

PUBLIC CHARTER APPLICATION COVER PAGE

Check One: ☒ New Public Charter under existing local school board ☐ New Public Charter District

Name of Public Charter School Stevensville Health Science Academy - SHS

Local school district in which the public charter school will be physically located: Stevensville School District in Stevensville, MT

Contact Information for the Governing Board Chair

Contact Person: Ben Meyer School Board Chairman
Name Title

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Contact Information for the Person Completing this Application

Contact Person: Jon Konen Superintendent
Name Title

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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. ([Board Minutes Link](#))

PUBLIC CHARTER APPLICATION

Name of Public Charter School: Stevensville Health Sciences Academy – SHSA

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.

Executive Summary

Stevensville Health Sciences Academy is a public charter school dedicated to preparing Bitterroot Valley students for meaningful careers in healthcare. Through partnerships with Bitterroot Health, students gain real-world experience, industry certifications, college-aligned coursework, and personalized academic pathways designed to meet the evolving needs of the local medical community. This approach equips students with the skills, knowledge, and professional experience needed to thrive in high-demand healthcare roles while supporting the long-term health and stability of the community.

The public charter designation enables innovative, student-centered education that would not be possible in a traditional district setting. Autonomy in curriculum design, scheduling, and industry partnerships allows the school to tailor instruction to individual career goals and respond rapidly to workforce needs. Unlike conventional programs, the Academy integrates rigorous academics with hands-on healthcare training, creating a unique model that prepares students for both college and career while strengthening the local healthcare workforce.

Opening Date: 08-25-26 Public Charter Term Length: 5 Years

Grades to be served: 9-12

Minimum Enrollment Per Year: 40

Planned Enrollment Per Year: 60

Maximum Enrollment Per Year: 90

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										15	20	15	10	60
Year 2										15	15	20	15	65
Year 3										20	15	15	20	70
Year 4										20	20	20	15	75
Year 5										20	20	20	20	80

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.

Our core purpose is to prepare Bitterroot Valley students for meaningful careers in healthcare by partnering with Bitterroot Health to provide real-world experiences, personalized academic pathways, industry certifications, and college-aligned coursework that meet the growing needs of our local medical community.

This initiative is essential to the Bitterroot community because it prepares students for meaningful healthcare careers while strengthening the local medical workforce. By providing real-world experiences, industry certifications, and college-aligned coursework, students gain the skills needed to thrive in high-demand healthcare roles. Partnering with Bitterroot Health ensures education aligns with local needs, creating clear pathways to rewarding careers close to home. In turn, this supports community health, retains talent locally, and fosters economic stability, making the program a lasting benefit for students, families, and the Bitterroot Valley as a whole.

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

The proposed public charter school is designed to serve high school students in Stevensville, Montana, and the surrounding communities within the Bitterroot Valley. Our primary target population includes students in grades 9–12 who are interested in pursuing careers in healthcare, medicine, and allied health fields. This includes students seeking career readiness, industry certifications, dual enrollment, and hands-on experiences that lead to postsecondary education or direct entry into the medical workforce. We are particularly focused on serving students who may not otherwise have access to specialized career pathways in healthcare due to geographic, economic, or educational limitations. By partnering closely with Bitterroot Health, the region's leading healthcare provider, the school will offer real-world clinical exposure, mentorship, and community-embedded learning experiences tailored to the unique healthcare needs of rural Montana. The charter school will serve as a hub for career exploration and workforce development in Stevensville, preparing students to contribute meaningfully to the local health sector while helping address the growing demand for skilled healthcare professionals in the Bitterroot Valley.

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

Stevensville Health Sciences Academy (SHSA) will begin student recruitment in January 2026, ahead of its August 2026 opening. Efforts will target incoming 9th–12th grade students from Stevensville High School and the broader Bitterroot Valley, with a focus on those interested in healthcare careers.

Recruitment Strategies:

- [Information Nights](#) and Parent Forums (beginning February 2026) hosted at Stevensville High School and community venues, in partnership with Bitterroot Health, to highlight program offerings and career opportunities.
- Classroom Presentations in health and science classes (January–March 2026) targeting students already exploring healthcare pathways.
- Media Campaign (launching February 2026) using the SHSA website, social media, flyers, and newspaper features to share student success stories and program details.
- Outreach to Middle Schools in Stevensville and surrounding districts to encourage early awareness and interest.

Currently, around 40 Stevensville High School students enrolled in health-related dual enrollment courses have expressed early interest in transitioning to the charter program.

Enrollment Process & Timeline:

- Application Window: March 1 – April 15, 2026
- Year One Enrollment Cap: 50–75 students (grades 9–12)
- Lottery (if needed): April 22, 2026
- Notification: April 25, 2026
- Registration Deadline: May 15, 2026
- Waitlist: Maintained in order of lottery draw

Lottery Procedures: [MCA](#)

If, during the open enrollment window, the number of eligible applicants exceeds the school's capacity, a random, public lottery will be conducted to ensure fair access for all students. *The Steps charter school lottery involves a publicized application period, defined eligibility, random selection overseen by neutral parties, legally compliant priority categories, a transparent waitlist, and thorough communication with families in order to meet the requirement set forth by the Board of Public Education, OPI, and the State of Montana.*

SHSA is committed to equitable access for all students, including outreach to underserved populations and those with diverse learning needs. Materials will be provided in multiple formats, with translation services available. The school will not discriminate based on race, gender, disability, or socioeconomic status.

Ongoing Enrollment:

As a flexible, remote school, we anticipate offering two enrollment windows, with a “**rolling admissions**” throughout the year for students facing urgent needs (e.g., medical, safety, or significant life circumstances), provided space and instructional resources are available. This will be done in alignment with state guidelines for mid-year transfers and enrollment limits.

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 Stevensville Health Sciences Academy is designed to provide students with an innovative, future-focused pathway that blends high school education, college coursework, and industry experience. Unlike traditional programs, this model integrates dual enrollment, work-based learning, and industry certification into a four-year sequence, ensuring students are prepared for both postsecondary education and direct entry into the healthcare workforce. Students will be formally assessed annually through course work finals and certification programs, as well as the use of our district wide assessment, IXL in reading, math, and science.

- Year 1: Students begin with a dual enrollment Health Occupations course taught synchronously online or in person by Bitterroot Health staff. The curriculum is enriched by field trips to local healthcare facilities, where students gain hands-on exposure to professional settings early in their academic career.
- Year 2: Students advance to Medical Terminology, also taught synchronously or in person and for dual enrollment credit. This builds technical language skills essential for all health careers, while maintaining the combination of live instruction and experiential learning.
- Years 3–4: Students may specialize their coursework to Certified Medical Assistant (CMA), phlebotomy, prerequisite coursework for collegiate nursing school (dual enrollment courses in Nutrition, Anatomy and Physiology, College Algebra, Writing 101/102, Chemistry, Microbiology, etc.). Students may participate in on-site internships and work-based learning opportunities, as well as preparation for Certified Nursing Assistant (CNA) certification if desired. This provides multiple options: students can pursue immediate employment in healthcare, or they can continue their studies at two- and four-year institutions with transferable credits already earned.

In addition to these opportunities, graduates have access to [Summit Career Center](#) programs for advanced career-track certifications in the medical field. Just as importantly, the program has been designed in partnership with local colleges and universities, ensuring that dual enrollment courses articulate toward degree programs. This guarantees a smooth transition for students who plan to continue their education at institutions across Montana and beyond.

The program's structure—synchronous college-level instruction delivered by healthcare professionals, embedded field experiences, stackable credentials, and transfer pathways to higher education—represents a comprehensive and forward-thinking approach. It not only addresses local workforce needs but also empowers students with a meaningful choice: to enter the workforce immediately, pursue further study at colleges and universities, or combine both for a strong foundation in the health sciences.

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

Instructors at Stevensville Health Sciences Academy meet all required qualifications based on their subject area. Dual enrollment teachers through the [University of Montana](#) must hold a Master's degree in Education or their content area. CNA and CMA instructors are required to hold active RN licenses, while phlebotomy instructors must be certified in phlebotomy or a higher clinical field. Career and Technical Education (CTE) teachers must have a valid CTE endorsement. Instructors certifying students in BLS/CPR and First Aid must be certified through AHA or HSI. All certification programs and instructors must also meet approval standards set by the appropriate state or national testing boards. We will not have any variances.

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

SHSA's instructional model blends real-world healthcare experiences, digital coursework, and in-person instruction to deliver a flexible, engaging, and career-aligned education. This approach ensures students meet Montana graduation standards while preparing for healthcare careers. There are three integrated learning environments:

Three Integrated Learning Environments:

- On-site at [Stevensville High School](#): Students take core academic and health science courses taught by certified educators, aligned with state standards and healthcare pathway competencies.
- [Bitterroot Health Facilities](#): Students engage in job shadowing, clinical observations, and lab-based training supervised by credentialed professionals. These hands-on experiences align with industry certifications and workforce readiness.
- Online via [Montana Digital Academy](#) (MTDA) & [Dual Enrollment](#): Students complete additional coursework through the University of Montana, including electives and advanced credits, with support from on-site mentors. Online learning provides flexibility and supports individualized pacing.

Class Size & Structure:

- Core academic classes: 15–20 students for personalized instruction
- Clinical cohorts: 5–8 students for safe, hands-on learning
- Online coursework: Scheduled during the school day with advisor support

Curriculum Design:

SHSA's curriculum integrates:

- Montana state academic standards
- Career & Technical Education (CTE) frameworks in Health Science, Biomedical Science, and Public Health

- Dual credit and certification opportunities
- Work-based learning: internships, shadowing, capstone projects
- Personalized learning plans aligned to student goals

Instructional Methods:

- Project-Based Learning (PBL): Real-world, interdisciplinary projects focused on health themes
- Blended Learning: Online and in-person instruction
- Competency-Based Education: Students progress by demonstrating mastery
- Team/Co-Teaching: Academic and clinical instructors collaborate
- Community-Embedded Instruction: Health professionals contribute to classroom learning and host students in the field

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.

SHSA is committed to providing a high-quality, inclusive education for all students, including those with disabilities, English Language Learners (ELLs), academically challenged students, and gifted learners. The school will comply fully with all federal and state laws, including IDEA, Section 504, Title III of ESSA, and Montana education regulations.

Students with Disabilities

SHSA will implement Montana's Child Find procedures to identify and evaluate students eligible for IEPs or 504 Plans.

- A certified special education teacher and related service providers (e.g., speech, OT, behavioral support) will deliver individualized services.
- Students will receive accommodations and modifications across all learning environments, including classroom, clinical, and online settings.
- Inclusive practices will include co-teaching, push-in services, and support strategies to ensure full access to the curriculum.

English Language Learners (ELLs)

- All families will complete a Home Language Survey upon enrollment. Language assessments (e.g., WIDA ACCESS) will identify ELL students.
- Qualified ELL staff or partnerships with the district will provide English Language Development (ELD) instruction.
- Teachers will be trained in sheltered instruction methods (e.g., SIOP model) to support content access.
- Communications will be translated, and interpreters provided as needed.

Academically Challenged Students

- Students will be identified through assessments, teacher referrals, and progress monitoring.
- A Multi-Tiered System of Supports (MTSS) will guide tiered interventions in academics and behavior.
- Strategies will include small groups, tutoring, differentiated tasks, and targeted programs.
- If progress is insufficient, the special education referral process will begin in collaboration with families.

Gifted and Advanced Learners

- Identification will include academic data, teacher input, assessments, and student interest.
- Supports will include advanced coursework, dual credit, project-based learning, and mentorships.
- The flexible SHSA model (e.g., MTDA, clinical opportunities) supports acceleration and deep exploration of medical topics.

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

The Stevensville Health Sciences Academy will implement a student discipline policy aligned with [Stevensville High School \(SHS\) standards](#), adapted to meet the unique demands of a healthcare-focused charter school. Discipline will promote accountability, safety, equity, and restorative growth—especially in settings such as clinical rotations, online platforms, and community learning environments. As stated in the [SHS Student Handbook \(2025–2026 v2\)](#), SHSA will uphold high behavior expectations during all school-related activities. Discipline will follow a progressive model with flexibility for individual circumstances:

“The consequences for inappropriate activity/behavior are intended as general guidelines.

The administration reserves the right to modify a student's consequence based on the specific nature, individual circumstances, past discipline records, or severity of an incident.”

Students will be expected to follow a code of conduct across all learning settings:

- On-campus at Stevensville High School
- Online via [Montana Digital Academy](#)
- Clinical and work-based learning sites (e.g., [Bitterroot Health](#))
- [University of Montana Code of Conduct](#)

Disciplinary consequences may include:

- Verbal warnings
- Detention or service-based consequences
- Restitution for damages
- Loss of privileges (e.g., clinical placement, extracurriculars)
- In-school or out-of-school suspension
- Long-term suspension or expulsion (per School Board authority)

All students will be afforded due process. Per SHS policy, administrators will consider:

“...seriousness of the offense, program placement, attitude and age of student, pattern of conduct, degree of cooperation, attendance record, grades, and/or other educationally relevant circumstances.”

SHSA will fully comply with IDEA, Section 504, and state law. Students with disabilities will continue to receive appropriate services during disciplinary actions. The following safeguards will apply:

- Manifestation Determination Reviews (MDRs) for removals exceeding 10 days
- Continuity of services and access to supports during suspensions
- Use of Positive Behavior Interventions and Supports (PBIS), individual behavior plans, and modifications
- Collaboration with special education teams and families

Students participating in clinical experiences must uphold healthcare professionalism, including:

- Patient privacy (HIPAA)
- Infection control and safety protocols
- Respectful communication

Serious violations may result in immediate removal from clinical placements and school-level consequences. Consistent with Stevensville Schools Policy 3210, SHSA will provide equal educational opportunities to all students regardless of race, ethnicity, gender, disability, or other protected status.

Disciplinary data will be regularly reviewed for equity and disproportionality.

By aligning with SHS policy and addressing the unique expectations of clinical and blended learning environments, SHSA will maintain a safe, respectful, and inclusive school culture.

9. Describe how the public charter school will demonstrate a commitment to and robust understanding of personalized and proficiency-based learning.

The Stevensville Health Sciences Academy is deeply committed to personalized and proficiency-based learning as foundational elements of its instructional approach. Our mission—to prepare students for careers in healthcare through flexible, engaging, and career-relevant education—requires learning systems that recognize individual strengths, interests, and needs while holding all students to high standards of mastery. Personalized learning at our school is guided by the belief that students learn

best when instruction is tailored to their goals, abilities, and preferred learning pathways. Key strategies include:

- **Individualized Learning Plans (ILPs):** Each student will co-develop an ILP with staff that identifies academic and career goals, tracks progress, and adjusts over time based on performance and interests.
- **Multiple Learning Environments:** With courses delivered in-person, online via Montana Digital Academy, and through clinical experiences at Bitterroot Health, students can engage in learning pathways that align with their pace, interests, and future aspirations.
- **Choice and Voice:** Students will have meaningful choices in elective courses, project topics, dual credit opportunities, and experiential learning placements, empowering them to take ownership of their learning.
- **Advisory and Mentorship Structures:** Each student will be paired with a faculty advisor or mentor to support reflection, goal setting, and academic progress, ensuring strong relationships and consistent guidance.

We believe students should advance when they demonstrate mastery of knowledge and skills, not simply based on seat time. Our proficiency-based approach includes:

- **Clear Learning Targets:** All courses will be designed around transparent learning objectives and competencies, aligned with Montana state standards and national CTE/healthcare frameworks.
- **Flexible Pacing:** Students will progress through content at a pace that reflects their individual readiness. Opportunities for reassessment and revision will be built into the system.
- **Performance-Based Assessments:** In addition to traditional assessments, students will demonstrate proficiency through real-world projects, clinical tasks, presentations, and simulations that reflect the demands of the healthcare field.
- **Grading for Mastery:** Student grades will reflect what they know and can do, with emphasis on demonstration of skills rather than completion of tasks. Feedback will be timely, specific, and focused on growth.
- **Data-Driven Instruction:** Teachers will use frequent formative assessments and data dashboards to adjust instruction and provide targeted interventions or enrichment in real time.

This model is especially relevant to our healthcare-focused mission: just as the medical field values competency and continuous improvement, so too will our students be expected to master key concepts and skills before advancing. By combining personalization with high expectations for proficiency, we will ensure that every student graduates prepared for the next step in their education or career.

SCHOOL GOVERNANCE

See Submission Procedures

10. 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 Structure – Stevensville Health Sciences Academy (SHSA)

The Stevensville Health Sciences Academy is built on a collaborative, transparent, and well-defined organizational structure that ensures effective leadership, stakeholder engagement, and alignment with the Academy’s healthcare-focused mission. The structure integrates governance, instructional leadership, operational management, and external partnerships.

Governance and Leadership

At the top of the organizational chart is the Stevensville School District Board of Trustees, which serves as the governing board for SHSA. The Board holds ultimate legal and fiduciary responsibility for the charter school, overseeing compliance, budget, and overall performance.

The Superintendent of Stevensville Public Schools serves as the Chief Executive Officer (CEO) of the charter and reports directly to the Board. The Superintendent oversees strategic implementation, policy compliance, and performance outcomes across the school.

The Stevensville High School Principal manages the day-to-day operations of SHSA, including scheduling, discipline, personnel supervision, and integration within the broader high school environment. The Principal reports to the Superintendent.

To support SHSA's specialized model, a Charter School Director will be hired to oversee program coordination. This role reports jointly to the Principal and Superintendent. Responsibilities include:

- Coordinating student learning across in-person, online (Montana Digital Academy), and clinical (Bitterroot Health) environments
- Managing relationships with external partners
- Scheduling clinical experiences and ensuring compliance with healthcare site protocols
- Supporting curriculum development and alignment with healthcare pathways

Instructional staff include:

- Stevensville High School Teachers, providing core academic and health science instruction aligned with Montana standards
- MTDA Instructors, delivering online coursework, supported on-site by staff and the Charter Director
- Bitterroot Health Clinical Mentors, who offer hands-on learning through supervised training and internships

All instructional staff are accountable to the Principal and collaborate with the Charter Director to ensure program alignment and student support. SHSA will include two formal advisory groups:

- A Parent and Teacher Advisory Council will meet regularly to offer input on school operations, student needs, and family engagement.
- A Health Career Pathways Advisory Board, including representatives from Bitterroot Health, local colleges, workforce agencies, and school staff, will meet quarterly to advise on curriculum, internships, and industry alignment.

SHSA's instructional design is strengthened by formal partnerships:

- Bitterroot Health – for clinical placements and mentoring
- Montana Digital Academy (MTDA) – for online learning access
- Stevensville High School – for shared facilities, staffing, and support services

The Charter Director will manage these partnerships and maintain MOUs or service agreements to define responsibilities and monitor outcomes.

Reporting Structure

- Governing Board → Superintendent (CEO)
- Superintendent → Principal (Operations Lead) and Charter Director (Program Coordination)
- Principal → Instructional Staff
- Charter Director → Liaison to Bitterroot Health, MTDA, and School Staff
- Advisory Bodies → Advise Principal and Charter Director

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

The Stevensville Health Sciences Academy operates under a clear leadership structure designed to ensure academic excellence, operational integrity, and career-focused learning in healthcare. Each role is strategically defined to support student success and align with real-world healthcare pathways.

1. Governing Board – Stevensville School District Board of Trustees

The Board authorizes and oversees the charter school, ensuring compliance with state and federal laws, approving policies, budgets, and strategic plans, monitoring academic and operational outcomes, and holding the Superintendent accountable for the school's mission and performance.

2. Superintendent – CEO of the Charter School

The Superintendent provides strategic leadership and ensures fidelity to the charter's mission.

Responsibilities include supervising the Principal and Charter Director, coordinating district-level services, overseeing budgets and compliance, and representing the school in community and board engagements.

3. Principal – Building Leader

The Principal manages daily operations, supervising faculty, student services, scheduling, safety, and instructional programs. Working closely with the Charter Director, the Principal ensures integration of clinical, online, and classroom learning while maintaining the school's distinct identity.

4. Charter School Director – Program Coordinator

The Director oversees instructional programs and partnerships, coordinating student schedules across in-person, clinical, and online environments. They monitor student progress, facilitate dual credit and certifications, support curriculum development aligned with workforce needs, and report pathway performance to the Principal and Superintendent.

5. Teachers and Clinical Instructors

Teachers provide academic instruction, while clinical mentors deliver hands-on healthcare experiences. Together, they design standards-based curriculum, align classroom and clinical instruction, assess student proficiency, and support workforce readiness.

6. Parent and Teacher Advisory Council

This council ensures family and educator input on school policies, student supports, community engagement, and programming equity.

7. Health Career Pathways Advisory Board

Composed of healthcare and education partners, this board advises on curriculum relevance, career alignment, certifications, internships, assessments, and postsecondary pathways.

This leadership model ensures the Stevensville Health Sciences Academy is well-governed, strategically led, effectively managed, and informed by professional and community partners. It combines the flexibility of innovative charter programming with the stability of a public-school system, preparing Montana students for healthcare careers.

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

Year 1 Staffing Chart (Estimated Enrollment: 40–60 students):

Position	FTE	Roles/Notes
Charter School Director	1.0	Oversees all day-to-day operations, instruction, and student services
Certified Teacher (Core or Elective)	3.0	Provide instructional support, feedback, and direct engagement with students
Special Education Teacher	0.5	Delivers services for students with IEPs and supports compliance
Paraprofessionals	1.0	Support student engagement, academic help, and assist with progress monitoring
Administrative Assistant	1	Supports enrollment, scheduling, and communications (may be shared with district)
IT Support (Shared with district)	0.2	Provides technical support for staff and students in the online learning model
School Counselor (Shared)	0.2	Provides SEL support, course planning, and mental health services

All staff are overseen by the Director, who reports to the Principal. The Principal and Superintendent positions are part of the existing district infrastructure. The principal position is partially funded through the charter.

Staffing Plan Over the Charter Term (Years 1–5):

Staffing will grow in alignment with projected enrollment increase, here is a phased plan:

Year	Estimated Enrollment	Teacher FTEs	Paraprofessionals	SPED FTE	Notes
Year 1	40–60 students	4.0	1	0.5	Small staff, shared services
Year 2	50–65 students	4.0	1	0.75	Add 1 core teacher
Year 3	55–70 students	5.0	2	1.0	Add paraprofessional and possible elective teacher
Year 4	60–75 students	5.0	2	1.0	Expand services and course offerings
Year 5	65–80 students	5.0	3	1.0–1.5	Stable staffing to support full capacity

Additional staff such as a dedicated counselor, electives/CTE instructor, or bilingual/ELL specialist may be added depending on student need and available funding.

This staffing model balances fiscal responsibility with the personalized, high-support approach necessary in a remote alternative learning setting. It allows for scalability as the charter school grows while maintaining quality instruction, compliance, and student support services.

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

The Stevensville Health Sciences Academy will follow a phased and strategic startup plan to ensure successful launch in August 2026. This plan includes governance, staffing, curriculum, facilities, student enrollment, and partnerships—each aligned with responsible personnel and clearly defined timelines.

Phase 1: Planning and Authorization (Fall 2025 – Winter 2025)

Timeline: September – December 2025

Responsible: Superintendent, Principal, Governing Board

Task	Timeline	Responsible
Finalize charter application approval	Sept–Oct 2025	Superintendent, Governing Board
Establish governance oversight framework and meeting calendar	Oct 2025	Governing Board, Superintendent
Begin MOU and partnership updates with Bitterroot Health & MTDA	Oct–Nov 2025	Charter Director (once hired), Superintendent
Develop job description and post hiring ad for Charter School Director	October 2025	Superintendent, Principal
Begin stakeholder communications (students, parents, staff, community)	Nov 2025	Principal, Communications Lead
Budget planning and funding allocation for startup needs	Nov–Dec 2025	Superintendent, Business Manager

Phase 2: Recruitment, Hiring, and Curriculum Development (Winter – Spring 2026)

Timeline: January – May 2026

Responsible: Principal, Charter Director, Superintendent

Task	Timeline	Responsible
Hire Charter School Director	January 2026	Superintendent, Interview Committee

Begin formal recruitment of students (presentations, marketing, flyers)	Jan–Feb 2026	Principal, Charter Director
Finalize curriculum map (classroom, online, clinical)	Jan–March 2026	Charter Director, Teachers, MTDA
Collaborate with Bitterroot Health to finalize clinical learning structure	Jan–Feb 2026	Charter Director, Bitterroot Liaison
Launch enrollment application and lottery info	March 1, 2026	Principal, Registrar
Host parent info nights, school visits, and career exploration sessions	March–April 2026	Principal, Charter Director
Conduct enrollment lottery (if needed)	April 22, 2026	Principal, Administrative Team
Finalize teacher assignments and cross-campus schedules	April–May 2026	Principal, Charter Director
Develop Individual Learning Plans (ILPs)	May 2026	Charter Director, Counselors

Phase 3: Operational Readiness (Summer 2026)

Timeline: June – August 2026

Responsible: Principal, Charter Director, Superintendent

Task	Timeline	Responsible
Finalize facility use agreements and classroom preparations	June 2026	Principal, Superintendent
Conduct staff training on blended learning, clinical procedures, and MTDA platforms	June–July 2026	Charter Director, PD Team
Align student supports (SPED, ELL, academic interventions)	July 2026	Principal, SPED Coordinator
Schedule orientation for students and families	August 2026	Charter Director, Teachers
Confirm student clinical schedules and mentor assignments	August 2026	Charter Director, Bitterroot Health
Launch Day 1 of Charter School	August 26, 2026	Entire Leadership Team

Ongoing Monitoring and Review (Fall 2026 and Beyond)

Timeline: September 2026 – Ongoing

Responsible: Governing Board, Superintendent, Principal, Charter Director

Task	Timeline	Responsible
Monitor academic progress and program fidelity	Monthly	Principal, Charter Director
Hold regular advisory council and pathway advisory board meetings	Quarterly	Principal, Charter Director
Report progress and outcomes to governing board	Quarterly	Superintendent
Review and refine partnership agreements and instructional practices	Ongoing	Charter Director
Collect student/family feedback and improve ILP processes	Ongoing	Charter Director, Counselors

This startup plan ensures that all major areas (governance, staffing, curriculum, student enrollment, facilities, and partnerships) are addressed with realistic timelines and clear responsibilities. The school is on track to open successfully in August 2026, providing students in the Stevensville and Bitterroot Valley communities with innovative, high-quality learning pathways in healthcare.

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

The Stevensville Charter School for Health and Medical Sciences is committed to recruiting and developing a high-quality leadership and instructional team that reflects its innovative mission, community values, and healthcare focus. This strategy is intentional, equity-driven, and aligned with Montana educator standards and certification requirements.

Charter School Director Recruitment (Winter 2025–Early 2026):

The Director is a key hire to lead SHSA’s specialized model. Recruitment will begin in Fall 2025, with postings through:

- Montana OPI and education job boards
- University education programs
- Local newspapers and networks
- National CTE/charter networks, if needed

Preferred Qualifications:

- Montana teaching/administrative license
- Experience in CTE, healthcare, or blended learning
- Strong communication and partnership skills
- Commitment to personalized, proficiency-based learning

The Superintendent and Principal will lead the hiring process, including a leadership panel interview (with a Bitterroot Health representative) and background checks. Most instruction will be provided by licensed Stevensville High School teachers. The Principal will identify current staff for charter roles and ensure any new hires meet licensure and instructional model requirements.

Additional Roles May Include:

- Paraprofessionals (especially in SPED/lab settings)
- Counselors to support Individual Learning Plans (ILPs)
- Academic advisors or MTDA facilitators

Clinical Instruction:

Provided by Bitterroot Health mentors under the supervision of credentialed healthcare professionals, per partnership agreements.

Professional Development (PD):

SHSA will provide ongoing, job-embedded PD, coordinated with Bitterroot Health focused on:

- Personalized and proficiency-based learning
- MTDA integration
- Special education and ELL strategies
- CTE best practices and interdisciplinary learning
- Equity and culturally responsive teaching

New staff will participate in onboarding in spring/summer 2026, with all staff attending a pre-opening PD week in August 2026. SHSA will build internal leadership capacity through mentorship, leadership teams, and access to state-level learning (e.g., SAM, MEA-MFT). Staff with leadership potential may pursue credentials or lead initiatives (e.g., advisory councils, coaching). The Principal and Director will collaborate on succession planning and documenting program models to support long-term growth and continuity. This plan ensures SHSA is staffed by mission-driven, highly qualified educators deeply connected to the Bitterroot Valley’s healthcare and education needs.

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

SHSA will implement clear, consistent, and fair employment policies aligned with Montana law, district guidelines, and the school’s innovative healthcare-focused mission. Policies emphasize high expectations, professional growth, and accountability to student success. All instructional and administrative staff will meet Montana OPI licensure requirements. SHSA will follow Stevensville School District hiring procedures, ensuring compliance with non-discrimination and equal opportunity laws.

- The Superintendent and Principal will oversee hiring for leadership and instructional roles.

- The Charter School Director will be selected with input from the Superintendent, Principal, and partners (e.g., Bitterroot Health) and must demonstrate relevant experience in health sciences, CTE, or cross-sector coordination.

SHSA staff will work under the Stevensville School District's collective bargaining agreement or individual contracts. Staff must follow district policies related to calendar expectations, professional conduct, background checks, licensure, and continuing education. Employees will adhere to the Montana Educator Code of Ethics, district policy, and SHSA-specific expectations—particularly in professionalism, confidentiality, and collaboration with clinical partners.

Leadership Evaluation:

- The Superintendent will evaluate the Principal annually using state-aligned frameworks.
- The Charter School Director will be evaluated by the Principal and Superintendent, with input from clinical and instructional partners.
- Evaluations will assess progress toward charter goals, stakeholder feedback, program implementation, and partnership management.

Teacher Evaluation:

Teachers will be evaluated using the Montana Educator Performance Appraisal System (EPAS – Danielson Model) and district tools.

- Components include classroom observations, student performance data, and professional standards.
- Teachers will also be evaluated on their contributions to interdisciplinary teams, project-based learning, and clinical readiness.

Professional Growth and Support:

Professional development will be aligned with evaluation outcomes and school priorities. SHSA will offer coaching, mentorship, and leadership opportunities for staff demonstrating excellence.

SHSA will foster a culture where feedback drives growth and excellence is recognized. Through strong hiring practices and rigorous evaluations, SHSA ensures all staff are dedicated to preparing students for healthcare careers in Montana and beyond.

16. State the proposed governing bylaws.

The SHSA will operate as a public charter school under the [Stevensville School Board](#), providing flexible, personalized, and online learning for K–12 students. The Board oversees policy, budget, curriculum approval, and compliance with state and federal law. The Governing Board includes 8 Stevensville School Board members. Advisory members, such as parents or community representatives, may participate but vote only if permitted by board policy. Meetings comply with Montana Open Meeting Laws and occur at least quarterly to review performance, budgets, and compliance. Notices and agendas are publicly posted in advance. The Board elects or appoints officers (Chair, Vice Chair, Secretary) to manage meetings, maintain records, and ensure governance aligns with district and state requirements. The Board may establish committees or advisory groups, including a Parent/Teacher Council, to provide input on curriculum, student engagement, and community concerns. Advisory groups are consultative and do not vote. Policy and budget decisions require a majority vote of members present. The Superintendent, Principal, and Charter School Director provide recommendations and operational reports but do not vote. The Board monitors student achievement, financial management, and charter compliance. The Charter Director reports to the Principal and Superintendent, who report to the Board. Annual performance reviews, audits, and progress reports ensure oversight. Board members must disclose conflicts of interest and recuse themselves from related votes, following district and state law. Bylaws may be amended by majority vote, consistent with Montana charter law and district policy. These bylaws establish a transparent, accountable, and legally compliant governance framework, ensuring SHSA operates effectively while maintaining strong oversight by the Stevensville School Board.

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

The success of SHSA is built on key strategic partnerships that support its mission to prepare students for careers in healthcare and health sciences. These partnerships provide essential support in curriculum delivery, clinical training, online learning, and workforce alignment. All relationships are formalized through memoranda of understanding (MOUs), service agreements, or collaborative planning frameworks.

1. Bitterroot Health – Clinical Training and Workforce Partner

Role: Bitterroot Health is SHSA's primary healthcare partner, providing students with real-world, hands-on experiences in clinical and allied health settings.

Core Functions:

- Hosts students for clinical shadowing, internships, simulations, and work-based learning
- Collaborates on pathway design aligned with industry standards
- Provides licensed professionals as mentors and instructors
- Serves on SHSA's Health Career Pathways Advisory Board

Agreement: A formal MOU outlines roles, safety protocols, HIPAA compliance, supervision, and student expectations. The Charter School Director manages this partnership.

2. Montana Digital Academy (MTDA) – Online Learning Partner

Role: MTDA enables students to access flexible, personalized online coursework in health sciences, electives, advanced content, and credit recovery.

Core Functions:

- Delivers synchronous and asynchronous instruction aligned with Montana standards
- Expands course access for rural students and specialized interests
- Supports individualized learning plans and pacing
- Coordinates progress monitoring with SHSA staff

Agreement: SHSA holds a service agreement with MTDA (and Edmentum) under Montana OPI protocols. The Charter Director manages enrollment and communication with MTDA.

3. Stevensville High School – Shared Services and Instructional Partner

Role: While SHSA operates as a distinct program, it shares facilities, select staff, and student services with Stevensville High School, enhancing efficiency and alignment.

Core Functions:

- Provides core academic instruction through shared faculty and classrooms
- Offers access to counseling, support services, and extracurricular activities
- Coordinates dual enrollment and scheduling
- Ensures compliance with district policies and procedures

Relationship: SHSA is governed by the Stevensville School District. The High School Principal oversees shared operations and staff, while the Superintendent holds executive oversight.

Oversight and Coordination:

- Superintendent: Oversees contracts and compliance
- Principal: Manages shared staffing and daily coordination
- Charter Director: Leads partnership management, clinical and online scheduling, and program alignment

These partnerships are central to SHSA's model, enabling students to access high-quality academics, real-world healthcare experience, and personalized pathways toward college, career, and leadership in health-related fields.

18. Provide the proposed calendar and sample daily schedule.

Proposed Academic Calendar (2026–2027 School Year)

- **Start Date:** August 24, 2026
- **End Date:** May 26, 2027
- **Holidays/Breaks:**

- Labor Day: September 7, 2026
- Thanksgiving Break: November 25–27, 2026
- Winter Break: December 21, 2026 – January 1, 2027
- Spring Break: March 29 – April 2, 2027
- Memorial Day: May 31, 2027
- **Professional Development Days:**
 - August 17–21, 2026 (Staff Orientation)
 - Weekly PLC Wednesdays
 - Monthly PD Wednesdays (half-day for teachers, asynchronous assignments for students)
- **Instructional Days:** 180 days (meets Montana minimum instructional hour requirements, with flexibility for online mastery-based pacing)

Sample Daily Schedule

The Stevensville Health Science Academy will follow the Stevensville High School daily bell schedule. Monday, Thursday, and Friday students attend 7 classes for 50 minutes, with a 15 minute home room period. On Tuesdays and Wednesdays, students attend classes for block periods of 90 minutes each (4 classes on Tuesday, 3 classes on Wednesday with an early release for staff professional development). Block periods allow for more in depth learning activities, field trips, and labs. Teachers have one preparatory period.

M/Th/F Time	Activity
8:20-9:10 AM	1st period, in person SHSA class
9:13-10:03 AM	2nd period, online dual enrollment course (Health Science or GE), student works in the SHS library
10:06-10:56 AM	3rd period, in person elective class (ex: SHS music class)
10:59–11:49 AM	4th period, Core/GE class, may be in person or Dual Enrollment online (students work in the SHS library)
11:49-12:09 PM	Home room
12:09–12:54 PM	Lunch
12:54–1:44 PM	5th period, Core/GE class, may be in person or Dual Enrollment online (students work in the SHS library)
1:47–2:37 PM	6th period, Core/GE class, may be in person or Dual Enrollment online (students work in the SHS library); students in year 3-4 may engage in WBL at Bitterroot Health
2:40–3:30 PM	7th period, Core/GE class, may be in person or Dual Enrollment online (students work in the SHS library); students in year 3-4 may engage in WBL at Bitterroot Health

BUSINESS OPERATIONS

See Submission Procedures

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

The Stevensville Health Sciences Academy (SHSA) will provide transportation, food service, and other essential operational services in partnership with the Stevensville School District, ensuring all students—including those in clinical rotations or online/hybrid courses—have equitable access to school opportunities.

Transportation: SHSA students will use district transportation via existing Stevensville School District bus routes. For students attending off-site clinical experiences at Bitterroot Health (5.5 miles away) or other approved community placements, transportation will be coordinated through SHSA administration and Bitterroot Health, using district-approved methods such as vans, staff transport, or parent arrangements. Scheduling will ensure safe travel without disrupting core academics. Transportation for students with disabilities will be reviewed in IEP or 504 plan meetings to meet accessibility requirements under IDEA and ADA.

Food Service: Students will access district nutrition services, including breakfast and lunch through the National School Lunch Program, served in the Stevensville High School cafeteria. Free and reduced-price meals will be available for eligible students. For off-campus learning during meal times, schedules will be adjusted, or grab-and-go options provided. Nutrition services will comply with all state and federal health, safety, and equity standards.

Other Operational and Ancillary Services

- **Technology Access:** Students will receive district-issued devices (Chromebooks/laptops) for MTDA and blended learning. The district IT department will provide support, helpdesk, and troubleshooting.
- **Facilities and Custodial Services:** SHSA will use designated classrooms and labs at Stevensville High School, sharing custodial and maintenance services. Additional space needs will be coordinated with district facilities management.
- **Health and Safety:** Nursing, mental health support, and emergency services will be provided through district systems. Clinical students will follow Bitterroot Health safety protocols, including HIPAA and infection control.
- **Special Education and Support:** Students with IEPs, 504 plans, or specialized needs will receive district-provided services, coordinated by the Principal and Charter Director, including therapy, counseling, and related supports.
- **Extracurricular Access:** SHSA students may participate in Stevensville High School sports, clubs, and organizations.

By leveraging district partnerships, SHSA ensures that transportation, nutrition, technology, facilities, health, and special education services are delivered efficiently, equitably, and in compliance with all regulations. These integrated services support SHSA's mission to provide accessible, inclusive, and healthcare-focused education to all students in the Bitterroot Valley.

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

SHSA recognizes that success in healthcare careers depends not only on academics but also on leadership, communication, collaboration, and personal growth. To support this, students will access a range of cocurricular and extracurricular programs, some integrated with Stevensville High School (SHS) offerings and others unique to SHSA's healthcare-focused mission.

Cocurricular Programs (Career-Aligned)

- **HOSA – Future Health Professionals:** A national organization promoting leadership, community service, career exploration, and competitive medical events.
Delivery: Sponsored by SHSA staff with CTE instructors
Funding: Perkins/CTE funds, fundraising, and student activity accounts
- **Clinical Capstone Presentations and Career Showcases:** Students complete real-world projects and present learning at community events, symposiums, or health fairs.
Delivery: Organized by Charter Director with Bitterroot Health mentors
Funding: Operational budget and potential grants or sponsorships
- **Dual Credit Health and Science Clubs:** Students in dual credit or MTDA courses meet for peer support, study, and projects.

Delivery: Coordinated by Charter Director and MTDA advisors

Funding: Operational funds and in-kind staffing support

Extracurricular Programs (District-Wide)

SHSA students are fully eligible to participate in SHS extracurriculars, including:

- Athletics (basketball, volleyball, cross-country, track)
- Performing arts (band, choir, drama)
- Academic clubs (Science Olympiad, National Honor Society)
- Student government, leadership, and service organizations
- Career and Technical Student Organizations (CTSOs)

Delivery and Funding: Students follow SHS eligibility rules and schedules. Transportation, supervision, and facilities are shared. Funding comes from district extracurricular budgets, activity fees, fundraising, and grants. SHSA's general fund supports additional staffing or sponsorships if participation grows.

Equity and Inclusion

SHSA ensures all students, including those with disabilities, English language learners, or economically disadvantaged backgrounds, have access to programs through:

- Waived or reduced fees
- Transportation assistance for before/after-school activities
- Inclusion planning for students with IEPs or 504 plans

Through career-aligned cocurricular programs and full participation in district extracurriculars, SHSA provides meaningful opportunities beyond the classroom. These programs are delivered collaboratively, funded responsibly, and aligned with the Academy's mission to prepare students for healthcare careers and community leadership.

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

SHSA will implement a comprehensive financial plan to ensure responsible use of public funds and compliance with state and federal requirements.

Budgeting and Financial Planning: Annual budgets will be prepared by the Charter School Director with the district Business Manager, covering projected revenues, expenses, and reserves for instruction, personnel, technology, operations, and contingencies. Multi-year projections will support sustainability and growth over the five-year charter term.

Revenue Sources: Funding will include state per-student allocations, federal grants (e.g., Title I, II, IDEA), local revenues, donations, and program-specific grants or partnerships.

Financial Controls: All transactions will follow district policies and Montana law. Dual signatures will be required for checks above a set threshold. Accounts will be regularly reconciled, and monthly financial reports reviewed by the Charter Director, Principal, and Superintendent to ensure transparency and accountability.

Audit and Oversight: An independent annual audit will comply with Montana law and district policy, with reports submitted to the Governing Board and the Montana Office of Public Instruction. Any audit findings will be promptly addressed with corrective actions.

Fiscal Policies: Funds will support the charter school's educational mission, with reserves maintained for unexpected costs or enrollment changes. Allocations will be equitable across instructional programs, technology, student support, and administrative needs.

This financial framework provides strong fiscal management, transparency, and sustainability, ensuring SHSA can deliver a high-quality, personalized, and flexible learning environment for all students.

22. Describe the insurance coverage that will be obtained.

SHSA will secure comprehensive insurance to protect students, staff, and school operations, in compliance with Montana law and district policies. Coverage will include:

General Liability: Protects against claims for bodily injury, property damage, or personal injury occurring on school property or during school-sponsored events.

Property and Equipment: Covers school-owned or leased property, including instructional materials, furniture, and technology for in-person and remote learning, against fire, theft, vandalism, or natural disasters.

Workers' Compensation: Provides coverage for all employees for work-related injuries or illnesses, as required by Montana law.

Professional Liability / Educators' Errors & Omissions: Protects staff against claims of professional negligence, errors, or omissions in instruction or student services.

Automobile Insurance (if applicable): Covers school-owned vehicles used for student transport or staff travel during school activities.

Cyber Liability: Protects digital learning platforms, student data, and privacy, critical for SHSA's online instruction and technology use.

Other Policies: Umbrella liability may be obtained for additional coverage above standard limits.

All policies will be reviewed annually to ensure adequacy for school operations and new initiatives.

Insurance will comply with Montana law, district requirements, and vendor or partner contracts. The Charter School Director, in consultation with the Superintendent and Business Manager, will oversee all policies to maintain effective risk management and protection for SHSA's students, staff, and programs.

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

Budget Assumptions

1. **Enrollment:** Year 1 = 40–50 students; projected growth to 65–90 students by Year 5.
2. **Staffing:** Year 1 includes 1 Director, 3 certified teachers, 1 paraprofessional, 0.5 SPED teacher, 1.0 administrative assistant. Staff increases proportionally as enrollment grows.
3. **Instructional Costs:** Medical hands-on equipment, digital curriculum subscriptions, virtual platforms, medical certifications, and assessments for core and elective courses.
4. **Technology:** Devices, medical equipment, and software licenses provided for all students.
5. **Facilities:** Classrooms at Bitterroot Health Clinic in Stevensville, Bitterroot Health classroom on site at High School, Minimal on-campus space for assessments, small group support, and optional activities, as well as field trips to other health facilities.
6. **Ancillary Services:** Counseling, SPED services, minimal transportation, and optional on-campus activities.
7. **Revenue:** Primarily Montana state per-pupil funding, supplemented by federal grants (Title I, IDEA) and occasional donations/grants.

Startup Budget (Year 1)

Category	Amount (\$)
Personnel (salaries & benefits)	300,000
Digital Curriculum & LMS	200,000
Technology & Devices	20,000
Facilities & Utilities	79,000
Professional Development	15,000
Ancillary Services (Counseling, SPED support)	200,000
Medical Equipment	30,000
Office Supplies & Operations	20,000
Contingency / Miscellaneous	34,401
Total Expenses	\$898,401

Revenue (Assuming 60 students @ \$8,900 per student + basic entitlement): \$898,401

Balanced budget in Year 1 with minimal reserves.

Five-Year Budget Projections

Year	Enrollment	Revenue (\$)	Expenses (\$)	Notes
1	60	898,401	864,000	Startup year, lean staffing
2	65	942,901	895,756	Add 1 teacher and 1 paraprofessional, and SPED staff, increase curriculum costs
3	70	947,451	900,078	Expand paraprofessionals and SPED support
4	75	952,001	904,401	Add 1 teacher and 1 paraprofessional, expand electives, optional on-campus services
5	80	956,551	908,723	Add 0.5 SPED Staff, Full staffing, stable operations, small reserve built

Notes on Assumptions:

- Revenue assumes standard Montana per-pupil funding and basic entitlement; does not include potential additional grants or donations.
- Expenses increase with staffing needs, technology refresh, and ancillary supports as enrollment grows.
- Budget assumes **conservative enrollment growth** and minimal unforeseen expenses.

This five-year financial projection demonstrates a **sustainable, scalable, and responsible financial model** for the **Stevensville Health Sciences Academy (SHSA)**. All budget assumptions are rooted in current **Montana school funding formulas, district financial practices, and charter-specific program models**.

Startup Budget (Planning Year: FY 2025-2026)

Purpose: The startup budget supports planning activities, leadership recruitment, curriculum development, facilities readiness, partnership agreements, and outreach prior to student enrollment in August 2026.

Estimated Startup Costs:

- Charter Director salary and benefits (partial year): \$45,000
- Curriculum planning and consulting (stipends, CTE planning): \$10,000
- Marketing and student recruitment materials: \$1,000
- Professional development and planning retreats (staff & partners): \$5,000
- Legal, MOU, and policy development services: \$3,000
- Technology and platform setup (MTDA, LMS licenses, website): \$5,000
- Supplies, furniture, and equipment preparation: \$7,500

Total Startup Budget Estimate: \$76,500

Startup funding sources may include:

- Charter planning grants (federal or state)
- District reallocation or ESSER reserves
- Community sponsorships or local foundation grants

Five-Year Budget Overview (FY 2026-2031)

Assumptions:

- Initial enrollment: 60 students (Grades 9–12) in Year 1, increasing to 80 by Year 5
- Per-pupil state funding: Estimated at \$8,500 annually, adjusted for inflation
- Shared facility use: No additional lease or rent costs
- Staffing model: Gradual scale-up in instructional staff and support roles
- Use of some existing Stevensville High School staff and infrastructure to reduce overhead
- Clinical partners (Bitterroot Health) and MTDA costs factored in per student or per agreement basis

Year-by-Year Summary

Year 1 (2026–2027) – Launch Year

- **Enrollment:** 60 students
- **Revenue Estimate:** \$898,401

- **Expenses:**
 - 1.0 FTE Charter Director
 - 3.0 FTE licensed teaching staff (core/health sciences)
 - Shared services (principal, counselor, admin support)
 - MTDA course fees for ~60 students
 - Supplies, transportation, food services, clinical coordination
- **Projected Surplus/Reserve: \$25,000**

Year 2 (2027–2028)

- **Enrollment:** 65 students
- **Revenue Estimate:** \$942,901
- **Increased costs:** 1 FTE teacher and paraprofessional added; a 0.5 SPED staff expanded, MTDA and clinical programming
- **Professional development and student support services increase**
- **Projected Surplus/Reserve: \$47,000**

Year 3 (2028–2029)

- **Enrollment:** 70 students
- **Revenue Estimate:** \$947,451
- **Expand paraprofessionals and SPED support**
- Ongoing clinical partnership costs increase with more upperclassmen in rotations
- **Projected Surplus/Reserve: \$47,000**

Year 4 (2029–2030)

- **Enrollment:** 75 students
- **Revenue Estimate:** \$952,001
- Continue dual credit partnerships (cost-sharing with higher education partners)
- **Expand electives, optional on campus services paraprofessional added**
- **Projected Surplus/Reserve: \$48,000**

Year 5 (2030–2031)

- **Enrollment:** 80 students
- **Revenue Estimate:** \$956,551
- **Full program maturity reached;** stable staffing with 4.0 FTE teaching staff, 1.0 FTE paraprofessional, 0.5 FTE clinical coordinator
- Budget includes **replacement/upgrade of technology and medical lab equipment**
- **Projected Surplus/Reserve: \$47,000**

Key Funding Streams Over Five Years

- State Base Aid and Per-Pupil Entitlements
- Career and Technical Education (CTE/Perkins) Funding
- IDEA and Title I/II/IV Federal Grants (based on eligibility)
- Community donations and employer partnerships (e.g., Bitterroot Health)
- Dual credit tuition offsets (co-shared with students/families or higher ed partners)

Financial Sustainability and Monitoring

SHSA's budget will be monitored by the Stevensville School District Business Manager, under the oversight of the Superintendent and Governing Board, with regular reporting and audits in line with state law. The Academy will maintain a reserve balance to guard against unforeseen costs and will adjust staffing and expenditures based on enrollment trends and grant availability. The startup and five-year budgets for Stevensville Health Sciences Academy demonstrate a conservative, scalable financial plan grounded in realistic assumptions, effective resource-sharing, and a commitment to long-term sustainability. Through efficient operations, diversified funding, and strong financial oversight, SHSA is positioned to deliver its mission of preparing students for meaningful careers in Montana's growing healthcare sector.

Year 1 Staffing Chart (Estimated Enrollment: 40–60 students):

Position	FTE	Roles/Notes
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Charter School Director	1.0	Oversees all day-to-day operations, instruction, and student services
Certified Teacher (Core or Elective)	3.0	Provide instructional support, feedback, and direct engagement with students
Special Education Teacher	0.5	Delivers services for students with IEPs and supports compliance
Paraprofessionals	2.0	Support student engagement, academic help, and assist with progress monitoring
Administrative Assistant	0.5	Supports enrollment, scheduling, and communications (may be shared with district)
IT Support (Shared with district)	0.2	Provides technical support for staff and students in the online learning model
School Counselor (Shared)	0.2	Provides SEL support, course planning, and mental health services

All staff are overseen by the Director, who reports to the Principal. The Principal and Superintendent positions are part of the existing district infrastructure. The principal is partially funded by the charter.

Staffing Plan Over the Charter Term (Years 1–5):

Staffing will grow in alignment with projected enrollment. The following is a phased plan:

Year	Estimated Enrollment	Teacher FTEs	Paraprofessionals	SPED FTE	Notes
Year 1	40–60 students	4.0	1.0	0.5	Small staff, shared services
Year 2	50–65 students	4.0	1.0	0.75	Add 1 core teacher
Year 3	55–70 students	5.0	3.0	1.0	Add paraprofessional and possible elective teacher
Year 4	60–75 students	5.0	2.0	1.0	Expand services and course offerings
Year 5	65–80 students	5.0	3.0	1.0–1.5	Stable staffing to support full capacity

Additional staff such as a dedicated counselor, electives/CTE instructor, or bilingual/ELL specialist may be added depending on student need and available funding.

This staffing model balances fiscal responsibility with the personalized, high-support approach necessary in a remote alternative learning setting. It allows for scalability as the charter school grows while maintaining quality instruction, compliance, and student support services.

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

The Stevensville Health Sciences Academy (SHSA) has developed realistic cash flow projections for its startup planning year (2025–2026) and its first year of operation (2026–2027). These projections reflect expected timing of revenues, expenditures, and reserve needs, ensuring sufficient liquidity to meet all obligations and a financially stable launch.

The cash flow model accounts for state funding schedules, district support timelines, grant disbursement pacing, and known expenditures aligned to SHSA's staffing, facilities, and programming model.

Assumptions – Startup Year (2025-2026)

Timeline: July 2025 – June 2026 (no students enrolled yet)

Purpose: Charter preparation, leadership hiring, marketing, program development

Key Revenue Assumptions:

- \$60,000 in startup grant funding (anticipated from state/federal charter programs or local foundations)
- \$20,000 in district funds for early leadership and planning activities
- \$10,000 from local fundraising, donations, and/or in-kind contributions

Key Expenditure Assumptions:

- Charter Director salary (0.5 FTE) for 6–8 months: \$45,000
- Planning stipends, curriculum development, and consultant fees: \$10,000
- Marketing and student recruitment costs: \$5,000
- Legal, policy, and MOU services: \$3,000
- Supplies, licenses, tech platforms: \$7,500
- Contingency/reserve: \$12,500

Projected Total Revenue: \$80,000

Projected Total Expenditures: \$70,500

Projected End-of-Year Reserve (June 2026): \$9,500

Assumptions – First Year of Operation (2026-2027)

Timeline: July 2026 – June 2027

Enrollment: 60 students (Grades 9–12)

Per-Pupil Base Funding Estimate: \$8,500

Anticipated Revenue: \$898,401

Revenue Cash Flow Timing (2026–2027):

Revenue Source	Amount	Expected Receipt
State Base Aid	\$364,000	Monthly (Sept–June)
Federal CTE & Title Funds	\$20,000	Fall & Spring
Local Donations/Fundraising	\$5,000	Quarterly
Misc. (fees, in-kind)	\$1,500	As received
Beginning Cash Reserve	\$10,000	July 2026 (carryover)

Total Available Revenue (including reserve): \$421,500

Note: First state payments begin in **September**, so startup liquidity is critical in **July/August**.

Cash Outflow Estimates (2026–2027):

Expense Category	Annual Estimate	Pacing Assumption
Staff Salaries & Benefits (3.5 FTE)	\$250,000	Monthly (Aug–June)
MTDA Course Fees & Technology	\$10,000	Quarterly
Supplies, Curriculum, Equipment	\$10,000	Bulk in July–Sept, ongoing restock
Transportation (shared services)	\$10,000	Monthly (Sept–May)
Student Services (SPED, counseling, ELL)	\$20,000	Monthly (based on service hours)
Clinical Experience Costs	\$10,000	Billed per term (Fall/Spring)
Professional Development	\$7,500	July, October, March
Facility Usage (shared)	In-kind (district)	N/A (included in shared services)
Administrative & Operational	\$20,000	Monthly (insurance, printing, software)
Contingency Reserve	\$10,000	Held throughout

Total Projected Expenditures: \$347,500

Estimated Year-End Surplus/Reserve: \$74,000 (to support growth in Year 2)

Cash Flow Management Strategies

- SHSA will carefully time expenditures to align with state payment schedules, especially in the first quarter before September state disbursements arrive.
- The \$10,000 startup reserve will cover early summer costs such as PD, initial payroll, and classroom setup.
- The school will work with the district Business Manager to monitor cash flow monthly and adjust purchasing and staffing as needed.

- If necessary, the district may provide short-term cash flow support (e.g., internal transfers or advances) until revenues stabilize mid-year.
- All cash handling, invoicing, and account reconciliation will follow district financial controls and audit protocols.

The startup and first-year cash flow projections for Stevensville Health Sciences Academy are realistic, conservative, and financially responsible. With careful planning, appropriate reserves, and strong fiscal oversight, SHSA is well-positioned to maintain liquidity and stability as it launches an innovative educational model that prepares students for Montana's growing healthcare sector.

Assumptions

1. **Startup Timing:** School opens August 2026; initial expenses occur during spring and summer for hiring, technology, and curriculum setup.
2. **Revenue Timing:** Per-pupil funding is received monthly starting in September 2026. Federal grants (Title I/IDEA) may be received quarterly.
3. **Enrollment:** 45 students in Year 1.
4. **Expenses:** Major startup costs include personnel, technology, curriculum, and operational setup, paid monthly or upfront where applicable.
5. **Contingency:** Minimal reserve of \$10,000 included for unexpected costs.

Startup Cash Flow (Pre-Opening: May–August 2026)

Month	Cash In (\$)	Cash Out (\$)	Net Cash (\$)
May 2026	0	20,000	(20,000)
June 2026	0	50,000	(70,000)
July 2026	0	60,000	(130,000)
August 2026	0	40,000	(170,000)

Startup costs include curriculum licenses, devices, facility prep, and staff onboarding.

First-Year Cash Flow (September 2026 – May 2027)

Month	Cash In (\$)	Cash Out (\$)	Net Cash (\$)
September	44,500	35,000	9,500
October	44,500	35,000	19,000
November	44,500	35,000	28,500
December	44,500	40,000	33,000
January	44,500	35,000	42,500
February	44,500	35,000	52,000
March	44,500	35,000	61,500
April	44,500	35,000	71,000
May	44,500	35,000	80,500

Cash inflows assume monthly per-pupil funding (\$8,900 per student ÷ 12 months). Cash outflows include salaries, benefits, technology maintenance, and operational costs. Positive cash balance by December ensures stable operations and ability to cover summer startup expenses in Year 2.

This cash flow projection demonstrates that the Stevensville Health Science Academy can maintain liquidity, meet financial obligations, and launch successfully while gradually building reserves for future growth.

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

The Stevensville Health Sciences Academy (SHSA) anticipates supplemental fundraising to enhance student learning experiences, provide enrichment opportunities, and support technology initiatives.

1. Fundraising Goals

- Raise approximately \$5,000–\$10,000 annually to support cocurricular programs, elective course materials, and student enrichment activities.
- Funds may also contribute to technology refreshes and virtual learning tools beyond the standard curriculum.

2. Fundraising Strategies

- **Community Engagement Events:** Annual online and in-person events such as virtual auctions, STEM fairs, or talent showcases.
- **Grant Applications:** Seek local, state, and national educational grants for technology, digital curriculum, or innovation in personalized learning.
- **Partnership Sponsorships:** Collaborate with local businesses and organizations for sponsorship of student projects, internships, and career exploration programs.

3. Evidence of Support

- The Stevensville community supported renovations to the high school when improvements to CTE and Technology were added to the Bond.
- Letters of support from local organizations, parents, and community stakeholders will accompany the charter application to demonstrate commitment.

This approach ensures that fundraising efforts supplement state and federal funding without creating a barrier for student participation, while enhancing the school's mission of flexible, personalized, and technology-driven learning.

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

Primary Facilities:

- The school will utilize a designated space within Stevensville High School:
 - In-person and online assessments and testing
 - Small group tutoring sessions and lab activities
 - Optional enrichment and extracurricular activities
- Students will also utilize online platforms at home and onsite through the University of Montana, MTDA, and Edmentum.
- Students will utilize the Bitterroot Health Clinic for lab visits, clinicals, field trips, etc...

Facility Features:

- There will be a classroom equipped with lab tables and necessary technology to support Virtual Learning as well as in-person learning.
- Flexible spaces that can accommodate up to 20 students for small-group learning
- Access to district amenities as needed (library, labs, and gym for optional activities)
- Transportation available to transport students for field trips to get real world experience.

Backup and Contingency Plans:

- **Remote Continuity:** All instructional activities are already designed for online delivery; if the physical facility becomes unavailable, instruction continues seamlessly from home.
- **Technology Redundancy:** The school maintains loaner devices, software licenses, and virtual platforms to ensure students and staff can continue learning during technology or facility disruptions.
- **Alternative On-Campus Locations:** In the event the primary facility is unavailable (maintenance, emergencies), alternate district spaces (library) or community locations (Bitterroot Health Clinic) can be used for essential in-person activities.
- **Health and Safety Contingencies:** The school will follow public health guidelines for in-person gatherings, including hybrid or fully virtual adjustments if necessary.

This plan ensures that the Stevensville Health Sciences Academy (SHSA) has flexible, safe, and reliable facilities to support both online and occasional in-person learning while maintaining continuity under all circumstances.

COMMUNITY SUPPORT AND NEED

See Submission Procedures

27. Describe the specific evidence of significant community support.

The **Stevensville Health Sciences Academy (SHSA)** has garnered strong support from the local community for its mission to provide flexible, personalized, and technology-driven learning opportunities. Specific evidence includes:

1. Letters of Support

- Written endorsements from parents, local businesses, and community leaders emphasize the need for trained students in the area of healthcare in the Bitterroot Valley.
- Letters from postsecondary institutions and local organizations committing to partnerships for career exploration, internships, and mentorship programs.

2. Community Need

- State data indicate that Montana is experiencing a significant shortage of registered nurses, and high and growing demand for certified nursing assistants (CNAs). For example, Montana Labor Market Information reports a tight RN labor market, and CNA employment is projected to grow by about 8% by 2028.

3. District and Staff Support

- Current Support from Stevensville School District administrators and teachers, demonstrates internal buy-in.

4. Parent and Community Engagement

- Formation of an Advisory Committee to assist with enrollment outreach, pathway direction, and facility guidance.
- Community partners have pledged in-kind support, including volunteer mentoring, facility use, and professional development resources.

5. Evidence from Prior Programs

- In our first year of offering Health Courses via Bitterroot Health, we have experienced growth from one course (15 students) to 3 courses (with over 50 students total), with expectations that there will be 5 classes in the upcoming year.

This combination of letters, survey results, district collaboration, and community involvement demonstrates a solid base of support, confirming that the Stevensville Alternative Online Charter School will meet a community-identified need and thrive in the local context.

28. Describe the opportunities and expectations for parent involvement.

The **Stevensville Health Sciences Academy (SHSA)** will actively encourage parent involvement to support student learning, engagement, and overall school success. Opportunities and expectations include:

1. Participation in Advisory and Governance

- Parents may serve on the Advisory Committee to provide input on curriculum, extracurricular activities, and school policies.
- Feedback from parents will be solicited regularly to inform decision-making and improve school programs.

2. Engagement in Student Learning

- Parents are expected to support daily learning routines, monitor progress through the learning management system, and collaborate with teachers to address challenges.
- Optional workshops and orientation sessions will equip parents with tools to help students succeed in a personalized, online learning environment.

3. Communication and Conferences

- Regular communication will be maintained through emails, video calls, and parent portals.
- Parent Teacher conferences or check-ins will allow parents to review student progress, Individual Learning Plans (ILPs), and set goals collaboratively with teachers and staff.

4. Volunteer Opportunities

- Parents may volunteer for virtual or on-campus activities, such as mentoring, career exploration support, extracurricular clubs, and school events.
- Opportunities will be flexible to accommodate parents' schedules and availability.

By fostering strong collaboration between families and school staff, the Stevensville Health Sciences Academy (SHSA) ensures that students receive consistent support across home and school environments, as well as continue to develop relevant Health pathways.