



Montana Board of Public Education

**Public Charter School Application
Lockwood Public Schools
Lion's Path Academy
*October 8, 2024***

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INTRODUCTION

HB 549 (2023), now codified in Title 20, Chapter 6, Part 8 of Montana Code Annotated, 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.

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 between the dates of October 28 and November 1, 2024, with a deadline of November 1, 2024 at 5PM. All submission materials must be submitted in a single electronic submission. Multiple attachments will not be accepted in the submission. The Board will review the public charter school application, and if determined complete, will facilitate an interview, and take public comment on the application in November. Final approval of the application will take place at the January 2025 Board of Public Education meeting. Please note the timeline on the Board's webpage under the Public Charter School tab.

We recognize that this application may not provide the space to fully respond to each of the questions in the application. Please provide a brief, direct response to each question, with reference to attachments, appendices, and weblinks to lengthier handbooks, policies, and additional information. Please make sure to clearly state where any corresponding responses are located within the application and limit application pages to 26, plus any attachments and letters of support.

Please note that submitting a public charter school application does not guarantee approval and that a public charter school contract will be granted. Failure to adhere to any requirements may lead to an incomplete 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 Lion's Path Academy

Local school district in which the public charter school will be physically located: Lockwood School District

Contact Information for the Governing Board Chair

Contact Person: Josh Skidmore Lockwood School Board of Trustees Chairman
Name Title

Contact Address: 1932 US Highway 87 E, Lockwood, MT 59101 _____

Telephone Number: 1-406-861-4058 _____

E-mail Address: skidmorej@lockwoodschool.org _____

Contact Information for the Person Completing this Application

Contact Person: Don Christman Superintendent
Name Title

Contact Address: 1932 US Highway 87 E, Lockwood, MT 59101 _____

Telephone Number: 1-406-867-6207 _____

E-mail Address: christmand@lockwoodschool.org _____

Local Board of Trustee Evidence

Check One: ☒ Approved by existing local school board ☐ Refused approval by existing local school board

Provide copy of local school board minutes as evidence.

Minutes from the board meeting held 10/8/2024 are attached.

PUBLIC CHARTER APPLICATION

Name of Public Charter School: Lion's Path Academy

Provide an executive summary with the general purpose and rationale for the creation of the public charter school, and explain how the proposed public charter school is different from a program that you could operate or are currently operating without the public charter designation.

Opening Date: August 2025 Public Charter Term Length: Fall 2025-Spring 2030

Grades to be served: 9-12

Minimum Enrollment Per Year: 40

Planned Enrollment Per Year: 50

Maximum Enrollment Per Year: 60

During the proposed public charter 5-year term, indicate the specific grade-level programs that you plan to serve:

Check all that apply: ☐ Elementary Program ☐ Middle Grades Program ☒ High School Program

For each year of the public charter term, estimate the number of students the public charter school plans to serve in each grade:

	Elementary							Middle		High School				Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Year 1	0	0	0	0	0	0	0	0	0	10	10	10	10	40
Year 2	0	0	0	0	0	0	0	0	0	10	10	10	10	40
Year 3	0	0	0	0	0	0	0	0	0	10	10	10	10	40
Year 4	0	0	0	0	0	0	0	0	0	10	10	15	15	50
Year 5	0	0	0	0	0	0	0	0	0	10	10	15	15	50

ACADEMIC PROGRAM

See Submission Procedures

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

See accompanying document - Page 1

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

See accompanying document - Page 1

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

See accompanying document- Pages 1 & 2

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. **See accompanying document - Page 2**
5. Describe any variances to existing standards that the public charter school requires to enhance educational opportunities.
See accompanying document - Pages 2 - 5
6. Describe the instructional design, including the type of learning environment, class size and structure, curriculum overview, and teaching methods.
See accompanying document - Pages 6 & 7
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.
See accompanying document - Page 7
8. Describe student discipline policies, including those for special education students.
See accompanying document - Pages 7 & 8

SCHOOL GOVERNANCE

See Submission Procedures

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.
See accompanying document - Pages 8 - 10
10. Describe the roles and responsibilities of the governing board, the proposed leadership management team, and other entities shown in the organizational chart.
See accompanying document - Page 10
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.
See accompanying document - Pages 10 & 11
12. Detail the public charter school startup plan, identifying tasks, timelines, and responsible individuals.
See accompanying document - Pages 11 & 12
13. Describe the plans for recruiting and developing school leadership and staff.
See accompanying document - Page 12

14. Describe the proposed leadership and teacher employment policies, including performance evaluation plans.
See accompanying document - Page 12
15. State the proposed governing bylaws.
See accompanying document - Page 12 & 13
16. Explain any partnerships or contractual relationships central to the operations and mission of the public charter school.
See accompanying document - Page 13
17. Provide the proposed calendar and sample daily schedule.
See accompanying document - Pages 13 - 15

BUSINESS OPERATIONS

See Submission Procedures

18. Describe plans for providing transportation, food service, and all other significant operational or ancillary services.
See accompanying document - Pages 15 & 16
19. Describe co-curricular and extracurricular programs and how the programs will be funded and delivered.
See accompanying document - Pages 16 & 17
20. Describe the proposed financial plan and policies, including financial controls and audit requirements.
See accompanying document - Pages 17 & 18
21. Describe the insurance coverage that will be obtained.
See accompanying document - Page 18
22. Describe the startup and five-year budgets with clearly stated assumptions.
See accompanying document - Pages 18 & 19
23. Describe the startup and first year cash flow projections with clearly stated assumptions.
See accompanying document - Page 19
24. Describe anticipated fundraising contributions and evidence, if applicable.
See accompanying document - Pages 19 & 20
25. Describe the facilities plan, including backup or contingency plans.
See accompanying document - Pages 20 & 21

COMMUNITY SUPPORT AND NEED

See Submission Procedures

26. Describe the specific evidence of significant community support.
See accompanying document Pages 21 & 22

27. Describe the opportunities and expectations for parent involvement.

See accompanying document - Page 22

NOT AN EXISTING LOCAL SCHOOL BOARD? COMPLETE THE FOLLOWING INFORMATION

See Submission Procedures

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.

Not applicable

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.

Not applicable

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.

Not applicable

4. Share background information on the initial governing board members and, if identified, the proposed school leadership and management team.

Not applicable

Questions? Contact bpe@mt.gov

LOCKWOOD SCHOOL DISTRICT #26
YELLOWSTONE COUNTY, BILLINGS, MT
REGULAR MEETING

Call To Order

October 8, 2024

The meeting was held in the Lockwood Community Room located in the High School. Members of the public will be able to observe this meeting via livestream at:

[Lockwood School YouTube Channel](#)

Additionally, anyone wishing to make public comment submit the following form:

https://docs.google.com/forms/d/e/1FAIpQLSeLftqqnBN-PhkFF7L6m-vNtfhg4Bcs69f6935-qA_dRseo_w/viewform.

All received messages that comply with the following criteria will be read at the meeting: **No discussion of personnel or individual students is permitted.** Include your full name and address in your message. A limit of 300 words is placed on each person. This same link may be used to provide input on action agenda items prior to the Board taking action.

Chair Josh Skidmore called the Regular Meeting of the Board of Trustees to order at 6:00 p.m. by leading those present in the Pledge of Allegiance. The following Trustees and Officers were present: Trustees Josh Skidmore, Cory Schock, Shane Makeeff, Pamela Ask, Jacque Lorang, Stacy Lyson, , Superintendent Don Christman and Business Manager/District Clerk Laurie Kvamme. Trustee Jamie Fandrich and Student Council Representative Emily Brandenburg were absent.

All guests are asked to sign in upon arrival.

Mr. Skidmore welcomed visitors and advised the following:

Any person present who wishes to address the board or raise any question about public school district matters or governing policies may do so under public participation. No discussion of personnel or individual students is permitted at this time. A limit of 3 minutes is placed on each person. Persons who want more time may make arrangements to be placed on a future agenda. Visitors wishing to record this meeting electronically may do so providing the recording does not disrupt the orderly conduct of the meeting. As a courtesy, all cell phones should be turned off. The public is also reminded that they may provide input on all motions being considered by the board at this meeting, the Chairman will ask for input and public participants will have the opportunity to "raise their hand" electronically as trustees consider each motion.

INDIVIDUALS, RECOGNITION, ACCOMPLISHMENTS AND CORRESPONDENCE

A. Public Comment: Kirby Hibbs asked the Trustees to provide an update on the potential of a High School Baseball program. HD56 Representative Sue Vinton requested time to speak regarding the Legislative Page Program.

B. Correspondence: None received

- C. Staff Members Anna Potter provided an overview of their Middle School Summer Trip to Costa Rica and permission to advertise the upcoming Educational Tours trip to Japan. Trustee permission to advertise was granted.

DISTRICT REPORTS

- A. Facilities- Manager Marc Dearing was absent but provided a written report.
- B. Primary Report- Principal Jenny Fox reported attendance awards were given out in September, Parent Teacher Conferences are next week and having PTA active again is very appreciated, she has been working on Jump Start program with OPI and work will begin with all the new staff on classroom management. Mrs. Fox concluded by noting the Day Care program is going great and it is especially helpful that the high school students are learning early childhood care at the same time.
- C. Intermediate Report- Principal Nikki Wolff provided an update regarding the Cubs Club and how excited the kids are about it. Attendance will be rewarded with a dance party, 50 immediate kids will participate in the upcoming County Cross Country Meet. Mrs. Wolff touched on the change to the 3rd grade dismissal time and how the added time is expected to help grade level proficiency. She further commented that after discussions with her teacher and understanding the need to give kids more class time she decided to make this change now and not wait until next year. Teacher Bri Turnquist further explained that longer classroom time is needed to work on and solidify skills.
- D. Middle School Report- Principal Mark Goyette reported on recent events and the fun week that Homecoming brought. Providing an area for student use at the back of the middle school has provided a safer environment, AimsWeb testing is in progress, Melissa Shock was recognized as staff member of the month, Mr. Goyette provided an update on athletics and activities.
- E. High School Report- Asst. Principal Rob DiGiallonardo provided an update on athletics and upcoming events. Gwen Poole reported that it was great to see some traditions beginning during Homecoming events. A Choir concert was held last night, and Indigenous Peoples Day events will be held next week. Mrs. Poole noted ACT data is being reviewed and the combined lunch time is getting better.
- F. Student Council Update- a brief comment that the Student Council was pleased with how Homecoming events came together was provided.
- G. Superintendent's Report: Superintendent Don Christman reviewed his written report noting enrollment figures of 1,601 and provided detailed enrollment figures by grade. Charter School Application work was completed, newsletters will be sent out by building, and the COPS grant was awarded to

the District. Resignations were noted and the various community meetings that are being held. Mr. Christman highlighted additional happenings, important events and grant opportunities as noted in his written report.

TRUSTEE REPORTS

- A. Board Goals Spreadsheet- Updates to the goals were noted. Mr. Christman updated the spreadsheet as per Stacy Lyson reported updates.
- B. Board Training- MCEL Virtual trainings
- C. Building Visits- Reminder that building visits are a Trustee requirement.

COMMITTEE UPDATES

- A. Safety Committee- Cory Schock updated on last meeting.
- B. Budget Committee- Trustees Shane Makeeff, Jacque Lorang and Josh Skidmore. Next meeting Oct. 15th
- C. Career Fair Committee- Josh Skidmore, Cory Schock, Pamela Ask. Cory is heading up this committee.
- D. Negotiations Committee- Shane Makeeff, Cory Schock and Jamie Fandrich. Cory the LEA would like to start meeting in January or February.
- E. Curriculum Committee- Stacy Lyson provided an update during board goals update.
- F. Community Engagement- Stacy Lyson, Jamie Fandrich and Jacque Lorang- Working on Thanksgiving baskets for families in need, Resource list was updated and placed on the website. Assist with PTA Trunk or Treat if scheduled. Working on a better organized information site.

AREAS of FOCUS

- A. Curriculum- Stacy Lyson
- B. Safety- Cory Schock
- C. Student/Family/Community- Jamie Fandrich
- D. Resources- Shane Makeeff
- E. Advocacy- Pamela Ask
- F. Climate- Jacque Lorang

ITEMS FOR ACTION

- A. Consent Agenda Items
 - 1. Approval of the 9/10/24 Regular Meeting, 9/11/2024 Special Meeting/Budget Work Session and 9/20/24 Special Meeting Minutes
 - 2. Approval of September 2024 Bills and Wages
 - 3. Request to Hire
 - 4. Approve or Deny Open Enrollments

Chair Josh Skidmore asked if there were any objections to the consent agenda items as presented. Trustee Cory Schock abstained from this vote.

Hearing none, the above agenda items were approved as presented.

B. Approve District Lion's Path Charter School Application

Superintendent Christman recommended the Trustees to approve the Lion's Path Charter School application addressing alternative education at Lockwood High School.

Discussion and clarification regarding the program was held.

Trustee Pamela Ask moved to approve the Lion's Path Charter School Application as presented. Cory Schock seconded the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion passed unanimously.

C. Approve Changes to Bus Routes

Superintendent Christman recommended the Trustees approve the route changes to route #11, #13 PM, #13 AM and route #10. Mr. Christman explained the changes to each route and the reasoning behind the change.

Trustee Shane Makeeff moved to approve the routes as presented. Cory Schock seconded the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion passed unanimously.

D. Approve Changes to Policy 4301

Superintendent Christman recommended the Trustees approve the changes to Policy 4301 relating to Visitors to School. The change would detail the process for Board Members to check into school buildings using the issued District Picture ID card.

Discussion was held.

Trustee Cory Schock made the motion to approve the changes to Policy 4301 as recommended. Stacy Lyson seconded the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion passed unanimously.

E. Approve Changes to Policy 4300

Trustee Pamela Ask asked if this item can be tabled to gather additional information.

Trustee Pamela made the motion to table this agenda item. Jacque Lorang seconded the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion to table the issue passed unanimously.

F. Approve Contract for Physical Therapist

Superintendent Christman recommended the Trustees approve the Wild Roots Contract for Physical Therapy services as presented.

Discussion was held.

Trustee Pamela Ask made the motion to approve the Wild Roots Contract for Physical Therapy services as presented. Cory Schock seconded the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion passed unanimously.

G. Approve Change to High School Course Catalog and Handbook

Superintendent Christman recommended the Trustees approve the changes to the High School Course Catalog relating to Dual Enrollment and College Credits. These changes will also be added to the High School Handbook. Assistant Principal Rob DiGiallonardo explained the need for this change.

Discussion was held.

Trustee Cory Schock made the motion to approve the changes to the High School Course Catalog relating to Dual Enrollment and College Credits and add them to the High School Handbook as presented. Jacque Lorang seconded the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion passed unanimously.

H. Approve Policy 1700 (CCD-1), Policy 1700 (CCD-2)

Superintendent Christman recommended the Trustees approve Policy 1700 (CCD-1 and Policy 1700 (CCD-2) as presented.

Discussion was held.

Trustee Pamela Ask made the motion to approve Policy 1700 (CCD-1 and Policy 1700 (CCD-2) as presented. Shane Makeeff made an enthusiastic second of the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion passed unanimously.

I. Approve Variance to Standards Initial Application

Superintendent Christman recommended the Trustees approve the Variance to Standards Initial Application for our High School Library. Mr. Christman explained the purpose of application.

Discussion was held.

Trustee Pamela Ask made the motion to approve the Variance to Standards Initial Application as presented. Cory Schock seconded the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion passed unanimously.

ADJOURN

The next Regular Meeting will be on Tuesday, November 12, 2024, at 6:00 p.m. in the Lockwood High School Community Room.

Trustee Shane Makeeff moved to adjourn the meeting at 7:32 p.m. Cory Schock seconded the motion.

Trustees Josh Skidmore, Pamela Ask, Shane Makeeff, Cory Schock, Jacque Lorang and Stacy Lyson voted yes; the motion passed unanimously

Josh Skidmore, Board Chair

Laurie Kvamme, Business Mgr/Dist. Clerk

Executive Summary

The Lockwood School District is dedicated to the success of all students by fostering a safe, innovative, and engaging learning environment. We prioritize standards-based curricula and effective teaching strategies that align with modern educational demands. Utilizing advanced data systems, we track progress to promote educational growth while actively involving staff, students, parents, and the broader community in this mission, ensuring a united effort for every student's success.

The Lion's Path Academy plays a vital role in this mission by providing an alternative environment tailored for at-risk students through personalized support and flexible learning methods. This program emphasizes a comprehensive, student-centered approach that incorporates Differentiated Instruction and Blended Learning models to meet diverse needs. Continuous monitoring through Formative and Summative Assessments, along with Standards-Based Grading, ensures that students receive consistent feedback and mastery of content, equipping them with the skills and resilience needed for future challenges and opportunities.

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.

The mission of the Lion's Path Academy is to meet students where they are, empowering them to embrace the opportunities available to them, including the invaluable achievement of earning a high school diploma.

The Lion's Path Academy, guided by the core values of Legendary Education, Lasting Foundation, and Limitless Future, offers individualized support and non-traditional learning environments essential for student success. This initiative is vital to the Lockwood community, reinforcing the commitment to ensuring that every student can thrive academically and beyond. While the academy aims to inspire its students, it is the students themselves who motivate the staff to provide skills and opportunities for a future filled with possibilities. Ultimately, the academy seeks to empower students to reach their full potential.

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

The Lion's Path Academy will be a school for students in the Lockwood Public School system that are at-risk academically and/or behaviorally of not graduating and need an alternative environment to earn their high school diploma.

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

The recruitment plan for the Lion's Path Academy will begin with an outreach campaign from September to December, promoting the academy through targeted advertising in local schools, community centers, and social media, along with informational sessions for students and parents.

Collaboration with school counselors will help identify at-risk students, and partnerships with community organizations will enhance visibility among families unfamiliar with alternative education options. Open houses and community events will be organized from November to January to allow potential students and families to tour the facilities and engage with current students and staff.

The enrollment process will start with a formal application period from January to February, requiring prospective students to meet eligibility criteria, such as being academically at-risk. Priority enrollment will be offered to certain groups, including current Lockwood School District students and their siblings. If applications exceed available spaces, a public lottery will be held in March to ensure a fair selection process, with families notified beforehand. The lottery will randomly select students for enrollment using an impartial system, ensuring transparency, with results made available to families shortly after. Selected students will confirm their enrollment within two weeks, followed by a mandatory orientation from April to June to inform new students and families about the academy's structure and support services. This timeline aims to create a transparent and equitable recruitment and enrollment process for all applicants.

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 Lion's Path Academy offers an innovative educational approach within the Lockwood School District, providing a flexible learning environment tailored to at-risk students. It combines traditional in-person instruction with hybrid learning opportunities, allowing students to balance coursework with external commitments like internships. Key components include Individualized Learning Plans (ILPs) developed collaboratively with students, parents, and educators; hands-on internships that connect students with real-world job placements; and project-based learning (PBL) that fosters critical thinking and creativity through interdisciplinary projects.

To assess student achievement, the Academy will conduct annual evaluations using a mix of standardized testing, performance-based assessments that measure real-world application of knowledge, and feedback from workplace supervisors for those in internships. Additionally, each student's ILP will be reviewed annually to track progress toward academic and career goals. By integrating personalized learning plans and experiential opportunities, the Lion's Path Academy equips students with the necessary skills and knowledge for future success.

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

The Lion's Path Academy's educational model, while adhering to the Montana state requirements for graduation as outlined in 10.55.905 of the Administrative Rules of Montana, may require specific variances to enhance its unique approach to student success. These variances are necessary to provide more flexibility in learning and to accommodate the needs of at-risk students while maintaining a focus on individualized academic growth and career readiness.

Potential Variances to Existing Standards:

Flexible Credit Requirements: It is expected that students at the Lion's Path Academy will meet the required credits for graduation, the academy may seek flexibility in how those credits are earned through a tiered credit model.

Lion's Path Academy Graduation Requirements

At Lockwood Schools, all graduates are required to adhere to a minimum of 24 credits. In addition to the traditional Pathway, Lion's Path Academy offers an alternative route to earning a diploma. While the State of Montana sets the minimum number of credits at 20, we expect Lion's Path Academy students to meet or exceed this threshold through a tiered system that promotes academic achievement and personal growth. Each tier provides flexibility while maintaining rigorous standards.

Tiered Graduation System

1. Tier 1: 24 Credits

- Students are expected to meet the same requirements as those in the traditional Pathway, earning 24 credits to graduate.
- Students in this tier will have full access to Lion's Path Academy programs, including mentorship, but will not be required to complete additional projects or service beyond the standard curriculum.

2. Tier 2: 22 Credits

- Students unable to meet the 24-credit requirement will be allowed to graduate with 22 credits under the following conditions:
 - **Capstone Project** - A substantial independently-driven project that demonstrates the student's knowledge, skills, and preparedness for post-graduation success.
 - **Community Service** - A minimum of 20 hours of community service to foster civic responsibility and personal development.
 - **Additional Coursework** - Students must complete a personalized course in a chosen area of study (e.g., career exploration, financial literacy or technology).

3. Tier 3: 20 Credits

- For students who do not reach 22 credits, a 20-credit graduation Pathway will be available with more comprehensive requirement:
 - **Capstone Project** - A detailed and complex project that shows mastery of key academic and life skills, reflecting growth during the student's time at Lion's Path Academy.
 - **Community Service** - A minimum of 40 hours of community service to build character, leadership, and a sense of contribution to the community.

- **Career Development Plan** - Completion of a career exploration program, including job shadowing, resume building, and interviews with professionals in field so interest.
- **Exit Interview** - Students will participate in an exit interview with a panel of staff members to discuss their growth, the completion of requirements, and post-graduation plans.

Credit may be awarded for:

Work-based Learning: Internships and real-world job experiences can count toward elective credits, allowing students to gain practical skills while earning academic credit.

Project-Based Learning (PBL): Students can earn credit through interdisciplinary projects that span multiple subjects, integrating core academic requirements with hands-on learning.

Extended Time for Graduation: The Lion's Path Academy may propose a flexible timeline for students to complete their high school education. While many students will graduate within four years, others may need additional time to complete the Montana graduation requirements due to personal circumstances or the need for remedial instruction. This variance would allow for a more individualized pacing model, ensuring that students are able to graduate once they are truly prepared for postsecondary life or the workforce.

ASVAB: is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military. It is administered annually to more than one million military applicants, high school, and post-secondary students.

Alternative Assessment Models: The academy may seek variances in how student learning is assessed. Instead of relying solely on traditional standardized tests, the Lion's Path Academy could implement:

Performance-Based Assessments: Where students demonstrate mastery through presentations, portfolios, and capstone projects.

Competency-Based Education (CBE): Students can progress through courses at their own pace, advancing based on their ability to demonstrate mastery of specific skills or competencies, rather than the amount of time spent in a classroom.

Modified Attendance Requirements: Recognizing that many Lion's Path Academy students may face external challenges such as work or family obligations, the academy may seek variances on traditional seat-time requirements. This would allow students to fulfill attendance requirements through online learning, hybrid models, or work-based experiences, rather than just physical classroom attendance.

HISSET (High School Equivalency Test) program for the Lion's PATH Academy at Lockwood Schools would be designed as an alternative Pathway for students seeking to earn their high school equivalency diploma. This program would align with the Academy's mission to meet students where they are and empower them with opportunities for future success.

Program Overview:

The **Lion's PATH Academy HISET Program** will provide an inclusive, supportive, and flexible learning environment for students who are at risk of not completing traditional high school. The program will focus on helping students achieve high school equivalency through rigorous preparation in the five core HISET subject areas: Language Arts (Reading and Writing), Mathematics, Science, and Social Studies.

Core Features:

1. **Personalized Learning Plans:** Each student will have a personalized learning plan based on their strengths, academic needs, and future goals. The plan will outline the specific areas where they need additional support, whether that's improving math skills, enhancing reading comprehension, or preparing for the essay portion of the exam.
2. **HISET-Prep Classes:** The program will offer small, focused classes where certified teachers guide students through HISET content. Lessons will blend direct instruction with digital learning tools, and hands-on activities, tailored to different learning styles. Regular practice exams and targeted reviews will prepare students for each subject.
3. **Flexible Scheduling:** Recognizing that many students in the program may have work or family responsibilities, the Academy will offer flexible scheduling options. Classes may be held during traditional school hours as well as in the evening or on weekends to accommodate students' needs.
4. **Mentorship and Support:** The program will provide mentorship to keep students motivated and focused. Each student will be paired with a mentor—either a teacher or community volunteer—who will provide guidance and check in on the student's progress regularly.
5. **Life and Career Skills Development:** Beyond academic preparation, the program will incorporate life skills and career readiness components. Workshops may include resume writing, job interview preparation, financial literacy, and soft skills development, aligning with the PATH Academy's commitment to preparing students for limitless futures.
6. **Community Partnerships:** The HISET program will engage with local businesses and organizations to provide internship or job shadowing opportunities. This will allow students to gain practical experience and explore career Pathways while working toward their equivalency diploma.
7. **Social-Emotional Support:** Counseling services will be embedded within the program, offering emotional and mental health support to help students overcome personal and social challenges. This aligns with PATH Academy's holistic approach to student development.
8. **Celebrating Success:** Upon successfully completing their HISET exams, students will participate in a graduation ceremony. This celebration will recognize their hard work and perseverance, reinforcing the Academy's commitment to building lasting foundations for each student.

Program Benefits:

- **Empowerment through Education:** Students will have an alternative Pathway to academic success, tailored to meet their unique needs.

- **Flexible and Accessible:** The program's flexible nature ensures that students with outside commitments still have the opportunity to earn their equivalency diploma.
- **Strong Support System:** The integrated mentorship and counseling components will ensure that students feel supported, both academically and emotionally, throughout their journey.

Alignment with PATH Academy's Mission:

The Lion's PATH Academy HSET Program will embody the Academy's mission of providing **legendary education**, by offering a high-quality alternative learning experience, and building a **lasting foundation** for each student's future. Through this program, students will be empowered to unlock their potential, paving the way for **limitless futures**—whether through further education, vocational training, or entering the workforce.

This program will extend the Academy's vision of inspiring students through personalized learning, fostering a sense of hope and opportunity, and ensuring that no student is left behind in their pursuit of a high school credential.

By proposing these variances, the Lion's Path Academy aims to provide a more personalized, flexible educational environment that supports its mission of empowering students to succeed. These changes are designed to maintain high academic standards while offering Pathways that are more aligned with the needs of at-risk students. Ultimately, the academy remains committed to meeting the state's graduation requirements while enhancing educational opportunities through innovative practices.

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

The instructional design at Lion's Path Academy focuses on creating a personalized and supportive learning environment that combines a hybrid model with small class sizes and individualized instruction. Utilizing a hybrid approach, the academy integrates both in-person and online learning, allowing flexibility for students with personal or professional commitments. This nurturing environment enables students to progress at their own pace toward graduation while receiving continuous feedback and mentorship from educators.

Class sizes are capped at 14 students to ensure individualized attention, enabling teachers to provide tailored instruction and one-on-one support. Each student has an Individualized Learning Plan (ILP) outlining their academic goals and graduation requirements, which is regularly reviewed and updated. The structure of classes varies according to subject matter and student needs, with core courses aligned with Montana state standards and elective courses offering opportunities to explore personal interests and career paths.

The curriculum is rigorous and relevant, combining direct instruction, project-based learning (PBL), and competency-based education. Core subjects are aligned with state standards, while PBL encourages students to tackle real-world problems. The academy also emphasizes career

and technical education (CTE), social and emotional learning (SEL), and community service, fostering responsibility and civic engagement.

Teaching methods at Lion's Path Academy include differentiated instruction tailored to individual learning styles, blended learning for flexibility, and a mix of formative and summative assessments. The academy employs standards-based grading (SBG), assessing students based on their mastery of specific standards rather than traditional letter grades.

In conclusion, Lion's Path Academy's instructional design prioritizes small class sizes, personalized learning plans, and a flexible hybrid model that meets the diverse needs of students. By combining personalized instruction with real-world experiences, the academy equips students with the academic and social skills necessary for future success while aligning with state standards and graduation requirements.

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.

Lion's Path Charter School is committed to identifying and supporting students with diverse needs, including students with disabilities, English Language Learners (ELLs), academically challenged students, and gifted students. For students with disabilities, the school conducts regular screenings and evaluations in compliance with the Individuals with Disabilities Education Act (IDEA) to identify those who may qualify for special education services. Individualized Education Plans (IEPs) are developed collaboratively with parents, teachers, and specialists to address each student's unique needs, ensuring they receive necessary accommodations and modifications. Appropriate accommodations, such as assistive technology, alternative instructional materials, and modified curricula, are provided to facilitate access to the general education curriculum. The school maintains documentation and conducts annual IEP reviews to ensure compliance with IDEA and Section 504 of the Rehabilitation Act.

For English Language Learners, language proficiency assessments are administered upon enrollment to identify ELL students, in alignment with Title III of the Elementary and Secondary Education Act (ESEA). The school offers targeted English as a Second Language (ESL) instruction and regular content support, helping ELLs develop language skills while accessing grade-level content. Staff receive training in cultural competency and instructional strategies tailored for ELLs. Student progress is regularly assessed, and records are maintained to ensure compliance with ESEA and state standards.

Academically challenged students are identified through a combination of formative and summative assessments. The school uses a Multi-Tiered System of Supports (MTSS) to provide differentiated instruction, targeted interventions, and intensive support for students needing additional help. Progress is closely monitored, and interventions are adjusted as needed to meet students' needs and comply with MTSS and state guidelines. Parent involvement is encouraged in the intervention process to provide consistent support at both school and home.

For gifted students, Lion's Path employs a mix of assessments, including cognitive tests and teacher recommendations, to identify students with advanced academic abilities. The school offers differentiated instruction, enrichment activities, and opportunities for acceleration,

creating an environment where gifted students are appropriately challenged. Advanced coursework, mentorship, and project-based learning experiences are available to deepen their knowledge and skills. Services align with state guidelines for gifted education, with records maintained to track each student's academic growth and participation in advanced programs.

By implementing these strategies, Lion's Path Charter School ensures it meets the educational needs of all students while remaining compliant with federal and state laws and regulations.

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

Lion's Path Academy's student discipline policies promote a positive environment that fosters growth and personal responsibility through restorative practices. The framework emphasizes learning from mistakes and making amends rather than punitive measures, adhering to federal and state laws to ensure fairness for all students, including those with special needs.

The academy prioritizes restorative justice, encouraging conflict resolution and relationship restoration through reflective conversations, mediations, and restorative circles. Staff will utilize *The Restorative Practices Handbook* to implement restorative methods aimed at reducing disciplinary actions such as suspensions. Additionally, a book study on *The Restorative Practices Playbook* will provide practical tools for building relationships and shifting focus from punishment to accountability.

A clear Code of Conduct outlines expectations centered on respect, responsibility, and safety. Consequences for violations are progressive, focusing on learning and behavior modification, with interventions ranging from verbal warnings to suspensions. The graduated response system addresses minor infractions with conversations and interventions, while serious infractions may lead to formal consequences, ensuring that responses are consistent and focused on improvement.

Parental involvement is key, with prompt notifications of incidents and collaboration to support positive behavior at home and school. The academy's discipline policies for students with disabilities comply with the Individuals with Disabilities Education Act (IDEA) and Section 504, ensuring fair implementation. For students facing disciplinary action that may lead to extended suspensions, a Manifestation Determination Review (MDR) assesses whether behavior is linked to their disability. Behavioral Intervention Plans (BIPs) guide support for students with ongoing challenges, focusing on reinforcing positive behavior.

Even when discipline is necessary, Lion's Path Academy maintains a least restrictive environment for students with disabilities, aiming to reintegrate them promptly. The special education team collaborates to ensure disciplinary actions align with individual needs and promote academic and social-emotional growth. Overall, the academy's discipline policies balance accountability with compassion, fostering a supportive environment that encourages personal and academic development while respecting students' rights and aligning with federal regulations.

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

Lion's Path Academy Organizational Chart

1. Lockwood School Board of Trustees

- **Role:** Governing Body
- **Responsibilities:** Oversees The Lion's Path Academy, sets strategic goals, approves budgets, and ensures compliance with district policies and state regulations. Provides high-level oversight and final approvals on key decisions.

2. Superintendent of Lockwood School District

- **Role:** Executive Leader
- **Responsibilities:** Provides leadership and direction for the district and The Lion's Path Academy, ensuring alignment with district-wide goals and policies.

3. Dedicated High School Administrator (Lion's Path Academy Administrator)

- **Role:** Academy Administrator
- **Responsibilities:** Manages daily operations of the Academy under the Superintendent's direction, overseeing academic programs, staff, and student services to ensure efficient operations aligned with strategic goals.

4. Lion's Path Academy Staff

- **Role:** Educational and Support Personnel
- **Responsibilities:** Implements educational programs, provides support services, and works directly with students. Reports to the Academy Administrator.

5. District Parent Advisory Committee

- **Role:** Advisory Body
- **Responsibilities:** Consists of parents and stakeholders who meet three times a year to provide input on student experiences and feedback, helping inform Academy decisions.

6. Related Bodies:

- **Student Support Services (Special Education, Counseling)**
 - **Role:** Support for Students
 - **Responsibilities:** Provides specialized support, collaborating with the Principal and staff to ensure appropriate interventions.
- **Community and External Organizations**
 - **Role:** External Support and Partnerships
 - **Responsibilities:** Collaborates with the Academy to provide additional resources, mentorship, and extracurricular opportunities.

Lines of Authority and Reporting

1. **Lockwood School Board of Trustees → Superintendent → Lion's Path Academy Administrator**
 - The Board provides oversight and strategic direction; the Superintendent ensures alignment with district goals; the Administrator manages operations.
2. **Lion's Path Academy Administrator → Lion's Path Academy Staff**
 - The Administrator supervises and supports staff in fulfilling their roles while adhering to the Academy's mission.
3. **District Parent Advisory Committee → Lion's Path Academy Administrator**
 - The Committee provides feedback and recommendations to guide the Academy's direction.
4. **Community and External Organizations → Lion's Path Academy Administrator**
 - External organizations collaborate to enhance Academy programs and support.

This organizational structure establishes clear authority, accountability, and communication among stakeholders involved in managing and operating The Lion's Path Academy.

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

Roles and Responsibilities in The Lion's Path Academy Organizational Chart

The **Lockwood School Board of Trustees** serves as the governing authority for The Lion's Path Academy, focusing on strategic oversight, budget approvals, performance monitoring, and community engagement.

The **Superintendent** provides overall leadership for the district and The Lion's Path Academy, supporting the Academy Principal, coordinating district initiatives, and serving as a liaison between the School Board and the Academy.

The **Lion's Path Academy Administrator** manages daily operations, overseeing academic programs and staff while implementing strategic goals and addressing student needs. They report to the Superintendent on performance and challenges.

The **Assistant Superintendent** supports district operations, ensuring alignment with policies, leading special projects, and facilitating staff development.

The **District Parent Advisory Committee** represents parents and guardians, providing feedback on student experiences and collaborating with the Academy Principal to enhance programs and advocate for families.

Lion's Path Academy Staff, including certified teachers and support staff, deliver high-quality education, provide support services, and engage in professional development.

Community and External Organizations collaborate with the Academy to offer resources, mentorship, and extracurricular opportunities, enhancing the overall educational experience.

This organizational structure clarifies the roles and responsibilities of each entity, contributing to the effective management of The Lion's Path Academy.

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.

The Lion's Path Academy will employ teachers certified by the Montana Office of Public Instruction. The school aims to maintain smaller class sizes, which will be a priority in staffing for the first year and beyond.

Staff	1st Year	2nd Year	3rd Year	4th Year	5th Year
Teachers	1 FTE	2 FTE	3 FTE	3 FTE	3 FTE
Counselors	.5 FTE	1 FTE	1 FTE	1 FTE	1 FTE
Administrators	.5 FTE	.66 FTE	.75 FTE	1 FTE	1 FTE
Attendance Secretary	.15	.15	.15	.15	.15
Custodian/Maintenance	.15	.15	.15	.15	.15

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

The Lion's Path Academy Startup Plan details the key tasks, timelines, and responsible individuals necessary for launching the academy.

In Phase 1 (Months 1-3), the governing board will approve the academy's structure, budget, and curriculum in Month 1, with the Superintendent and Principal responsible. Additionally, the initial budget will be developed and funding sources secured, also in Month 1, by the Superintendent, District Finance Officer, and Principal. The curriculum will be finalized between Months 1 and 2 by the Principal, Assistant Superintendent, and Curriculum Director. Furthermore, from Months 2 to 3, the Principal and District Facilities Manager will secure an appropriate facility and necessary equipment.

Phase 2 (Months 3-6) involves staffing and training. The Principal, HR Department, and Assistant Superintendent will recruit and hire staff between Months 3 and 4, followed by onboarding and orientation in Months 4-5. Staff development for personalized learning strategies will occur in Months 5-6, led by the Principal and Curriculum Director.

Phase 3 (Months 4-6) focuses on student recruitment and enrollment. The Principal and District Communications Officer will develop a marketing plan in Month 4. Information sessions will be hosted by the Principal and the District Parent Advisory Committee between Months 4 and 5. Finally, student enrollment and orientation will take place in Months 5-6, coordinated by the Principal and Student Services Team.

In Phase 4 (Months 6-7), the operational systems will be finalized in Month 6 by the Principal and administrative staff. The Principal and District Purchasing Officer will acquire classroom materials, and a final staff preparation review will be conducted in Month 6. The Principal, IT Department, and Facilities Manager will test technology and facilities, ensuring readiness for students.

Phase 5 (Month 7 and ongoing) includes the school opening and ongoing operations. A welcome event for students and families will be held in Month 7, organized by the Principal and District Parent Advisory Committee. Ongoing monitoring and feedback will be implemented for continuous improvement.

Finally, in Phase 6 (end of Year 1), a program evaluation will assess outcomes, with the Principal, Superintendent, and Lockwood School Board of Trustees involved. Necessary adjustments to the curriculum, staffing, and operations will be made based on the evaluation.

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

Recruiting and developing staff for The Lion's Path Academy, an alternative charter school in the Lockwood School District, prioritizes professionals passionate about working with at-risk students and aligned with the academy's mission. Recruitment will focus on candidates with expertise in alternative education, personalized learning, and trauma-informed practices. Partnerships with universities, educational organizations, and alternative education networks will help identify qualified candidates. Outreach efforts will include advertising on specialized job boards, networking with alternative educators, and leveraging the district's strong community reputation.

Staff development will emphasize professional growth through training in restorative practices, mental health support, and culturally responsive teaching. New staff will receive mentoring, and collaborative professional learning communities (PLCs) will promote teamwork and innovation. Leadership Pathways will also be offered to those interested in career advancement within the academy, ensuring a pipeline of future leaders.

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

The leadership and teacher employment policies at The Lion's Path Academy will align with Lockwood School District's policies on hiring, compensation, benefits, conduct, and grievance procedures. All staff must meet district and state certification standards, and employment contracts will follow district templates with adjustments for the academy's unique focus on alternative education.

Teacher evaluations will use the district's standards-based framework, focusing on instruction, student engagement, and alignment with the academy's mission. Evaluations will include formal observations, informal walkthroughs, and feedback for ongoing improvement, with professional development based on evaluation results. Staff will also be assessed on their ability to build relationships, implement personalized learning, and contribute to a supportive culture.

Leadership evaluations will follow the district's system, emphasizing management, instructional leadership, and fostering positive school culture. Leaders will be evaluated on student outcomes, staff retention, and policy implementation, ensuring accountability and commitment to the academy's mission.

15. State the proposed governing bylaws.

The governing bylaws for The Lion's Path Academy will follow Lockwood School District's policies to ensure consistency in governance, budgeting, staffing, and instruction. The academy will be overseen by the Lockwood School District Board of Trustees and operate in alignment with district goals while allowing flexibility to meet its students' unique needs.

The academy's leadership will implement district-approved policies in daily operations, student discipline, and curriculum, with regular reports on student performance and attendance to ensure transparency. Stakeholder engagement will be a priority, with parents, students, and community members participating in advisory roles, following district guidelines for collaboration.

Any changes to the academy's structure or curriculum must be approved by the district board, ensuring alignment with the district's mission. This governance model balances the academy's autonomy and accountability.

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

The Lion's Path Academy will establish strategic partnerships and contracts essential to supporting its at-risk students, aligning with Lockwood Public Schools' mission of providing a strong educational foundation and limitless opportunities. Partnerships with local mental health agencies, community organizations, and businesses will offer counseling, mentoring, job training, and internships to address students' social, emotional, and academic needs.

Additionally, the academy will contract with educational service providers for instructional resources and staff professional development, particularly in trauma-informed practices and alternative education. These collaborations will complement Lockwood School District's curriculum and maintain its educational standards. All partnerships will be regularly reviewed to ensure they meet the academy's goals of empowering and supporting students.

17. Provide the proposed calendar and sample daily schedule.

The proposed calendar for The Lion's Path Academy will coincide with the academic calendar of the Lockwood School District, ensuring consistency in holidays, teacher in-service days, and key academic dates such as the beginning and end of the school year. The school year will run from late August to early June, mirroring the district's schedule, with breaks for holidays such as Thanksgiving, winter, and spring breaks. Aligning with the district's calendar will allow students to participate in district-wide activities and events while also ensuring coordination between the academy and the rest of the Lockwood School District.

The Lion's Path Academy will implement a flexible seven-period day to accommodate the individual needs of its students. The flexibility of the schedule will allow students to start their

school day at different times based on their personal needs, preferences, or external commitments. Some students may opt for a traditional schedule, attending from 8:00 AM to 3:30 PM, while others may have the option to start later and end later in the day. This flexibility supports the academy's commitment to personalized learning and ensuring that students' schedules reflect their unique circumstances.

In addition to the flexible start and end times, the academy will offer a combination of in-school instruction and alternative learning experiences such as online learning, internships, and work-based learning and summer school. Some students may spend only a portion of their day on campus, using the rest of their time to engage in self-paced online coursework or participate in hands-on learning opportunities in the community. This approach allows The Lion's Path Academy to meet students where they are, providing them with the real-world skills and experiences necessary to succeed after graduation while still fulfilling their academic requirements.

The daily schedule for each student will be based on their Individual Learning Plan (ILP), which is developed collaboratively with the student, their family, and academy staff. These plans will consider the student's academic goals, career aspirations, and personal challenges, ensuring that their schedule is tailored to support their growth. Teachers and support staff will monitor students' progress, adjusting schedules and learning experiences as needed to keep them on track. This flexible and individualized approach is central to the mission of The Lion's Path Academy, as it empowers students to take ownership of their learning and succeed in a way that works best for them.

LHS Bell Schedule 2025 - 2026

Monday, Tuesday, Thursday, Friday

Early Bird 7:45 – 8:45
Period 1 - 8:55 – 9:45
Period 2 - 9:49 – 10:39
Period 3 - Announcements 10:43 – 11:33
Lunch - 11:37 – 12:24
Period 4 - 12:28 – 1:18
Period 5 - 1:22 – 2:12
Period 6 - 2:16 – 3:06
Period 7 - 3:10 – 4:00

Wednesday Late In

Period 1 - 9:55 – 10:36
Period 2 - 10:40 – 11:21
Period 3 - Announcements 11:25 – 12:06
Lunch - 12:10 – 1:00
Period 4 - 1:04 – 1:45
Period 5 - 1:49 – 2:30
Period 6 - 2:34 – 3:15
Period 7 - 3:19 – 4:00

Lion's Path Academy 2025-2026 Calendar

Calendar

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Your source for calendars

2025						2026					
Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1 Tu	1 Fr	1 M Labor Day	1 We	1 Sa	1 Mo	1 Th New Year's Day	1 Su	1 Su	1 We	1 Fr	1 Mo
2 We	2 Sa	2 Tu	2 Th	2 Su	2 Tu	2 Fr No School	2 Mo	2 Mo	2 Th	2 Sa	2 Tu
3 Th	3 Su	3 We	3 Fr	3 Mo	3 We	3 Sa	3 Tu	3 Tu	3 Fr No School	3 Su	3 We
4 Fr Independence Day	4 M	4 Th	4 Sa	4 Tu	4 Th	4 Su	4 We	4 We	4 Sa	4 Mo	4 Th
5 Sa	5 Tu	5 Fr	5 Su	5 We	5 Fr	5 Mo	5 Th	5 Th	5 Su Easter	5 Tu	5 Fr
6 Su	6 We	6 Sa	6 Mo	6 Th	6 Sa	6 Tu	6 Fr	6 Fr	6 MoNo School	6 We	6 Sa
7 M	7 Th	7 Su	7 Tu	7 Fr PIR Day	7 Su	7 We	7 Sa	7 Sa	7 Tu	7 Th	7 Su
8 Tu	8 Fr	8 M	8 We	8 Sa	8 Mo	8 Th	8 Su	8 Su	8 We	8 Fr	8 Mo
9 We	9 Sa	9 Tu	9 Th	9 Su	9 Tu	9 Fr PIR Day	9 Mo	9 Mo	9 Th	9 Sa	9 Tu
10Th	10Su	10We	10Fr	10Mo	10We	10Sa	10Tu	10Tu	10Fr	10Su	10We
11Fr	11M	11Th	11Sa	11Tu Veterans Day	11Th	11Su	11We	11We	11Sa	11Mo	11Th
12Sa	12Tu	12Fr	12Su	12We	12Fr	12Mo	12Th	12Th	12Su	12Tu	12Fr
13Su	13We	13Sa	13M Columbus Day	13Th	13Sa	13Tu	13Fr No School	13Fr	13Mo	13We	13Sa
14M	14Th	14Su	14Tu	14Fr	14Su	14We	14Sa	14Sa	14Tu	14Th	14Su
15Tu	15Fr	15M PT Conf	15We	15Sa	15Mo	15Th	15Su	15Su	15We	15Fr	15Mo
16We	16Sa	16Tu PR Conf	16Th	16Su	16Tu	16Fr End Semester	16M Presidents' Day	16Mo	16Th	16Sa	16Tu
17Th	17Su	17We Early release	17Fr	17Mo	17We	17Sa	17Tu No School	17Tu	17Fr	17Su	17We
18Fr	18M PIR Day	18Th No School	18Sa	18Tu	18Th	18Su	18We	18We	18Sa	18Mo	18Th
19Sa	19Tu PIR Day	19Fr No School	19Su	19We	19Fr	19M Martin L. King Day	19Th	19Th	19Su	19Tu	19Fr Juneteenth
20Su	20We School Starts	20Sa	20Mo	20Th	20Sa	20Tu	20Fr	20Fr	20Mo	20We	20Sa
21M	21Th	21Su	21Tu	21Fr	21Su	21We	21Sa	21Sa	21Tu	21Th	21Su
22Tu	22Fr	22M	22We	22Sa	22Mo	22Th	22Su	22Su	22We	22Fr Graduation	22Mo
23We	23Sa	23Tu PIR Day	23Th	23Su	23Tu No School	23Fr	23Mo	23Mo	23Th	23Sa	23Tu
24Th	24Su	24We	24Fr	24Mo	24WeNo School	24Sa	24Tu	24Tu	24Fr	24Su	24We
25Fr	25M	25Th	25Sa	25Tu	25Th Christmas Day	25Su	25We	25We End Quarter 3	25Sa	25M Memorial Day	25Th
26Sa	26Tu	26Fr	26Su	26WeNo School	26Fr No School	26Mo	26Th	26Th	26Su	26Tu	26Fr
27Su	27We	27Sa	27Mo	27Th Thanksgiving Day	27Sa	27Tu	27Fr	27Fr	27Mo	27We	27Sa
28M	28Th	28Su	28Tu End Quarter 1	28Fr No School	28Su	28We	28Sa	28Sa	28Tu	28Th	28Su
29Tu	29Fr	29M	29We	29Sa	29MoNo School	29Th		29Su	29We	29Fr School Ends	29Mo
30We	30Sa	30Tu	30Th	30Su	30Tu No School	30Fr		30Mo	30Th	30Sa	30Tu
31Th	31Su		31Fr		31WeNo School	31Sa		31Tu		31Su	

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

The Lion's Path Academy will use Lockwood School District's transportation services to provide reliable access for students. The district's bus routes will serve students, with flexible arrangements for those on non-traditional schedules, ensuring all can attend school.

Food services will also be provided through the district's program, offering nutritious meals for in-person students through the breakfast and lunch programs. For students engaged in online learning or work experiences, flexible meal options will be available during school hours.

Additionally, all operational services—such as building maintenance, technology support, and health services—will be provided by the district. This collaboration will ensure smooth operations and access to essential resources, including counseling and academic support, allowing The Lion's Path Academy to focus on individualized learning for at-risk students.

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

The Lion's Path Academy will place a strong emphasis on integrating co-curricular and extracurricular programs as part of its mission to provide a well-rounded, personalized education for at-risk students. One of the academy's primary goals is to encourage students to participate in clubs, organizations, and activities that are already established at Lockwood High School. By doing so, students will have the opportunity to connect with their peers, foster a sense of belonging, and develop leadership and teamwork skills outside of the classroom. These opportunities will enhance their overall high school experience and help them build lasting relationships within the Lockwood School District community.

Participation in these existing clubs and organizations is not only about social engagement but also about providing students with an outlet to explore their interests, hobbies, and potential career Paths. Whether it's joining academic clubs, arts and theater groups, or athletic teams, students at The Lion's Path Academy will be encouraged to find areas where they can contribute and grow. In addition, the academy will work with Lockwood High School administrators to ensure that students have equitable access to all extracurricular activities, including after-school programs, clubs, and sports teams, helping them feel fully integrated into the broader school community.

The Lion's Path Academy strongly believes that participating in these programs will provide students with an important connection to school outside of the academic environment. Extracurricular involvement has been shown to improve students' overall well-being, increase school engagement, and contribute to higher levels of academic achievement. By fostering a positive relationship with school activities, the academy aims to support students' personal development, build their confidence, and give them a greater sense of purpose. This connection to school life beyond academics will be instrumental in helping students feel more engaged and invested in their education.

Another important element of The Lion's Path Academy's approach to co-curricular and extracurricular programs is instilling a sense of community responsibility and giving back. Students will be encouraged to participate in community service projects, volunteer efforts, and mentorship programs that allow them to contribute positively to the Lockwood community. These experiences will not only help students develop a stronger connection to their community

but also teach them the importance of civic engagement and responsibility. The academy will partner with local organizations and businesses to create service opportunities that align with students' interests and skills, further expanding their learning outside the classroom.

Funding for these programs will be provided through a combination of district support, grants, and fundraising initiatives. The Lion's Path Academy will collaborate with Lockwood High School to share resources, ensuring that students at the academy have access to the same opportunities as their peers in the district. Additionally, the academy will actively pursue partnerships with local businesses and community organizations to secure additional funding for special projects, trips, and extracurricular activities. This multi-faceted approach to funding will ensure that all students, regardless of their financial situation, have the opportunity to participate fully in co-curricular and extracurricular programs that enrich their educational experience.

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

The proposed financial plan for The Lion's Path Academy will align with the broader financial policies of the Lockwood School District to ensure fiscal responsibility and transparency. A comprehensive budget will be developed in coordination with the academy's leadership and the district's financial office, addressing all operational needs, staffing, instructional materials, and ancillary services. Once finalized, the budget will be submitted to the Lockwood School District Board of Trustees for approval, following state laws and district policies. The board will ensure that the financial plan supports the academy's mission and vision while remaining within the district's overall financial framework.

The budget will be managed under the oversight of the Lockwood School District Clerk, who will ensure all financial operations are compliant with state law and district policies. The Clerk will be responsible for monitoring expenditures, managing cash flow, and overseeing procurement processes to ensure that all purchases are made in alignment with the approved budget. In addition, the Clerk will work closely with The Lion's Path Academy's leadership to ensure that the financial resources are being used efficiently and in a manner that supports the academy's educational goals.

To maintain financial transparency and accountability, The Lion's Path Academy will adhere to stringent financial controls. These controls will include procedures for authorizing expenditures, managing contracts, and maintaining accurate financial records. All significant financial decisions will require approval through established district protocols, ensuring that no single individual has unchecked control over the academy's funds. Furthermore, the academy will implement regular financial reporting processes, with quarterly reports presented to the Board of Trustees to track spending and identify any potential issues.

The Lion's Path Academy's financial policies will include provisions for conducting regular audits as required by state law. An external, independent auditor will be appointed to review the academy's financial records annually, ensuring compliance with all state regulations and district policies. The audit will focus on verifying that all funds are being used appropriately, financial reporting is accurate, and there are no signs of mismanagement or fraud. These audits will be submitted to the Lockwood School District Board of Trustees and the state to confirm the academy's commitment to fiscal integrity.

In addition to regular audits, The Lion's Path Academy will participate in ongoing internal financial reviews conducted by the Lockwood School District's financial office. These reviews will ensure that the academy remains on track with its budget and that any discrepancies or potential financial risks are addressed immediately. The district will also conduct periodic training sessions for academy staff involved in financial management to ensure they are aware of and follow all financial protocols and legal requirements.

Overall, the financial plan for The Lion's Path Academy will reflect the same high standards of fiscal management as the rest of the Lockwood School District. By adhering to strict financial controls, ensuring transparency through regular audits, and following state law and district policies, the academy will create a sustainable financial foundation that supports its educational mission while maintaining accountability to both the district and the community. This careful management will help the academy deliver high-quality education to its students while remaining financially stable and compliant with all legal requirements.

21. Describe the insurance coverage that will be obtained.

The Lion's Path Academy will be covered by the same insurance provider as the Lockwood School District, ensuring comprehensive protection for its operations, staff, and students. The district's current insurance is provided through the Montana Schools Group Insurance Authority (MSGIA), a trusted provider that specializes in offering insurance services tailored to the needs of educational institutions. By using MSGIA, the academy will benefit from the same level of coverage as the rest of the district, including general liability, property, workers' compensation, and vehicle insurance, ensuring that all aspects of the academy are adequately safeguarded.

This coverage will include protection against potential liabilities arising from day-to-day school operations, ensuring that The Lion's Path Academy has sufficient resources to address any claims or legal issues that may arise. Additionally, workers' compensation will cover all staff members, providing protection in the event of work-related injuries, while property insurance will safeguard the academy's physical assets, such as equipment and facilities. By aligning its insurance coverage with that of Lockwood School District, The Lion's Path Academy can operate with confidence, knowing that its risks are appropriately managed and that it complies with all state and district requirements for insurance coverage.

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

	Year 1	Year 2	Year3	Year 4	Year 5
State Basic Entitlement 47%	\$158,143	\$162,887	\$167,774	\$172,807	\$177,991
Local Basic Entit. 80%	\$124,887	\$128,633	\$132,492	\$136,467	\$140,561
Total	\$283,030	\$291,520	\$300,266	\$309,274	\$318,552
ANB	-	\$323,000	\$332,980	\$424,850	\$437,600
		40 students	40 students	50 Students	50 Students
Quality Ed.	-	\$14,692	\$15,132	\$15,460	\$15,923
At-Risk	-	\$506	\$1,012	\$1,245	\$1,531

IEFA	-	\$1,200	\$1,704	\$2,590	\$3,833
DFA	-	\$480	\$710	\$1,008	\$1,431
SPED	-	\$6,280	\$8,604	\$11,787	\$15,559
Total	-	\$23,158	\$27,162	\$32,090	\$38,277
Overall Total	\$283,080	\$637,678	\$660,408	\$798,304	\$832,706
Certified	\$143,400	\$193,400	\$237,997	\$292,736	\$360,065
Counselor	\$12,600	\$83,000	\$85,490	\$88,634	\$90,696
Admin	\$86,782	\$88,064	\$89,385	\$90,726	\$92,086
Secretary	\$4,679	\$5,941	\$7,426	\$9,282	\$11,788
Custodian	\$4,760	\$6,045	\$7,677	\$9,750	\$12,382
Overhead 5%	\$12,611	\$18,823	\$21,398	\$24,556	\$28,351
Supplies and Tech	\$25,000	\$25,750	\$26,523	\$27,319	\$28,139
Total	\$160,772	\$421,023	\$475,896	\$543,003	\$623,507
General Fund Implications	\$121,308	\$216,655	\$184,512	\$255,301	\$209,199

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

The startup and first-year cash flow projections for Lion's Path Academy are designed to ensure a stable, positive cash flow and support the academy's staffing and operational needs from the outset. The startup budget outlines key expenses and funding sources, while the first-year cash flow projections anticipate sustainable financial health.

Startup Budget
Assumptions:

Funding Sources:

State Basic Entitlement: \$158,143

Local Basic Entitlement: \$124,887

Total Initial Funding: \$283,080

Staffing Costs: The academy will employ essential staff, including certified teachers, an administrator, a counselor, a secretary, and a custodian, to ensure a well-supported educational environment.

Overhead, Supplies, and Technology: Essential operational costs, including administrative overhead, classroom and office supplies, and technology resources, are included in the startup budget.

Total Startup Budget: \$160,772, allocated as follows:

Certified Staff, Administrator, and Counselor: Salaries and benefits for core staff to ensure the academy can provide a quality education with dedicated support for students.

Secretary and Custodian: Support personnel to maintain smooth daily operations and a safe, organized environment.

Overhead and Supplies: Basic operational costs, classroom and office supplies, and any initial technology setup to support instructional and administrative needs.

Total Funding After Initial Costs: With total funding of \$283,080 and startup expenses of \$160,772, the academy retains \$122,308 as a cash buffer for unforeseen expenses or additional programming needs.

First-Year Cash Flow Projections

The academy's cash flow projections for the first year show a positive cash flow, ensuring funds are available for all essential operations, as well as dedicated staffing and administration. This surplus will support not only general operational needs but also provide resources for dedicated counseling staff strictly for the academy.

Assumptions for First-Year Cash Flow:

Sustained Enrollment: Projections assume steady enrollment that meets or exceeds initial targets, ensuring reliable state and local entitlement funding.

Dedicated Counseling Support: Budget includes a full-time counselor assigned solely to Lion's Path Academy to address students' social-emotional needs and enhance the academy's support services.

24. Describe anticipated fundraising contributions and evidence if applicable.

Anticipated fundraising contributions for The Lion's Path Academy will play a crucial role in supplementing the basic entitlement funding and general fund support from the Lockwood School District. These contributions will include donations from local businesses, community organizations, and individual donors who are invested in the academy's mission to support at-risk students. The academy will actively engage with the community to raise awareness about its goals and needs, organizing fundraising events and campaigns that highlight the impact of contributions on student success and program development.

In addition to community-based fundraising efforts, the Lockwood School District's grant writer will continue to explore and secure grant funding opportunities to support The Lion's Path Academy. The district's experienced grant writer will focus on identifying and applying for grants that align with the academy's educational objectives and operational needs. This proactive approach will help to secure additional financial resources, potentially covering costs related to specific programs, technology upgrades, or facility enhancements. Evidence of this commitment is found in the district's history of successful grant applications, which have previously provided significant funding for various educational initiatives.

Current and pending grant applications are expected to contribute significantly to the academy's financial support. The Lockwood School District has already received grant funding that can be applied to The Lion's Path Academy's costs, demonstrating a strong track record of securing resources for district programs. Additionally, ongoing applications are in various stages of approval, and the district will leverage these opportunities to address any additional funding

needs. By combining community fundraising with targeted grant support, The Lion's Path Academy will build a robust financial base to support its innovative programs and ensure its long-term success.

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

The facilities plan for the Lion's Path Academy outlines a strategic approach to ensuring that the academy can function effectively while accommodating its unique needs. Initially, the academy will utilize available space at Lockwood High School to hold classes. This arrangement allows for a smooth integration into the existing district infrastructure while providing a cost-effective solution. The specific locations within the high school to be used for the Lion's Path Academy classes will be carefully selected and designated prior to the academy's opening. This process ensures that the chosen spaces are conducive to the specialized educational environment required for at-risk students.

To support The Lion's Path Academy's mission of providing personalized learning experiences, the district will assess the suitability of various high school facilities for different instructional needs. This includes identifying areas that can be adapted to support small group instruction, individualized tutoring, and other specialized programs. The flexibility of using existing high school facilities is a key component of the plan, as it allows for a gradual integration and adjustment period before making any permanent changes or investments in new infrastructure.

In addition to the primary use of high school space, the facilities plan includes contingency measures to address potential challenges or changes in demand. Should the need for additional space arise or if the initial arrangement proves insufficient, the district will explore alternative solutions such as temporary modular classrooms or off-site locations. These contingency plans ensure that The Lion's Path Academy can continue to operate effectively without disruption, even in the face of unforeseen circumstances or fluctuating enrollment numbers.

Overall, the facilities plan emphasizes a flexible and adaptive approach, leveraging existing resources while preparing for potential expansions or adjustments. By carefully selecting and preparing spaces within Lockwood High School and establishing backup options, the district aims to provide a supportive and effective learning environment for the Lion's Path Academy students. This thoughtful planning underscores the district's commitment to the academy's success and its ability to meet the evolving needs of its at-risk students.

Community Support and Need

26. Describe the specific evidence of significant community support.

In the Lockwood School District, community support is evidenced by the active involvement of local businesses in providing educational and professional opportunities for students. Many businesses in the area have recognized the importance of a high school diploma as a minimum qualification for their employees and have taken proactive steps to support this goal. For instance, several local companies have partnered with the district to offer job shadowing, apprenticeships, and other career readiness programs. This collaboration not only helps students gain valuable work experience but also prepares them for future employment, highlighting a

community-wide commitment to ensuring that young people have the skills and qualifications necessary for successful careers.

Moreover, the district benefits significantly from the support of businesses that provide internships and work-based learning opportunities, especially for at-risk students. These programs offer students real-world experience, bridging the gap between classroom learning and practical application. Local businesses, such as manufacturing firms and retail chains, have established internship programs specifically designed to engage students who might face additional challenges. By participating in these internships, students acquire critical job skills, receive mentorship, and build professional networks that are essential for their future success. This support underscores the community's dedication to enhancing educational outcomes and career readiness for all students, including those who may be at higher risk of falling behind.

Family and community engagement plays a crucial role in the educational success of students in the Lockwood School District. Research consistently shows that strong family involvement is linked to improved student achievement, reduced absenteeism, and higher graduation rates. The district has made significant efforts to involve families in the educational process through regular communication, parent-teacher meetings, and community events. This active engagement helps to create a supportive learning environment where students feel encouraged and motivated. Community organizations also play a pivotal role by offering additional resources and support services that complement the educational efforts of the schools.

The Lockwood School District's focus on community engagement is further demonstrated by the involvement of local organizations in school activities and decision-making processes. Community leaders and organizations participate in school board meetings, advisory committees, and special events, providing valuable input and support. This collaboration ensures that the needs and interests of the community are considered in school policies and programs, fostering a sense of shared responsibility for student success. The active participation of these stakeholders helps to create a more inclusive and supportive educational environment.

Overall, the Lockwood School District's community support is characterized by a robust network of local businesses and organizations committed to student success. From offering career readiness opportunities to engaging families and local leaders in school activities, the community's involvement is integral to the district's efforts to enhance educational outcomes and prepare students for the future. This collective support not only benefits students but also strengthens the connection between schools and the broader community, ensuring a collaborative approach to education and development.

27. Describe the opportunities and expectations for parent involvement.

Parent involvement in a child's education is pivotal for their academic success and overall well-being. Schools actively encourage parents to engage in their children's learning through various avenues. This includes attending parent-teacher conferences, participating in school events, and volunteering for classroom activities or school functions. By being present and involved, parents can better understand their child's progress and areas where they may need additional support. Active involvement not only helps parents stay informed about their child's academic achievements but also fosters a stronger connection between home and school, creating a more cohesive learning environment.

Building a strong partnership between parents and educators is essential for addressing and overcoming family challenges. Schools often facilitate this partnership through programs and initiatives designed to support families. For example, workshops on effective parenting strategies, educational resources, and counseling services can provide parents with tools to support their child's learning at home. Schools may also offer family support services that address issues such as financial instability, housing concerns, or health-related challenges. By working together, educators and parents can create a supportive network that addresses the broader context in which students learn and grow.

Expectations for parental involvement are clearly communicated by schools, emphasizing the importance of regular communication and collaboration. Schools typically outline these expectations through handbooks, newsletters, and orientation meetings, ensuring that parents understand their role in supporting their child's education. This includes setting goals together, monitoring homework and assignments, and fostering a positive attitude towards learning. Schools may also encourage parents to participate in decision-making processes related to their child's education, such as joining school committees or providing feedback on school policies.

Ultimately, the goal is to create a positive and productive relationship between parents and educators that enhances the educational experience for students. Schools recognize that when parents are actively involved and engaged, students benefit from a more supportive and enriched learning environment. By addressing family challenges collaboratively and setting clear expectations, schools and parents can work together to ensure that students receive the best possible support both at home and at school. This partnership not only benefits individual students but also strengthens the school community as a whole.