Montana Board of Public Education

Public Charter School Application

June 2026

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INTRODUCTION

Title 20, Chapter 6, Part 8, MCA, authorizes the establishment of public charter schools in Montana and tasks 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 career and technical education programs and operate in pursuit of a specific set of educational objectives as defined in its public charter contract, and must demonstrate a commitment to and robust understanding of personalized and proficiency-based learning.

The evaluation of public charter school applications will focus on whether implementing the proposals in the application will lead to the academic, organizational, and financial performance that are promised in exchange for potential broad flexibility from Montana's education standards. The following criteria and rubric scales will be used to evaluate each application:

- the applicant demonstrates a commitment to create an innovative public charter school (0-10 points)
- the applicant demonstrates a commitment to create a high-performing public charter school (0-10 points)
- the applicant demonstrates a commitment to and robust understanding of personalized and proficiency-based learning (0-10 points)
- the academic program is consistent with a high-quality public charter school (0-1 points)
- the school governance is consistent with a high-quality public charter school (0-1 points)
- the business operations are consistent with a high-quality public charter school (0-1 points)
- the community support and need is consistent with a high-quality public charter school (0-10 points)
- the applicant demonstrates clear and convincing proof of the likelihood of success (0-1 points)
- the applicant can open and operate a successful public charter school (0-1 points)

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 26-30, 2026, with a deadline of October 30, 2026 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. Final approval of the application will take place at the January 2027 Board of Public Education meeting. Please note the timeline on the Board's webpage under the Public Charter School tab.

Please provide a brief, direct response to each question using this application template and limit the application to 26 pages. Any appendices, handbooks, policies, and additional documents will be considered as supporting documentation. Please include links, when possible, and refrain from including lengthier documents.

Please note that submitting a public charter school application does not guarantee approval or 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.

PUBLIC CHARTER APPLICATION COVER PAGE

Check One: _x_ New Public Charter under existing local school board ___ New Public Charter District

Name of Public Charter School Jefferson Academy

Local school district in which the public charter school will be physically located: Jefferson High School District #1

Contact Information for the Governing Board Chair

Contact Person: Cami Robson (**Name**) Board Chair (**Title**)

Contact Address: 143 Old Alhambra Road, Clancy, MT 59634

Telephone Number: (406) 431-3776

E-mail Address: cami.robson@jhs.k12.mt.us

Contact Information for the Person Completing this Application

Contact Person: Erik Wilkerson (**Name**) Superintendant (**Title**)

Contact Address: 312 S. Main

Telephone Number: 406-225-3317 Ext 130

E-mail Address: erik.wilkerson@jhs.k12.mt.us

Local Board of Trustee Evidence

Check One: _x__ Approved by existing local school board ___ Refused approval by existing local school board

Provide copy of local school board minutes as evidence.

SEE ATTACHED

PUBLIC CHARTER APPLICATION

Name of Public Charter School: _____Jefferson Academy_____

EXECUTIVE SUMMARY

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.

Jefferson Academy will serve students in the Riverside Juvenile Correctional Facility (RJCF), Yellowstone Boys and Girls Ranch (YBGR) Boulder Day Treatment facility and at-risk students in Jefferson County in Boulder, MT. Education is a key component to the Jefferson Academy's mission of providing comprehensive, trauma-informed mental and behavioral health services. Currently, educational services are being provided through a joint venture between Jefferson High School and Boulder Elementary districts The creation of the charter will create an educational and therapeutic environment for all students to succeed. The academy will offer an alternative pathway to graduation with a blended learning environment coupled with career pathways embedded into the curriculum. Note: The Pine Hills School is moving from Miles City to Boulder. If approved Jefferson Academy will replace the Pine Hills School District.

Opening Date: __June 2027_____ Public Charter Term Length: ____5 years_____
Grades to be served: __5-12_____
Minimum Enrollment Per Year: __50_____
Planned Enrollment Per Year: __50_____
Maximum Enrollment Per Year: __100_____

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 __x_ Middle Grades Program __x_ 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				
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1						2	1	3	3	12	14	13	10	58
Year 2						2	2	2	3	3	12	14	13	51
Year 3						2	3	2	3	15	15	12	13	52
Year 4						2	1	3	2	15	14	13	12	62
Year 5						2	1	3	2	14	15	16	13	66

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.**

Jefferson Academy will provide blended proficiency-based educational services for the targeted groups. Our mission is to provide family-focused behavioral health treatment and the best possible education for delinquent, neglected, and at-risk Jefferson County students, founded on the principles of an actively caring and trauma-sensitive culture, so that students can realize their full potential and choose their path in life, while also being the school of choice and the heart of the communities we serve.

Vision:

In partnership with our community, we envision RJCF, YBGR, and Jefferson High School working hand in hand to create an environment where young individuals feel not only happy, challenged, safe, and supported during their time here but also equipped with strong foundations and a profound sense of belonging. This initiative is a beacon of hope for the community it serves, as it amplifies the educational focus through the Jefferson Academy, extending a helping hand to the RJCF and YBGR in Boulder, Montana. By offering an array of services, we aim to empower these populations, providing them with a brighter and more promising future. Our ultimate goal in all educational institutions is to nurture and develop productive, thriving citizens.

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

The primary groups will be RJCF and YBGR Residential Facility. RJCF is part of the State of Montana Department of Corrections. They are moving to Boulder by a projected date of June 2027. They are currently providing their own educational services at their location in Miles City. We intend to replace their current system with Jefferson Academy.

YBGR serves students struggling with anxiety, depression, oppositional defiant disorder, bipolar disorder, post-traumatic stress disorder, and attachment disorders. They offer mental health care to students in grades 5-12 in Boulder. Currently, the facilities provide the mental health needs of its population, and Jefferson High School provides education utilizing five (5) certified staff and one (1) classified staff. The Jefferson Academy would provide a more

comprehensive education for Youth Dynamics Grades 5-12. The charter school will also serve the at-risk population at JHS and Boulder Elementary.
The second demographic will be at-risk students in Jefferson County who need to be supported in a non-traditional school setting. The students are not necessarily students who would be "alternative school" placements, but students who need to be supported with unique opportunities to explore career pathways through a blended proficiency-based model.

3. Describe plans and timelines for student recruitment and enrollment, including lottery procedures.
The Jefferson Academy would serve students with a more comprehensive education program starting with the 2027-2028 school year or as soon as we are approved through the Board of Education. The Academy would not require recruitment for enrollment, as the students in RJCF and YBGR facilities are court-ordered. The population is somewhat transient because of their specific mental health and correctional needs, so it is difficult to determine the number of students to be served each year of the program. The estimate between the two facilities is about 50 students. All students in the program will be provided with FAPE. The identification of Jefferson County students would initially be through the Montana Early Warning, Montana Career Pathways, Montana Career Information System assessment, Level All, social-emotional assessments, and parent involvement. Any combination of the above criteria will be assessed for admission.

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.

Presently, the program consists of sending Jefferson High School teachers and an aide to the YBGR. The teachers instruct the students in the areas of history, math, and language arts. The aide assists students working on Montana Digital Academy or other computer-based programs. If we are able to form a charter school, we will be able to hire staff specifically for the Jefferson Academy in all core subjects and various CTE-driven electives. We will offer a North Campus (serving Jefferson County students) and a South Campus (serving RJCF and YBGR residential treatment). The funds gained through the creation of a charter school will allow the Jefferson Academy to supply its own technology, supplies, staff, and administrator/program director. South Campus will receive academic support in the morning, and then receive counseling services in the afternoon. The goal on the South Campus will be to provide a comprehensive proficiency-based education program that will help students excel in academic areas, making the transition back to their home districts or graduation (under 20-7-1303MCA: Educational Disruption) more attainable. The South Campus will also offer CTE training. South Campus will be year-round. The North Campus will create the same educational opportunities as the South Campus except the career exploration, job shadowing, and pre-apprenticeship program will be delivered throughout the week. Students will be assessed the same as Jefferson High School and Boulder Elementary students using all OPI state assessment tools.

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

We do not foresee any variances to current standards but would like to point out that our graduation rate has been very low because of the transient population. For South Campus students, we expect a rise in graduation rates because the standards will be based on proficiency-based learning. Additionally, the population we are serving will be able to use the graduation requirements under 20-7-1303 MCA: Educational Disruption.

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

Currently, we send three certified teachers out to YBGR for one period each. They are all full-time employees of the Jefferson High School District. These instructors teach science, social studies, math, and language arts. We also send a paraprofessional there for one period, and she is a half-time employee of the district. All education is done in a classroom environment, but many of the students are at different levels. We also send our special education teacher to manage IEP's and work with identified students. All staff will be well-versed in our instructional design (see Attachment B).

The establishment of a charter school will allow us to hire more professionals to specifically serve the South Campus population in more than three subject areas. It will also help us provide more resources and materials toward that educational goal. We would continue to have the regular classroom model but with more paraprofessionals to help those students on IEP's or 504 plans. The curriculum will align with the JHS curriculum, and the teaching method will be the same as the District methods, but with more support. Staff will be provided professional development on blended learning and proficiency-based learning. Class sizes and structure will be smaller. The smaller sizes will allow for more one-on-one instruction, which also lends itself to better proficiency-based success

The curriculum will meet state standards set by the Board of Education.

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.**

Most of the population at the RJCF and YBGR are on an IEP. Our special education teacher already works directly with YBGR to keep track of all students and their IEP's. We have a fairly small population, so I have not encountered many English Language Learners. If we do, we will find the resources necessary to help those students. Again, most of these students are under IEP's or are academically challenged. Our teachers use individualized instruction where necessary to help those students who are academically challenged or gifted. We follow all applicable laws and regulations as they apply to the YBGR program. Students on the North Campus will be served the same as students attending Jefferson High

School, except they will have more resources (smaller class sizes, proficiency-based curriculum, and specialists) to help them excel.

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

We do not deal with any discipline issues at the RJCF or YBGR school. Because they are in a therapeutic/correctional environment, the trained staff at RJCF and YBGR take care of issues that may arise during the educational periods. The anticipated North Campus students will be on the MTSS model (see attachment A) already established.

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

1. Bridging Grades 5–8 (Middle School Foundation) and Grades 9–12 (Pathways)

- Developmentally Tailored Personalization:
  - *For Grades 5–8:* Focus heavily on building foundational executive functioning, self-regulation, and learner agency. Students learn to track their own progress against clear learning targets, establishing habits of mind before entering high school.
  - *For Grades 9–12:* Shift toward flexible, career-connected pathways. Students leverage proficiency-based progression to move at an individualized pace—recovering credits efficiently if they come from transient backgrounds, or accelerating into advanced coursework, dual enrollment, and career/technical certifications.
- Eliminating Barriers of Seat-Time: Recognizing the challenges of alternative or transient student populations, Jefferson Academy uses a proficiency-based model so students are not penalized for past gaps; instead, they advance immediately upon proving mastery of specific standards.

2. Implementation of Transparent Competencies and Rubrics

- Clear Learning Targets: Translating state standards for grades 5–12 into transparent, student-friendly learning scales (e.g., Emerging, Developing, Proficient, Exemplary).
- Decoupling Behavior from Academic Grades: Ensuring that academic proficiency is graded purely on what a student knows and can do, while work habits, attendance, and participation are tracked separately to provide an accurate picture of student growth.

3. Individualized Learning Plans (ILPs) and Advisory

- The Advisor as a Catalyst: Every student in grades 5–12 is paired with a faculty advisor who serves as their primary mentor. Advisors meet regularly with students to review their Individualized Learning Plans (ILPs).
- Goal Setting and Ownership: Students co-create their goals based on real-time diagnostic data (such as local and state benchmarks), mapping out their unique route toward middle school promotion or high school graduation requirements.

4. Blended, Differentiated, and Flexible Delivery

- Targeted Interventions and Enrichment: Utilizing a blend of direct instruction, small-group targeted intervention, and adaptive digital tools during the school day to ensure students who need remediation get it immediately, and those ready for enrichment can move ahead.
- Real-World and Experiential Learning: Integrating project-based learning and community connections that allow upper-grade students to apply their competencies to real-world contexts, making education deeply relevant to their personal futures.

5. Cultivating Educator Capacity and Data-Driven Culture

- Collaborative Grade-Span Teams: Leveraging multi-grade teacher teams to look holistically at student data, identify risk factors early, and design cross-curricular performance tasks.
- Professional Growth: Providing ongoing staff training on how to design valid performance-based rubrics, coach students through self-assessment, and manage flexible, student-centered learning environments.

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.

The Jefferson Academy will fall under the organizational structure of Jefferson High School. The Jefferson High School Board will be the governing board for the academy, consisting of grades 5-12. The Jefferson Academy Advisory Board will provides expert advice, community outreach, feedback and specialized support to the administration. Jefferson High School administration will oversee all academic aspects of the institution and will consist of the Jefferson High School Superintendent and Principal/Program Director. Only the teaching staff and district employees will be supervised by JHS administration. Although we will work hand-in-hand with the therapeutic staff in an advisory capacity at the facility, they will have autonomy in their endeavors. RJCF and YBGR staff will play an integral role in the charter school structure. The North Campus organization will be the same as at Jefferson High School with the exception of a dean or program manager at the same level as the Principal.

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

JHS Board:

1. Set policies and procedures for academic programs
2. Employment and dismissal of staff as recommended by administration
3. Approve curriculum and materials.

4. Approve budget and expenditures
5. Oversee Superintendent

Superintendent

1. Create a yearly budget for board approval
2. Oversee Principal
3. Make policy and procedure recommendations to the board
4. Make curriculum and material recommendations to the board
5. Conduct searches and interviews for recommendations of staff hiring and firing.

Jefferson Academy Advisory Board

1. Provides expert advice, community outreach, feedback and specialized support to the principal/Dean.
2. Structured with representatives from YBGR, DOC, JHS School Board Member, Local Community Leader, and Jefferson Academy Staff Representative. JHS and Jefferson Academy administration will serve as ex-officio members.

Principal/Dean/Program Manager (MT Class 3 Endorsement Required)

1. Oversee daily operations of the facility
2. Supervise educational staff
3. Make policy and procedure recommendations to the Superintendent
4. Make curriculum and material recommendations to the Superintendent
5. Assist in review of applications and interviewing potential applicants

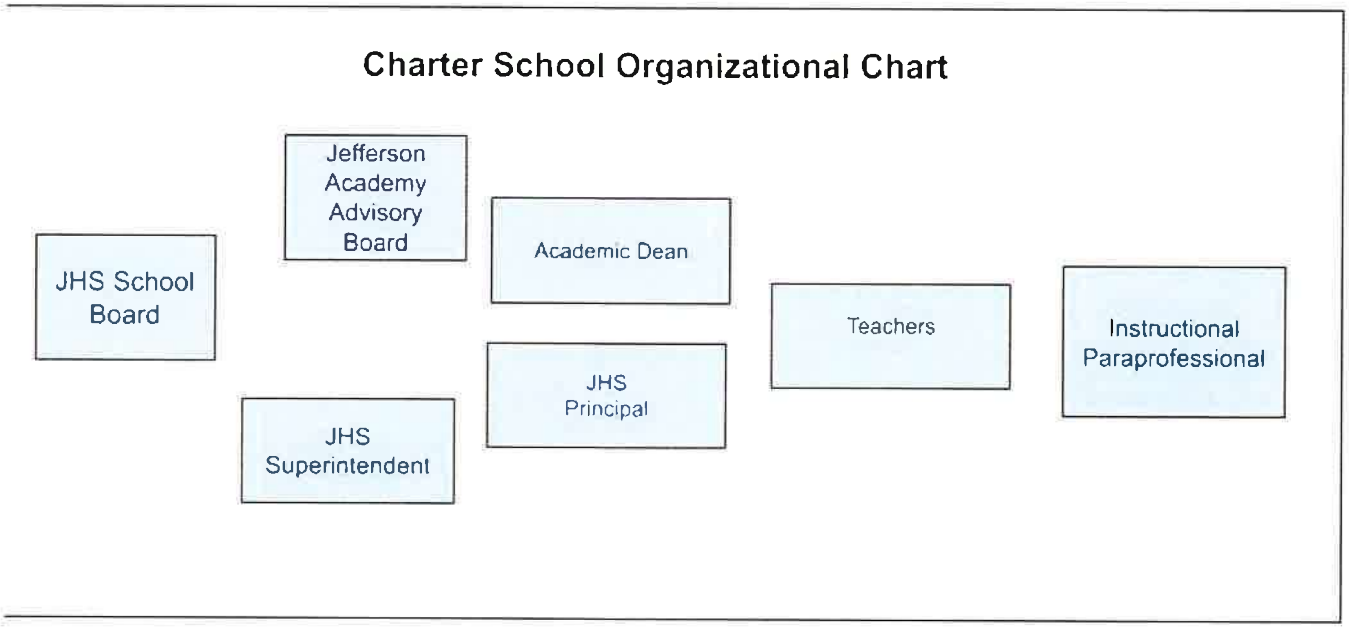
Teachers

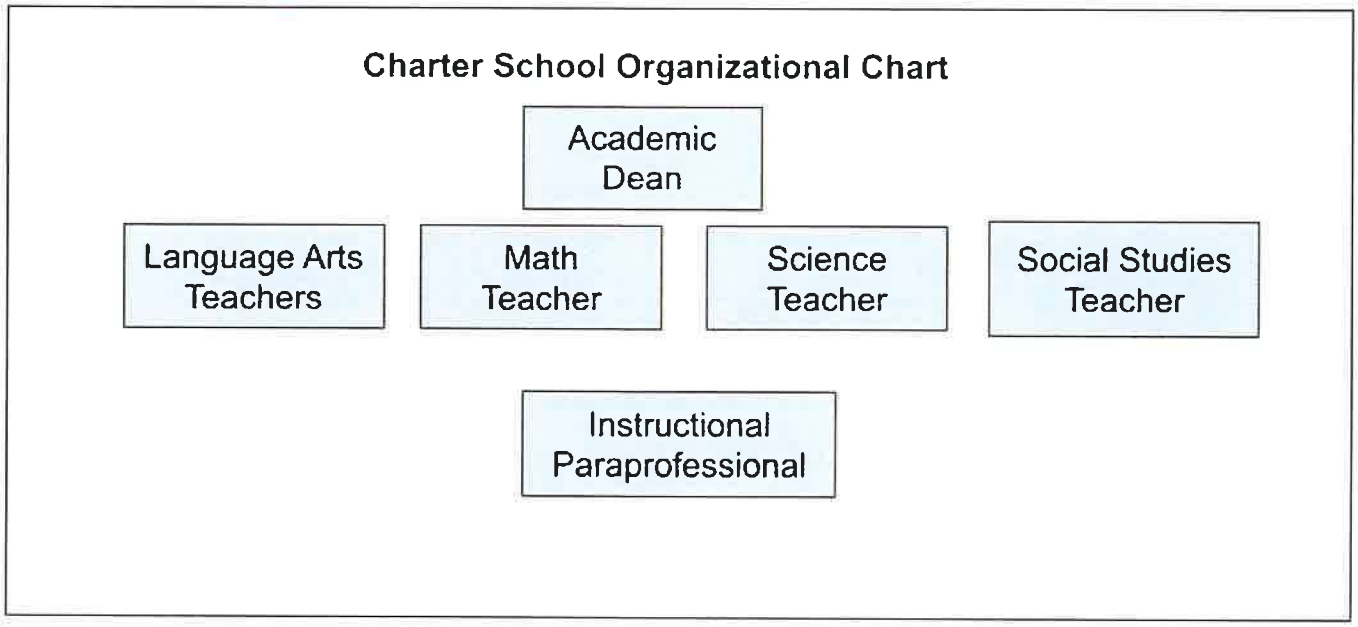
1. Teach subject areas to students

Paraprofessional

1. Supervise digital learning
2. Support all students specifically IEP students.

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.





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

It would be our intention to start the charter school at the beginning of the 2027-2028 school year, aligned with the Jefferson High School calendar (see attached draft) established by the teachers' union and approved by the Board. We will follow the basic premise of what we currently have at the RJCF and YBGR (South Campus) but will also include those students identified by the district as high-risk (North Campus).
The Jefferson High School district has in place teacher teams for each grade level. These teacher teams identify high-risk students at each grade level. Risk factors include grades, attendance, and discipline referrals. This will identify those students who qualify for the Jefferson Academy.
The Superintendent and Principal will make recommendations to the school board on identification factors, curriculum, educational programming, schedule, and areas of the school to be utilized by the end of the third quarter of the 2006-27 school year.

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

We will continue to use our existing staff to teach classes at the RJCF and YGBR facilities. We will need to recruit staff and a Dean/Program Manager to help with day-to-day operations, probably in the second year. As we add positions to serve the South Campus students, we will recruit through the OPI website and our district website.

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

The Jefferson Academy will fall under the employment policies as spelled out in our Jefferson High School policy manual. Evaluations will be conducted by our high school principal and by the Dean/Program Manager of the academy.

1. Leadership Structure and Governance

- **Administrative Oversight:** Overall governance and policy decisions rest with the school board, which works closely with district administration to oversee the charter school.

- **Site-Level Leadership (Principal / Dean / Program Manager):**
    - Day-to-day operations, instructional leadership, and staff supervision are managed locally by a designated Dean of Academics (holding required administrative credentials, such as a Class 3 Montana endorsement where applicable).
    - Leadership is responsible for cultivating a strong, proficiency-based culture, observing classrooms regularly, guiding teacher collaboration, and managing student intervention teams.

2. Teacher Employment Policies

- **Alignment with District Frameworks:** Jefferson Academy utilizes established district employment guidelines and policy manuals regarding hiring, contracts, compensation, and dismissal.
- **Credentialing and Qualifications:** All instructional staff must meet state certification requirements for their respective grade spans (5–8 middle school and 9–12 high school content areas), ensuring deep content expertise alongside training in alternative or at-risk education models.
- **Recruitment and Staffing Strategy:** The school leverages collaborative hiring pipelines—often drawing from existing high-performing district personnel and expanding specialized recruitment as student enrollment grows—to ensure teachers are well-versed in both traditional academic instruction and personalized learning strategies.

3. Teacher and Leader Performance Evaluation Plans

- **Rigorous, Systematic Evaluations:** Performance evaluations are conducted regularly by school administration to ensure teaching quality aligns with the school's academic goals. The Academy will us the Montana Educator Performance Appraisal System (EPAS).
- **Evaluation Metrics:** The evaluation framework goes beyond traditional observations, measuring educators on:
    - *Instructional Delivery:* Effectiveness in managing a blended, personalized, or proficiency-based learning environment.
    - *Data-Driven Practices:* Ability to use formative assessments, learning targets, and student tracking data to target interventions.
    - *Student Growth and Engagement:* Progress toward student mastery benchmarks and active participation in multi-tiered systems of support (MTSS) or intervention teams.
- **Continuous Professional Growth:** Evaluations are tied directly to targeted professional development plans, offering coaching, peer observations, and collaborative planning time to help educators continuously refine their craft in a 5–12 setting.

15. State the proposed governing bylaws.

The proposed governing bylaws will be established by the Jefferson Academy in cooperation with the RJCF and YBGR.

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

Jefferson Academy will establish key partnerships through formal Memoranda of Understanding (MOUs). An MOU with the Montana Department of Corrections (DOC) and the Yellowstone Boys and Girls Ranch (YBGR)

facility will establish and support the South Campus operations, while an additional MOU with Boulder Elementary will ensure the delivery of comprehensive middle school (Grades 5–8) educational instruction and food services.

17. Provide the proposed calendar and sample daily schedule.



Caption

Daily Bell Schedule

PERIOD	TIME
Enrichment	8:00-8:30
1st	8:34-9:31
2nd	9:35-10:32
3rd	10:36-11:33
4th	11:37-12:34
Lunch	12:34-1:04
5th	1:08-2:05
6th	2:09-3:06
7th	3:10-4:07

BUSINESS OPERATIONS

See Submission Procedures

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

A significant portion of South Campus students reside at the facility. Students receiving services at the North Campus location will be eligible for the same transportation options provided to all enrolled Jefferson High School students. Furthermore, while South Campus facilities manage their own residential meal program, meal service will remain available to students residing on the JHS campus.

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

South Campus students have limited access to co-curricular and extracurricular activities due to their incarceration. Those students on the North Campus who are part of the Jefferson Academy will be able to participate in all co-curricular and extracurricular activities if they maintain eligibility status.

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

The Superintendent will develop the budget for the Jefferson Academy. Financial controls will be through the superintendent's office, which will include the district's business manager. We will include the charter school with our yearly district audit.

21. Describe the insurance coverage that will be obtained.

Our current insurance provider will stay the same. We will be covering the same people and facilities as before, as well as the additional employees as described.

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

The startup budget will be the amount of funding we qualify for after establishing the Jefferson Academy. We currently provide education using only Title I-D funds, which barely cover the teaching staff.

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

Base Funding	**$364,401**
ANB	**$428,350**
Total	**$792,751**

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

We do not anticipate any fundraising needs. Department of Corrections will contribute an amount yet to be determined.

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

Jefferson High School expanded its North Campus facility in the fall of 2024, providing enough space for a dedicated Jefferson Academy classroom. Meanwhile, students at the South Campus have access to both residential and educational facilities, which were recently enhanced by YBGR's new residential building.

COMMUNITY SUPPORT AND NEED

See Submission Procedures

26. Describe the specific evidence of significant community support.

Please see letters of support attached.

27. Describe the opportunities and expectations for parent involvement.

For those students who attend JHS and are identified as at-risk and will attend the Jefferson Academy, we will have parents involved in all aspects of the enrollment process. We will continue to follow the JHS Family/ Community Engagement Plan.

Questions? Contact bpe@mt.gov

Every Panther Succeeds

GUIDELINES

1) Identify students triggers (any one of the following):
    a. 5 missing assignments,
    b. 6 absences (without extended illness)
    c. Top 10% EWS,
    d. Multiple Behavior Referrals.
2) Meeting with homeroom teacher/first period teacher.
    a. Complete in-take check list
    b. Set Grading Period Goals
    c. Monitor for 2 weeks, if no improvement refer student to intervention team.
3) Intervention Team (Administrator, Teachers, Support Staff)
    a. Meeting at 7:35am arranged by the front office or designated by administration
    b. Complete Perception of Skill Survey.
    c. Identify appropriate interventions
4) Intervention Meetings with student and parents
    a. Meetings will take place at during zero hour/first period
    b. Complete Intervention planning/goal setting
    c. Obtain signatures
5) Progress Monitor students on intervention
    a. Complete Monitoring form daily
    b. Mandatory daily check-in with zero hour/first period teacher/designee
6) Intervention Team Quarterly with student
    a. Determine modification of goals.
    b. If team agree, student may be exited at any time.

Every Panther Succeeds

IN-TAKE FORM

Name: «Name» Teacher: «Homeroom»

Date of First Conference: _____

Checklist:

ACADEMIC:

____ Reviewed Missing Assignment

____ Created Makeup Plan For missing assignment

PLAN:

____ Is the missing assignment plan a SMART plan (specific, measureable, achievable, relevant, timely)?

YES NO

_____ Plan initialed by teachers (only ones with the missing assignments):

___1st ___2nd ___3rd ___4th ___5th ___6th ___7th

ATTENDANCE:

_____ Has the student had excessive absences (over 3 in a quarter).

_____ Reason for absences:

___Medical

___Personal

___School

___Not motivated to come to school

BEHAVIOR:

_____ Asked about office referrals?

_____ Are the they excessive? (More than 3 in a month)

_____If yes sent Mr. Moodry a message.

SOCIAL/EMOTIONAL

____ Ask student how what they did this weekend?

____ Ask student how things are at home?

____ Ask students about school relationships?

____ Do you have friends?

____ Who is your go to adult? Name:_____

____ When was the last time you talked with them?

IF ANYTHING IS CONCERNING IN THIS SECTION PLEASE EMAIL MR. MICHAUD OR ALTACARE

2 WEEK WEEKLY CHECK-IN (Please include dates and Comments):

JHS Instructional Design

--Introduction--

Focused Activity

--Teacher Instruction--

Student OTR

--Student Engagement--

Checks for understanding and feedback

--Ending--

Formative Assessment

APPENDIX B

SPECIAL BOARD MEETING
OF THE JEFFERSON HIGH SCHOOL BOARD OF TRUSTEES
October 28, 2026

Board members present: Cami Robson, Erika Morris, Jane Erickson, Lindsey Graham, Clint Reider
Board members absent: Jenny Genger, Justin Willcut
Administrators present: Erik Wilkerson, JHS Superintendent; Mike Moodry, JHS Principal
Staff members present: Eric Gustafson, Boulder Elementary School Superintendent and employee of JHS; Logan Brower, Union president
Visitors present: 1 unknown name

Acronyms:

JHS	Jefferson High School
BES	Boulder Elementary School
BPE	Board of Public Education
DOC	MT Department of Corrections
ANB	Average Number Belonging
OPI	Office of Public Instruction
YBGR	Yellowstone Boys' and Girls' Ranch

Ms. Robson called the meeting to order at 4:15 p.m. The pledge was said. and comments concerning items not on the agenda were solicited. None were given.

Mr. Wilkerson was given the floor to begin the conversation concerning the potential to apply for a charter school. He began with a prepared statement. "The Montana DOC continues preparations for the upcoming transfer of the youth residents of the Pine Hills facility in Miles City to the Riverside facility in Boulder. The final transfer date will be decided once ongoing facility renovations and new construction at Riverside are fully completed. In the interim, the DOC is actively developing community partnerships, including collaboration with JHS, to ensure educational and support services are established prior to the transition. A part of these efforts is educational planning centered on establishing a charter school to serve the youth population. Although a previously awarded charter was dissolved due to low enrollment, officials are applying in light of the projects' projected enrollment growth and specialized educational needs associated with

the upcoming transfer. Key timeline details regarding the educational initiative the application deadline is October 30, 2026 (Friday). Final approval decision is expected from the MT BPE by Friday." (The presentation would occur at the February meeting.) "Establishing a charter school remains the primary educational pathway currently under consideration by the DOC and JHS."

A brief discussion of the following questions and statements occurred.
The charter school would receive both base and ANB funding.
The application could be denied.
There is nothing binding at this time that would commit JHS to running the school.
The DOC, JHS, and OPI met a week previously to discuss this possibility.
If denied, would the BPE give a reason. Most likely they would. A rubric is used to help make the decision.
Pine Hills is its own district presently.
The charter school would serve students at YBGR, Pine Hills, and a portion of the JHS student population. Estimates YBGR – 16 JHS and 9 BES, Pine Hills – 26
A MOU would most likely be created between JHS and BES.
Pine Hills is a year-round school. JHS already provides 2-3 teachers for a portion of the summer.
Changes in the union pay matrix may have to be made.
The DOC agreed to a 4-day school week.
It was reiterated that this application does not commit JHS to any action presently.

Ms. Morris moved to present the application for a charter school. Ms. Graham seconded the motion which passed unanimously 5/0.

The meeting adjourned at 4:32 p.m.

Board Chair, Camila Robson

JHS Board Clerk/Business Man

October 29, 2026

To whom it may concern:

I would like to express the support of Yellowstone Boys and Girls Ranch for the charter school proposed by Jefferson High School in Boulder, Montana. YBGR operates a campus based therapeutic group home program which provides services to 24 youth. These youth receive educational services from Jefferson High School and Boulder Elementary.

The creation of a charter school would be invaluable to the youth that we serve. Most of these youth receive IEP services and demonstrate considerable need for additional educational services and supports. I believe that Jefferson High School and the charter school proposed would be an excellent addition to the education our youth are receiving, and I am confident that this type of educational setting could improve the learning of our youth.

Please consider the proposed charter school and the tremendous asset it would be to YBGR Boulder youth and the larger community. I am happy to discuss any other further questions or concerns that may arise.

Thank you,

Megan Marsh, LCPC, LMFT

Director of Therapeutic Group Homes

Yellowstone Boys and Girls Ranch

105 Venture Way

Boulder, MT 59632

406-225-4608

To the Charter School Applicant Committee,

I'm currently the chairperson for the Jefferson High School board. I am writing this letter in support of the application for the Jefferson Academy charter school.

I believe a charter school can offer a successful route in education to not only juvenile inmates, but also at risk students from our school community and Yellowstone Boys and Girls Ranch campus that JHS currently services.

Allowing a charter school in Boulder, MT, will allow for staff dedicated to both the juvenile detention center and YGBR. This will relieve some of the strain to staffing at the JHS campus and allow for better education at both JHS and for those that would fall under Jefferson Academy.

It is exciting to think about the possibilities that this school could provide for the 'at risk' students from the communities of Clancy, Montana City, Basin and Boulder, as well as for the department of corrections and YGBR residents. This is an opportunity to service a very vast community due to the large geographic area that the current Jefferson High School district is responsible for.

I appreciate your time considering Jefferson Academy, under the direction of Jefferson High School District #1.

Sincerely,

Cami Robson
143 Old Alhambra Road
Clancy MT 59634

406/431-3776

Jefferson County Commission
118 W. Centennial
Post Office Box H
Boulder, Montana 59632-0249
(406) 225-4025 Voice / (406) 225-4148
Cory Kirsch, Commissioner

October 29,2026

To: MT Board of Public Education

I would like to show my strong support for the creation of a Charter School in Boulder. This would expand services to the children already being served in the schools and the private and State youth facilities in the area.

This school would provide the funding needed to set up an adequate program for delinquent, neglected, and at-risk students at the Riverside facility, YBGR, and Jefferson High School.

This program would allow the school to provide a self-contained program to meet the needs of students with unique circumstances and backgrounds.

This program would also create an environment that would allow youth to feel challenged, safe, and supported during their time in Jefferson County.

I would appreciate your serious consideration of the creation of this Charter School in Boulder. I believe it would be a great addition to the services the youth are already receiving in the community by the other existing programs.

Cory Kirsch
Jefferson County Commissioner

Governor Greg Gianforte | Director Eric Strauss

October 27, 2026

RE: Jefferson High School/Boulder Elementary School Districts' Charter School Application

To Whom It May Concern:

The Montana Department of Corrections (DOC) extends its strong support of the charter school application by the Jefferson High School and Boulder Elementary School districts to establish Jefferson Academy.

The DOC plans to relocate its juvenile offender population from Pine Hills Correctional Facility in Miles City to its Riverside facility in Boulder in mid-2027. At Pine Hills, this population receives educational services on site at a fully accredited school; however, undertaking such an endeavor at Riverside does not seem feasible. As such, the department requires skilled partners to ensure the youth in its care receive the best educational and vocational opportunities possible at the juvenile correctional facility's new location.

Jefferson Academy's proposed combination of educational and therapeutic services will deliver the types and levels of support necessary to ensure a positive learning environment for the students located at Riverside. It is also advantageous that the youth living at the Yellowstone Boys and Girls Ranch demonstrate similar needs and can benefit from Jefferson Academy's offerings. In both cases, the academy's unique approach will prepare students for their successful return to their home districts or for graduation.

The DOC is extremely encouraged by the receptiveness of the Jefferson High School and Boulder Elementary School districts to collaborate with the department on this important project. If you have any questions, please do not hesitate to contact Scott Eychner, DOC's Rehabilitative and Enterprise Division Chief, at Scott.Eychner@mt.gov.

Sincerely,

Eric Strauss, Director
Montana Department of Corrections

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