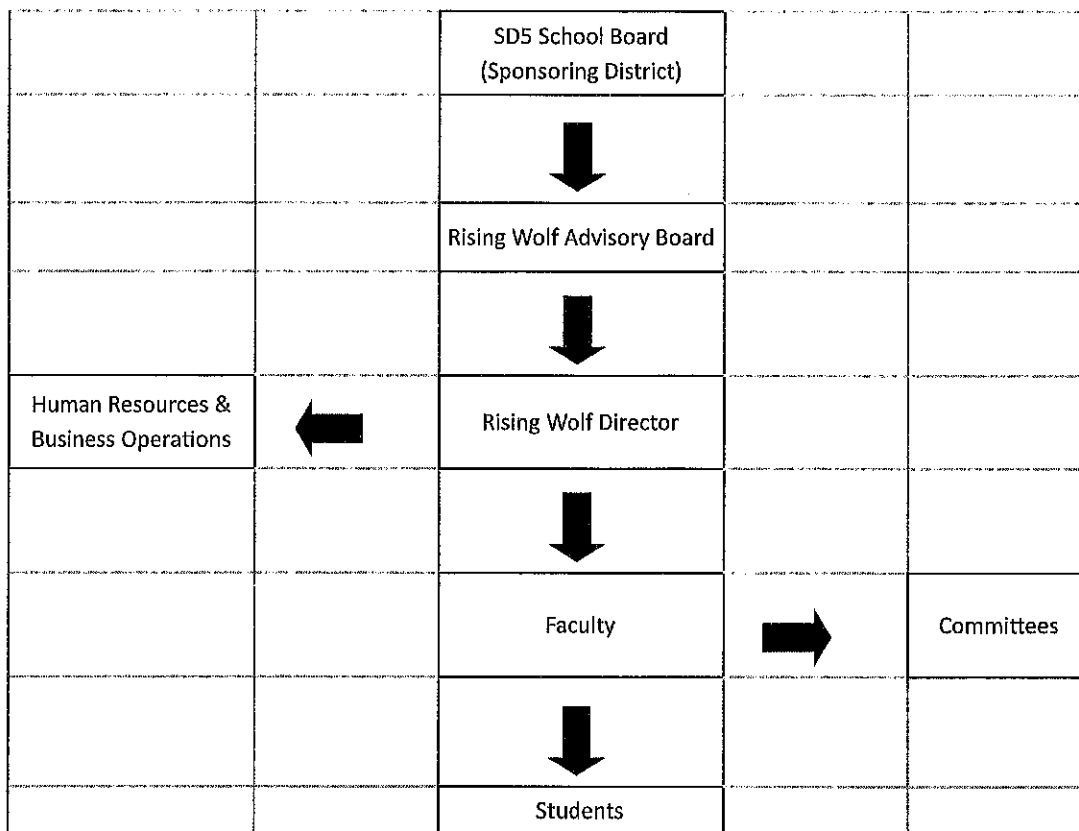
<https://glacier.sd5.k12.mt.us/students-parents1/2022-2023-student-and-parent-handbook>

## **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.**

Organizational Chart: The existing SD5 school board (11 members) will govern the Rising Wolf Charter School. Pursuant to the HB549 law, Rising Wolf Charter will establish an advisory board that will provide recommendations and insight regarding the operations of Rising Wolf Charter School. A current Glacier High School principal will be named director in charge of the charter school, and will handle scheduling of the X1 block schedule.



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

Since we are applying for a charter that already has governance by an established school board, the roles and responsibilities fall upon our existing Kalispell Public Schools board. Our advisory board specific to Rising Wolf Charter School would include two current Kalispell board members, and five community members with an educational background. We anticipate making regular reports to the board, similar to the three current high schools: Flathead, Glacier and Linderman Education Center. Opportunities will also exist for governing board members to hear from students and staff in the Rising Wolf Charter School, and also participate in the intensive learning blocks as they desire and are able.

**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.**

We utilize the department leader model at GHS. The Director of Rising Wolf Charter School will be the current GHS assistant principal in charge of scheduling. They will serve as the department leader in charge of the charter school, and make regular reports to the bi-weekly department leader meetings. They will oversee the student scheduling of courses and filling the staff needs for the charter school. The assistant principal will be working with other GHS administrators and department heads to assign or hire staff that desire to teach in the X1 block charter school schedule, whether it be only the AM or PM block, or both if scheduling allows for that.

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

- a. 10/24/2023 SD5 approved the charter school application process and voted to allow GHS to submit our application prior to the 11/1/2023 deadline.
- b. Mid November: state board evaluation, interview, and public forum
- c. Approval process finalized at January 18-19 board meeting (state level)
- d. Public marketing to students and parents prior to our February registration
  - i. Visits to all of our K-8 partner school districts that feed to Glacier High School
  - ii. Parent University: course registration process, 4-year high school planning and charter options
  - iii. February 14th Glacier High School & Rising Wolf Charter registration for existing students
  - iv. February 20-23 registration at all of our partner school districts
- e. March 1, 2024 - evaluate projected enrollment and create job descriptions for staff at charter school
- f. March 31, 2024 - finalize staff hiring for Rising Wolf Charter School
- g. April 15, 2024 - run the lottery through Powerscheduler if required by capacity limits
- h. May 1, 2024 - finalize and commit to our 2024-25 master schedule for upcoming school year
- i. June 10-14, 2024 - staff retreat planning for curriculum adoption/transition of curriculum into block format

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

Depending on our enrollment, we foresee existing GHS teachers teaching full-time or part-time in the charter school option. We are polling existing staff once our application is approved. We would run open positions, and consider both in-district and external candidates for open positions based on the needs of our enrollment projections.

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

Rising Wolf Charter School will use the Danielson performance evaluation plan. New staff will be observed twice each year, unless they are already a tenure teacher in the school district. In that case, they would be evaluated once every three years. Glacier HS administrative staff will work with the KPS human resources to ensure employment policies are consistent between the Glacier Charter School and Kalispell Public School hiring policies. The employment policies and procedures for SD5 are linked below:

<https://www.sd5.k12.mt.us/departments/human-resources/personnel-policies-and-procedures>

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

The proposed governing bylaws 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.**

We have already been in consultation with administrators at Montana Western and they desire to partner with us on the logistics of the X1 blocking model we plan to incorporate. As we flesh our course opportunities in the charter school, we also plan to work closely with Flathead Valley Community College regarding concurrent enrollment. Due to the nature of the X1 block, we anticipate more opportunities for meaningful Work-Based Learning opportunities, so we will continue to partner with members of our community to place our students in career-based internships. Furthermore, we expect to expand our partnership opportunities with entities like the



Glacier Institute and the DNRC, located right next to GHS as we develop more learning opportunities outside the traditional walls of the classroom.

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

Calendar and sample schedules are copied below.

<b><i>Rising Wolf Charter School: Western X1 Schedule Model</i></b>					
<b>Semester 1</b>	<b>Block 1</b>	<b>Credits</b>	<b>Date Range</b>	<b>Break/Int.</b>	
AM Block	8:15-10:45	0.5	8/28-10/2	10/3-10/6	
PM Block	12:45-3:15	0.5			
	<b>Block 2</b>	<b>Credits</b>	<b>Date Range</b>	<b>Break/Int.</b>	
AM Block	8:15-10:45	0.5	10/7-11/11	11/12	
PM Block	12:45-3:15	0.5			
	<b>Block 3</b>	<b>Credits</b>	<b>Date Range</b>	<b>Break/Int.</b>	
AM Block	8:15-10:45	0.5	11/13-12/20	12/21-1/5	Winter Break
PM Block	12:45-3:15	0.5			
<b>Midterm</b>			1/6-1/17		
<b>Includes:</b>	Credit completion/retrieval, expanded learning for mastery, job shadow				
<b>Semester 2</b>	<b>Block 1</b>	<b>Credits</b>	<b>Date Range</b>	<b>Break/Int.</b>	
AM Block	8:15-10:45	0.5	1/20-2/20	2/21-2/24	
PM Block	12:45-3:15	0.5			
	<b>Block 2</b>	<b>Credits</b>	<b>Date Range</b>	<b>Break/Int.</b>	
AM Block	8:15-10:45	0.5	2/25-3/28	3/29-4/6	Spring Break
PM Block	12:45-3:15	0.5			
	<b>Block 3</b>	<b>Credits</b>	<b>Date Range</b>	<b>Break/Int.</b>	
AM Block	8:15-10:45	0.5	4/7-5-8	5/9-5/11	
PM Block	12:45-3:15	0.5			
<b>May-June Term</b>			5/12-6/13		
<b>Includes:</b>	Credit completion/retrieval, expanded learning for master, internship				
	Experiential learning opportunities				
	Travel for credit options				

**2024-25 Sample Schedule**

<b>X1 Hybrid: AM</b>	<b>9th Grade Ex</b>	<b>Time</b>	
AM Block Period	English	8:15-10:45	2.5 Hour Block
(24 day rotation)	Science		
	Elective/Math		
4th Period	Elective/Math	11:05-11:55	
<i>Lunch</i>		11:55-12:35	
5th Period	Elective	12:35-1:25	
6th Period	Elective	1:30-2:20	
7th Period	Elective	2:25-3:15	

<b>X1 Hybrid: PM</b>	<b>9th Grade Ex</b>	<b>Time</b>	
1st Period	Elective	8:15-9:05	
2nd Period	Elective	9:10-10:05	
3rd Period	Elective	10:10-11:00	
4th Period	Elective/Math	11:05-11:55	
<i>Lunch</i>		11:55-12:35	
PM Block Period	<u>Blocks</u>	12:45-3:15	2.5 Hour Block
(24 day rotation)	English		
	Science		
	Elective/Math		

<b>X1 Squared: Both</b>	<b>9th Grade</b>	<b>Time</b>	
AM Block Period	English	8:15-10:45	2.5 Hour Block
	Science		
	Elective/Math		
4th Period	Advisory/LL	11:05-11:55	
<i>Lunch</i>		11:55-12:35	
PM Block Period	<u>Blocks</u>	12:45-3:15	2.5 Hour Block
	English		
	Science		
	Elective/Math		



## BUSINESS OPERATIONS

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

Since our charter school will be run as a school within a school, all transportation, food service, and other operational services will be provided by Glacier High School and Kalispell Public School staff already responsible for these areas of operation.

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

Rising Wolf Charter School will offer no Co-curricular activities. All charter school students can participate in Glacier High School Co-Curricular activities.

**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 and safeguards. The financial plan and policies for SD5 is linked below:

<https://www.sd5.k12.mt.us/departments/business-and-finance/budgeting-and-accounting>

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

Insurance will be covered by existing School District 5 insurance coverage policies.

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

Five-year budget projections are estimated on a low-end enrollment projection and are shown on the attached spreadsheet, plus copied below.

Budget	%	Year 1	Year 2	Year 3	Year 4	Year 5
Staffing (Salary & Benefits)	80%	\$736,628.80	\$1,124,228.80	\$1,641,028.80	\$1,770,228.80	\$2,157,828.80
Technology	10%	\$92,078.60	\$140,528.60	\$205,128.60	\$221,278.60	\$269,728.60
Supplies (Books, etc.)	5%	\$46,039.30	\$70,264.30	\$102,564.30	\$110,639.30	\$134,864.30
Misc.	5%	\$46,039.30	\$70,264.30	\$102,564.30	\$110,639.30	\$134,864.30
<b>Total Spending</b>		<b>\$920,786.00</b>	<b>\$1,405,286.00</b>	<b>\$2,051,286.00</b>	<b>\$2,212,786.00</b>	<b>\$2,697,286.00</b>

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

Cash flow projections are detailed on the attached spreadsheet, and copied below.

Projected Enrollment:	ANB	Year 1	Year 2	Year 3	Year 4	Year 5
80	\$8,075.00	\$646,000.00				
140	\$8,075.00		\$1,130,500.00			
220	\$8,075.00			\$1,776,500.00		
240	\$8,075.00				\$1,938,000.00	
300	\$8,075.00					\$2,422,500.00
Base Entitlement:		\$274,786.00	\$274,786.00	\$274,786.00	\$274,786.00	\$274,786.00
Estimated cash flow projections:		<b>\$920,786.00</b>	<b>\$1,405,286.00</b>	<b>\$2,051,286.00</b>	<b>\$2,212,786.00</b>	<b>\$2,697,286.00</b>

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

No current plans to need extra fundraising campaigns at this time.

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

Current facilities at Glacier High School will be used for the Rising Wolf Charter School. We have one computer lab that will be repurposed for the charter school, and depending on enrollment, we will use existing classrooms at GHS. Our school district is in the middle of a long-range facility planning phase and if our charter school enrollment were to be strong, we could foresee an expansion down the road to GHS that would accommodate future needs of the charter school.

## **COMMUNITY SUPPORT AND NEED**

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

The evidence of community support can be seen in a variety of ways. First, our new Work Based Learning program has been widely well received, which is evidenced by the multitude of business partners who have signed on to house internships for our students. We have also successfully run a student-built house program that requires multiple community agencies to partner together. Additionally, our community supports varied extended learning experiences at the K-8 level, and those opportunities will be expanded in the Rising Wolf Charter. Our charter school will be an extension of choice options that our community has shown a desire to support, and our school can facilitate a bridge between many different stakeholders in the Flathead Valley community. We have heard all of these areas of existing support and potential concerns around more flexibility with scheduling and course menu at various Parent Universities and at community/parent listening sessions.

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

Parents will be directly involved with the creation of Individual Learning Pathways for every student in the charter school. Our Parent University last year around Four-Year Planning was heavily attended by both parents and students who are looking to have more voice in what their high school journey looks like year to year. The X1 block will potentially attract students in our district who have wanted more choice with different school calendars and the potential to carve out space for other learning opportunities. Parents will be able to serve on a school-wide committee that will be key to the success of our charter school.

Due to the nature of our intensive, short-term blocks, it will be imperative to have parental involvement and communication regarding student performance. Grading periods in the X1 model are over at different times than the traditional school calendar. Communication around credit earned at the end of the 24-day grading periods, or the need to spend more time during the extended learning window at the end of the term will be important for parents to understand. In some ways, the X1 model has already worked in a credit retrieval model that has existed for years here with the Kalispell Public Schools summer school program. Students work on one class at a time in short three week blocks to earn credit for a class that they failed during the school year. Our district has had wide success with this model, but has never been able to implement it in a meaningful way during the normal school calendar. Expectations of parent involvement will be varied class to class, with opportunities to participate in our experiential learning options and to assist in building their students "Individual Learning Plan" for each new school year.

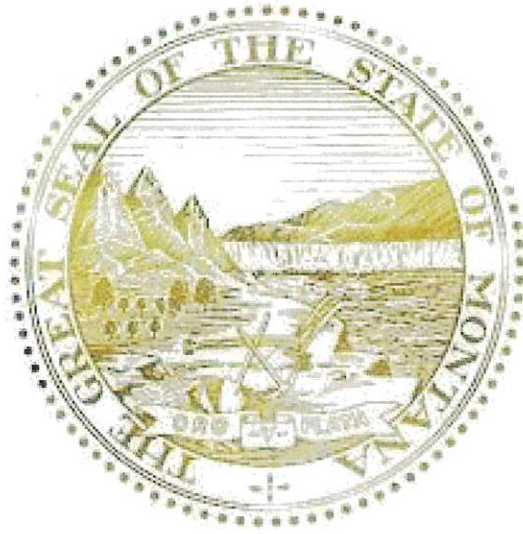
## **NOT AN EXISTING LOCAL SCHOOL BOARD? COMPLETE THE FOLLOWING INFORMATION**

**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. Provide specific evidence that the applicant has sought from the local school board the creation of a school or program of the located school district serving the mission and vision of the proposed public charter school.
2. Provide specific evidence that the local school board declined to create the school or program and declined to submit a proposal for the creation of a public charter school to the Board of Public Education.
3. Provide a legal description of the property of the existing school district from which the boundaries of the public charter school district are proposed to be formed.
4. Share background information on the initial governing board members and, if identified, the proposed school leadership and management team.

**Questions? Contact [bpe@mt.gov](mailto:bpe@mt.gov)**





# Montana Board of Public Education

## Public Charter School Application

*September 2023*

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## INTRODUCTION

HB 549 (2023) authorized the establishment of public charter schools in Montana and tasked the Montana Board of Public Education as the sole entity authorized to enter into public charter contracts with a governing board. There are two types of public charter schools – those operating under an existing local school board and those operating as a new school district under a separate governing board. This Public Charter School Application is for both options.

A public charter school means a public school that has autonomy over decisions including, but not limited to, matters concerning finance, personnel, scheduling, curriculum, and instruction as defined in a public charter contract. Public charter schools are governed by a local school board, or in the case of a governing board other than a local school board, by the governing board of the public charter school district of which the public charter school is a part. Public charter schools are established and operated under the terms of a public charter contract and allow parents to choose to enroll their children. Public charter schools must admit students based on a lottery if more students apply for admission than can be accommodated.

Public charter schools provide a program of education that may include any or all grades from kindergarten through grade 12 and vocational education programs and operate in pursuit of a specific set of educational objectives as defined in its public charter contract.

The evaluation of your application will focus on whether implementing the proposals in your application will lead to the academic, organizational, and financial performance you are promising in exchange for potential broad flexibility from Montana’s education standards. The evaluation will also determine whether:

- There is an established need for the proposed public charter school;
- The proposed public charter school meets the needs of all its students;
- The proposed public charter school is of the highest academic quality;
- The proposed public charter school will provide a healthy learning environment and positive school climate;
- The proposed governing board demonstrates the capacity to implement the plan outlined in the application with fidelity; and
- The proposed public charter school will provide an educational opportunity to students that they would not otherwise receive at the traditional school they are zoned to attend.

Applicants are strongly encouraged to review all information and resources available on the Board’s webpage under the Public Charter School tab prior to drafting and submitting a public charter school application.

## SUBMISSION PROCEDURES

To facilitate the Montana Board of Public Education’s review of public charter school applications, applicants must submit the application to [bpe@mt.gov](mailto:bpe@mt.gov) no later than November 1, 2023. The Board will review the public charter school application, and if completed, will facilitate an interview, and take public comment on the application at the November 15-17, 2023 Board meeting. Final approval of the application will take place at the January 18-19, 2024 Board meeting.

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

Please note that submitting a public charter school application does not guarantee that a public charter school contract will be granted. Failure to adhere to any requirements may yield a defective application that is rejected before consideration. In addition, complete applications that are not strong enough to guarantee a successful public charter school implementation will be recommended for denial.



# PUBLIC CHARTER APPLICATION COVER PAGE

Check One: \_\_\_ New Public Charter under Existing Local School Board      \_\_\_ New Public Charter District

Name of Public Charter School \_\_\_\_\_

Local school district in which the public charter school will be physically located: \_\_\_\_\_

## Contact Information for the Governing Board Chair

Contact Person: \_\_\_\_\_  
Name Title

Contact Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

## Contact Information for the Person Completing this Application

Contact Person: \_\_\_\_\_  
Name Title

Contact Address: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

E-mail Address: \_\_\_\_\_

# PUBLIC CHARTER APPLICATION

Name of Public Charter School: \_\_\_\_\_

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

Opening Date: \_\_\_\_\_ Public Charter Term Length: \_\_\_\_\_

Grades to be served: \_\_\_\_\_

Minimum Enrollment Per Year: \_\_\_\_\_

Planned Enrollment Per Year: \_\_\_\_\_

Maximum Enrollment Per Year: \_\_\_\_\_

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	Total
Year 1														
Year 2														
Year 3														
Year 4														
Year 5														

## 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.
  
2. Identify the targeted student population and the community the public charter school proposes to serve.
  
3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.
  
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.

5. Describe any variances to existing standards that the public charter school requires to enhance educational opportunities.
6. Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.
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.
8. Describe student discipline policies, including those for special education students.

## **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.
10. Describe the roles and responsibilities of the governing board, the proposed leadership management team, and other entities shown in the organizational chart.
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.
12. Detail the public charter school startup plan, identifying tasks, timelines, and responsible individuals.
13. Describe the plans for recruiting and developing school leadership and staff.
14. Describe the proposed leadership and teacher employment policies, including performance evaluation plans.
15. State the proposed governing bylaws.



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

17. Provide the proposed calendar and sample daily schedule.

## **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.

19. Describe cocurricular and extracurricular programs and how the programs will be funded and delivered.

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

21. Describe the insurance coverage that will be obtained.

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

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

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

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

## **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.

27. Describe the opportunities and expectations for parent involvement.

## **NOT AN EXISTING LOCAL SCHOOL BOARD? COMPLETE THE FOLLOWING INFORMATION**

**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. Provide specific evidence that the applicant has sought from the local school board the creation of a school or program of the located school district serving the mission and vision of the proposed public charter school.
2. Provide specific evidence that the local school board declined to create the school or program and declined to submit a proposal for the creation of a public charter school to the Board of Public Education.
3. Provide a legal description of the property of the existing school district from which the boundaries of the public charter school district are proposed to be formed.
4. Share background information on the initial governing board members and, if identified, the proposed school leadership and management team.

*Questions? Contact [bpe@mt.gov](mailto:bpe@mt.gov)*