



Montana Board of Public Education

Public Charter School Application

September 2023

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INTRODUCTION

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

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

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

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

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

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

SUBMISSION PROCEDURES

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

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

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

PUBLIC CHARTER APPLICATION COVER PAGE

Check One: X New Public Charter under Existing Local School Board _____ New Public Charter District

Name of Public Charter School Corvallis Transformational Learning Charter

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

Corvallis School District #1

Contact Information for the Governing Board Chair

Contact Person: Dan Wolsky Board Chair
Name Title

Contact Address: 1151 Eastside Highway, Corvallis, MT 59828

Telephone Number: 406 - 381-2104

E-mail Address: danw@corvallis.k12.mt.us

Contact Information for the Person Completing this Application

Contact Person: Pete Joseph Superintendent
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PUBLIC CHARTER APPLICATION

Name of Public Charter School: Corvallis Transformational Learning Charter

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

Opening Date: 9-3-24 Public Charter Term Length: 5 Years

Grades to be served: K-12

Minimum Enrollment Per Year: 218

Planned Enrollment Per Year: 218 average

Maximum Enrollment Per Year: 218

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Year 1	0	8	9	17	19	9	9	13	22	19	27	38	28	218
Year 2	0	8	9	17	19	9	9	13	22	19	27	38	28	218
Year 3	0	8	9	17	19	9	9	13	22	19	27	38	28	218
Year 4	0	8	9	17	19	9	9	13	22	19	27	38	28	218
Year 5	0	8	9	17	19	9	9	13	22	19	27	38	28	218

ACADEMIC PROGRAM

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

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

The Corvallis Transformational Learning Charter's (CTLC) educational program is built on the understanding that there is an established need for a charter school in Corvallis, which is a rural agricultural community, focusing on CTE pathways. With CTLC each student can choose an interest and eventually a career path that best suits their abilities and appeals to them. Beginning in first grade and continuing throughout their education, working to spark their imagination and allowing them to become anything they wish to be. In addition, our Transformational Learning Charter is uniquely correlated to our community and provides opportunities for families and students to explore a plethora of school to work pathways. Those pathways include; (a) Farm to Food (b) Salute to Service (c) Medical (d) Construction (e) Outdoor Recreation and Ecology. It is our intent to develop a K-12 Charter School that provides every student an opportunity to explore a multitude of educational experiences through direct instruction, field trips, guest speakers, internships, micro-credentials and dual enrollment classes. Moreover, our School District has aligned our Strategic Plan to encompass our Charter School vision in order to provide full alignment for the future. See Strategic Plan (Exhibit A).

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

The CTLC targets students who have a desire and drive to take advantage of the flexibility of our many career and technical pathways are identified beginning in first grade as eligible for CTLC's STEAM program and then all students are queried as they reach the higher grades for their specific interests in CTE pathways provided in the high school years. This charter will provide an educational opportunity, with its focus on CTE pathways, that students would not otherwise receive at the traditional school they are zoned to attend in the Corvallis School District.

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

Student enrollment for the 24-25 school year will start in the Spring of 2024. At this time only students who are residents in the Corvallis School District may enroll with the program and we do not feel we will have a need for recruitment or lottery procedures. However, if CTLC enrollment rises more quickly than projected on page one of this application and/or the administration finds increased enrollment could impact student instruction, the Administration will institute a lottery driven enrollment process ensuring all in-district students have an equal opportunity to attend CTLC.

- 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 academic program offers a robust selection of choices beginning with STEAM classes in elementary school to a wide variety of CTE classes in High School. These classes can be adapted to almost any student's preferences for a career. The CTLC provides a high quality, healthy, and positive learning climate by having highly skilled educators and incorporating time tested educational materials that promote these CTE pathways in each classroom. The program is innovative in that it allows students and parents to choose what their child will focus on as a career path as they progress. The goal is to allow all students to reach their full potential as they enter the work force or choose additional educational paths after high school. Annual assessment will occur at the same time and intervals as all Corvallis School District students and as prescribed by the Office of Public Instruction.

Primary School Timeline

Grade Level	August	September	October	November	December	January	February	March	April	May	June
Admin	Introduce to staff and focus work in PLC/PSLT on pathways and gathering ideas of how we can implement with our students	Sept. 15: Teachers will meet to work on long range planning and align their pathway to their curriculum.	Oct. 27: PLC Informational Text and Transformational Learning, Updates in Board Report	Nov 3: PLC Informational Text and Transformational Learning, Updates in Board Reports	Dec 15: PLC Informational Text and Transformational Learning, Updates in Board Report	Jan 5: PLC Informational Text and Transformational Learning, Updates in Board Report	Feb 16: PLC Informational Text and Transformational Learning, Updates in Board Report	March 8: PLC Informational Text and Transformational Learning, Updates in Board Report	April 12: PLC Informational Text and Transformational Learning, Updates in Board Report	May 5: PLC Informational Text and Transformational Learning, Updates in Board Reports	
EK Salute to Service			Turner Farms/Pumpkin Patch Field Trip, Nursing Home trick or treating, Safety Day with Officer Leola, Scarecrow Festival, and Pumpkin Patch, Fishing Field Trip	Learning about caring for others-pack shoe boxes for needy kids, Veterans Day-Amazing Americans Wall	Corvallis Athletics Field Trip, Sing along and Carriage ride with Connors	USA Day	Presidents Day & Solon Field Trip, Valetines for out Nursing Homes, Salute our Bus Drivers	Adopt a Pet Week, Airport and Police Station Field Trip, Insectarium and History Museum Field Trip	Alpaca Ranch Field Trip, Earth Day	Field Trip to Big Creek Dairy, Field Trip to Fire Station	
Kinder Salute to Service	Recycling (throughout year)	Salute to Teachers - Rules, Salute to Conservation: Skalkaho Bend Park	Scarecrow Festival/Walking through town (pointing out Goods & Services); Officer Leola Presentation; Visiting Nursing Homes (Trick or Treating)	Veterans Day, Veterans Presentations, Interact from HS, Veterans Memorial Park	Grocery store field trip, Sing along to learn carols, Carriage ride	Ravalli Electric Cooperative Field Trip	Girl Scout (Erin Stever)/Boy Scout presentation/Valetines for nursing home, Bus driver presenter (Appreciation Day)	Post Office visit: Bitterroot Public Library; Mayor - Dominique presentation	Salute to Community Service: Earth Day; Clean playground; Humans Society	Fort Missoula (military, fire lookout, train, logging), Forest Service Field Trip; Tour the Firehall;	
1st Grade Farm to Food			Apples Orchard Field Trip, Fall/Pumpkins, Apples, Ranch field trip	MT Farm Bureau Ag. coloring contest/Field trip to Buck and Dave's Egg Farm/ butter making	Teacher read alouds: "The Day the Farmers Quit," "Grow! Rise! Catch" & "Farmers Feed the World"	Teach sap to syrup lesson/Daily Mansion maple tap?	Visit a local dairy or have a dairy worker come in as a guest speaker	Read Journey's story: "Where Does Our Food Come From?"	Insects - Beekeeping	Greenhouse Visit (Flowers for Mother's Day)	
2nd Grade Medical/Science	Aides & Assistants?--add in	Pond Habitat - Teller Loop, Conservation Education/Biologist	Vat/X-Rays, Fall Festival/Science	LAB-Schranz, ER-Watters	Physical Therapy - Doug Martin	New Year Nutrition, Adrienne Clark	EHT-Scottie's Mom	Doctor's Day, Spectrum-Science	Insectarium	Career Fair-Jason Wirth	
3rd Grade Construction/Engineering		1. Field trip to courthouse (constructing a case for trial) 2. constructing catapults at the Spectrum center 3. designing and constructing bridges	1. Build a volcano 2. Mike Soebbing/Brod Cook geology 2) Billy Hendrickson tour of a construction site 3. create a bat diagram 4. bat houses. Field trip to the field of Screams. Quin Kirkland will demonstrate and show how he designed the Field of Screams. How it was designed, planned, and constructed. 3rd graders will design their own maze made of cardboard.	1. constructing a map to locate a treasure 2. constructing a jock-a-lotern	1. sewing with Katie Gividen 2. building cornhole? 3. constructing gingerbread houses 4. design cookies for the elderly	1. Lewis and Clark caverns 2. bird/owl houses--owl pellets (deconstruct the pellet) 2. deconstruct the squid 3. deconstruct eyeballs	1. Snowshoe field trip--constructing a survival kit/gloo 2. forest service presentation about conservation 3. Officer Jessop with police dog-constructing safe cities	1. Mt. Everest with Matt Anderson-constructing a safe climb 2. landscape-area and perimeter-soil/erosion	1. Footrace across America Hubs? designing a course 2. Meteorology-field trip to weather station		
4th Grade Outdoor Recreation	Career Heroes Workbooks from the MT Dept. of Labor & Industry used throughout the school year.	We will be using our career workbooks throughout the school year. We will add in guest speakers, video and field trips that match those career categories.	Outdoor Rec. Field Trip to Traveler's Rest, Lee Metcalf Refuge with MT Naturalist	MT Naturalist Site Visit/Individual Guest speakers per class	MT Naturalist Site Visit/Individual Guest speakers per class	MT Naturalist Site Visit/Individual Guest speakers per class	MT Naturalist Site Visit/Individual Guest speakers per class	MT Naturalist Site Visit/Individual Guest speakers per class	MT Naturalist Site Visit, Career Week Parent Guest Speaker	Farm Fair, MT Naturalist Site Visit, Big Hole Battlefield Field Trip	

Middle School Timeline

	August	September	October	November	December	January	February	March	April	May	June
Middle School	Career Guidance Lesson Prep - Stacy Jessop & Nicole Ingram	Bike trips to Chaffin Barn and/or Teller	REC - Field trip to tour new facility and discussion with lineman	Archaeology (Anick Child)	BRASS Program (RML Scientists)	Pre-Algebra designing blueprints at various scales	Public Library trip	Tim McKay - Search & Rescue	Inviting speaker to talk about mushing	Career Fair	Survival Unit at Lake Como
	Goal Setting Lesson Prep - Advisory	Archery	Nature Journaling at Lake Como	Airline Pilot - Denise Mawat. Veteran's Day Lunch	Nordic Artesian - Birte Nellessen - Viking exploration	Jedediah Brodie - Wildlife Biologist	Geometry in Concrete - John Meuchel	Bitterroot Fab Lab trip	Leave No Trace w/ Forest Service	STEAM Careers - 6th Team	French/Canadian Career Opportunities - Craig Clairmont
		Career Exploration Research Paper - 8th Grade	Andrew Whitely - Fisheries Biologist	SpectrUM - Making & Tinkering - Nick Wethington	RML Scientist - Lara Myer	Computer Tech - Budget Planning	Montana History Roadtrip - Buffalo Bill Museum - 7th grade	USFA Hydrologist - Snowpack - Andy Elfta	Jay Meyer - Bitterroot Irrigation	8th Grade Math Budgeting Project	Greek Olympics - 6th Grade Team
		Extended Studies - College Planning Course	Annual Career Lessons - 5th-8th Grade	Holiday Budgeting - Deb Gardner (5th team)	Leslie Nyce - MTFWP - Native Fish	Emilie Lahneman - Bitterroot Water Forum - Watersheds	Christy Schramm - Bitterroot Weed District - Invasive Weeds	Monty Monroe - USFS ATV Ranger - OHV Safety	Career Planning Unit - Trip to U of M and Trade Schools - 8th Grade	Spring High School Transition Lessons - 8th Grade	

High School Timeline

	June	August	September	October	November	December	January	February	March	April	May	June
High School	Meet w/Neela regarding Farm to School	Contact local businesses for internships for students; gather information on how many students are in each pathway	Introduce to staff and focus work in PLC/HSLT on pathways and gathering ideas of how we can implement with our students				Determine which courses to add into the 23/24 SY Master Schedule if needed	Take CTE department to GHS to tour facility and talk with CTE department				
		Contact local farm businesses regarding potential internships for 23/24 SY	Setup student internships into CTE pathways	Complete a student survey gathering information from students about potential pathways or interests	Using survey data determine appropriate courses/pathways and how to implement/add more students into	Prepare for Career/College Fair for January for HS 10-12 grade students; add into the rotation time for resume, job interview skills, soft skills	Continue preparation for Career/College Fair for January; add into the rotation time for resume, job interview skills, soft skills	College Career Fair for grades 10-12 in the HS Gym; add into the rotation time for resume, job interview skills, soft skills				
		Call Brad Holloway at Glacier High School; 406-758-8600 ext 8611 to confirm tours and speak about implementation		Complete a parent survey gathering information from parents about potential pathways or interests	Determine our structure of implementing this in our school community for success	Continue determining our structure for implementation; how will it be scheduled? will they be stand alone courses? offered	Brainstorm with all staff regarding implementation at each building and determine age appropriate structure	Review with staff members the purpose, goal, and plan moving forward of the Proficiency Based Learning Pathways in the different	Build master schedule for 24/25 SY with potential/proposed new courses aligned to the Proficiency Based Learning pathways	Build schedules for students with the PBL pathways		Review with staff the number of students we have that will be participating and which specific courses will be offered
				Complete a staff survey gathering information from parents about potential pathways or interests	Contact Peter from FPS to set up conversation regarding implementation							

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

The CTLC program does not anticipate needing or requesting any variances as it complies with all current Montana educational requirements.

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

Middle School Instruction Design

MS PATHWAY PRIORITIES				
Medical	Farm to School	Construction	Outdoor Recreation	Salute To Service
Working on:				
Reach out to John Bishop (Bitterroot Health) initial discussion	Contact Neela (HS FFA) to determine possible options for MS students	Field trip/Field experience opportunities:	Current outdoor ed opportunities:	Legion Post, Fire, Law Enforcement, Teaching, Forest Service?, etc.
School nurse to discuss opportunities	Local Organizations include: MSU Extension, Haven House, Moeller's, Landscaping/Nursuries	Job Corps	Leave No Trace w/ Forest Service	Visits from local/district service employees
Surgeon visit		REC - Field trip to tour new facility and discussion with lineman	Bike trips to Chaffin Barn and/or Teller	Veterans luncheon
Dentist visit		Donaldson's and/or Massa	Archery	SRO to speak on social media
		Geometry in concrete	Nature Journaling at Lake Como	Jen A. to speak Vaping and Tobacco
			Inviting speaker to talk about mushing	Archeology (Anzick child)
			Viking Exploration of N. America	Search & Rescue
			Fishing and/or Hunting Guide Service	
			Survival Unit at Lake Como	

High School Instructional Design

HS Pathway Priorities				
Medical	Farm to School	Construction	Outdoor Recreation	Salute To Service
Working on:				
Meeting on May 31st outlining details	Buck and Dave's eggs Local Bounti Aspengrove Berry Farm Moeller's Nursery Lifeline Dairy Western Ag Research Extension Bitterroot Nursery Willow Mountain Vet clinic	Letter sent to Missoula College for Construction	CWW - Classroom without Walls (adding journal component)	Increase # of Fire Cadets to the program, working with Shelton to do presentation

Cohort of students (# of which can participate)	Local Organizations include: MSU Extension, Local Bounti, Buck & Dave's Eggs, Aspen Grove Berry Farm	Field trip to MT Tech/Highlands College for Industrial Tech Expo day	Bear Spray Experiment partnering with Teller Wildlife and community members	Military Recruiters 1x per semester
	Employment skills symposium with 16 guests Class science fair with 15+ guest judges		Ecology - Western, MT and MT State	Bitterroot Military Academy
Adding:				
Look into Project Lead the Way options for students in 24/25 SY	Floral Design; subscription box to community with weekly from October - August;	Look at potential for Math/CTE credit w/construction foreman	Look into working with Forest Service; determine appropriate ways to implement our students in their programs as they must be 18 to be employed	Law Enforcement, Fire, Goods and Services, Teaching, Military
Healthcare Pathways	Discuss with Moeller's nursery (agriculture internships)	Microcredentials w/Construction & Welding	Look into Parks & Recreation Degree; course offerings	Increase # of Fire Cadets to the program
Z-space computers w/health science	Z-space - agriscience	Z-space computers w/construction, etc...		Military Recruiters 1x per semester
Z-space w/biomedical technology	Z-space - culinary	Z-space welding		
Add Medical Terminology (CTE) credit with Health Instructor Deana Burch as prerequisite for Healthcare Pathway				
Result:				
CNA, CMA, EMT, LPN	Internship to result in Science/CTE/Math credit	Internship w/student receiving Math/CTE credit	CWW summer trip results in Science, Health/PE, and English credit	EMT presentation from Bitterroot Health
Internship	Ag Food Science - Serve Safe Certification	Tiny Houses/Sheds to sell/auction off as fundraiser		Increase # of Fire Cadets to the program
Healthcare Pathway (12 students)- 9-10 M-Thurs; 1-2 M-Thurs		Locating building for use of building sheds for start of SY 24/25		Military Recruiters 1x per semester
		OSHA1 130 Certification		Discovery Care - CNA Healthcare

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.

The CTLC will follow existing Corvallis School District policies and procedures as outlined in Board policy. Specifically, Federal and Montana state law requires the District and in turn the CTLC to identify, locate, and evaluate all children who are residents of the District who may have a disability, may be in need of special education, or may benefit from participation in other federal programs offered by the District.

The Director of Student Support Services coordinates Child Find activities. Child Find activities occur on an ongoing basis at the District. The determination of need and the evaluation for any of these programs can be initiated by the parent or School District.

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

Student interventions and providing transformational learning pathways are essential to student success and promoting positive behavior patterns. Engaging in Restorative Practices (RP) may be used informally by individuals. Best practice suggests that a school-wide approach to Restorative Practices should be implemented intentionally and systematically to create culture change and ensure success for all students. Restorative Practices can easily be embedded into a Multi-tiered System of Supports (MTSS) framework. Corvallis School District is already implementing Positive Behavioral Interventions and Supports and can integrate RP. Our current District policies, procedures, and handbooks are the backbone for data, systems, and practices across a hierarchy of supports for all students.

Tier 1: Focuses on prevention of problem behavior by emphasizing universal supports.

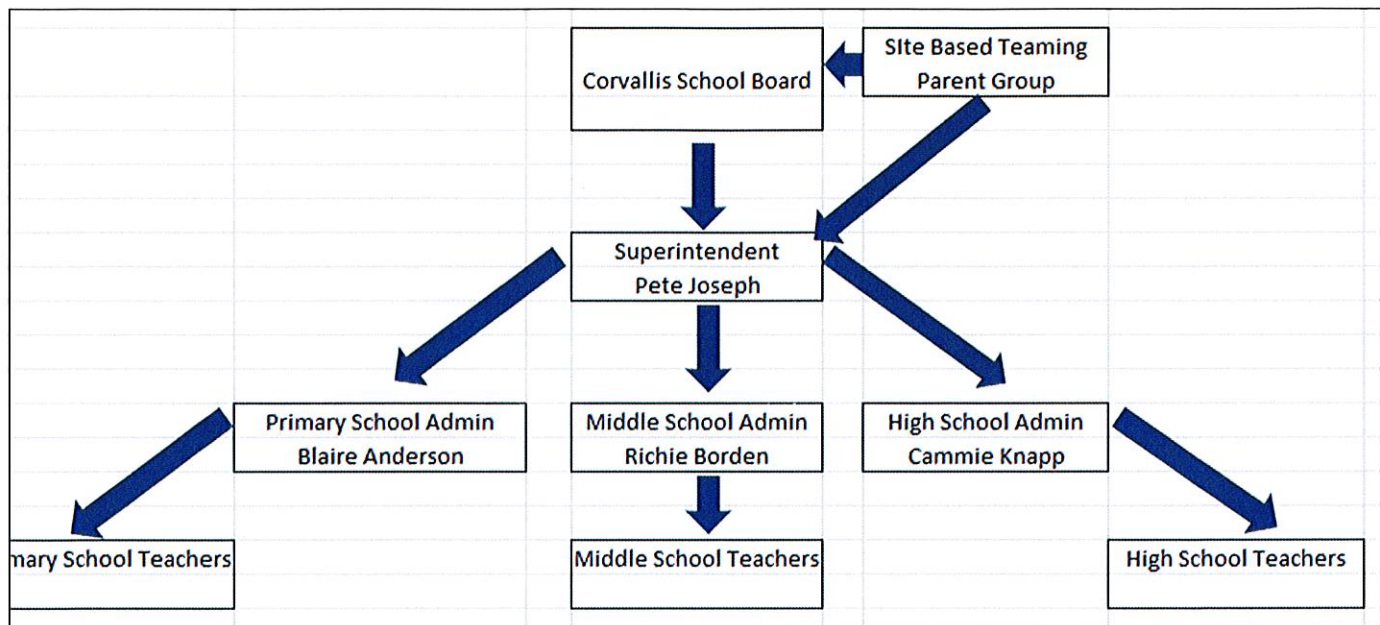
Tier 2: Designed to prevent the development and escalation of problem behaviors for students identified as being at risk for developing chronic behavior problems.

Tier 3: Designed to reduce the intensity, frequency, and / or complexity of problem behaviors by providing individualized behavior supports using evidenced-based interventions.

SCHOOL GOVERNANCE

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

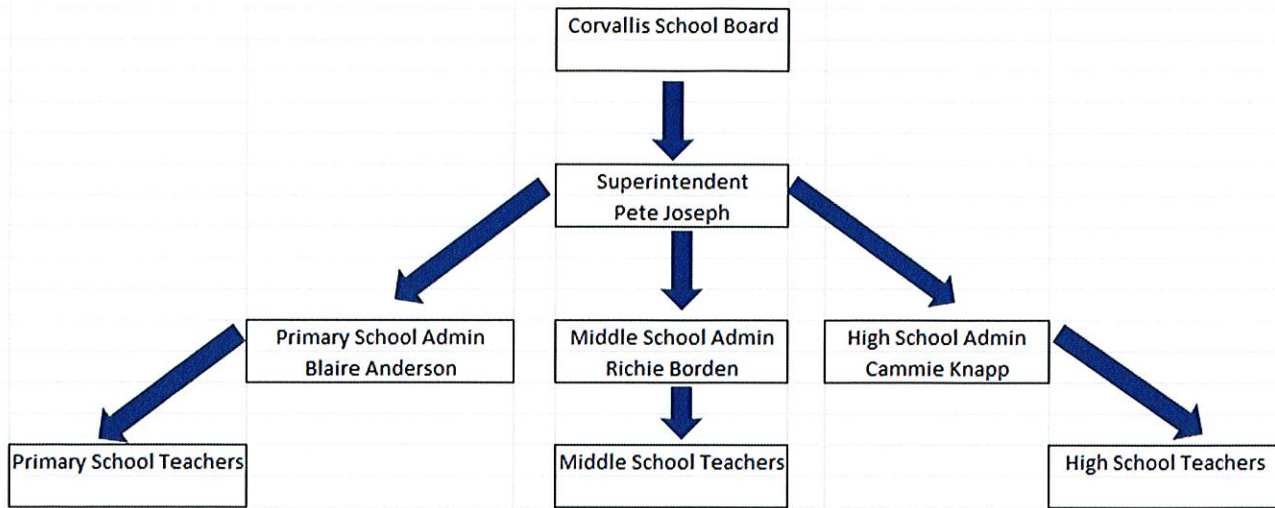
9. Describe the public charter school's organizational chart that clearly presents the proposed organizational structure, including lines of authority and reporting between the governing board, staff, related bodies such as advisory bodies or parent and teacher councils, and external organizations that will play a role in managing the public charter school.



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

The Corvallis School District sits in the heart of the Bitterroot Valley in the unincorporated community of Corvallis. The district has three main buildings: Quentin Brown Primary School (PS - 4), Edna Thomas (5 - 6) and Corvallis Middle School (7 - 8) and Corvallis High School (9 - 12). In the fall of 2022 there were 460 students at the primary school, 435 at the middle school and 485 at the high school. Our district has a superintendent and a special services director. Each of the main buildings has a full time principal. Our primary, middle and high school each have an assistant principal. The high school assistant is also the activities director. The Corvallis School District is governed by a seven member board. The Board of Trustees has demonstrated its ability to implement the CGLC plan as outlined in this application by incorporating the vision for the Gifted Pathway in their Strategic Plan (Exhibit A).

11. Provide a staffing chart for the public charter school's first year and a staffing plan for the term of the public charter school. 5 Year Staffing Chart CTLC



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

The CTLC startup plan will include multiple pathways that meet the desired needs of all our students. Our Transformational Learning pathways for each school are included in item 4 above and labeled Timelines.

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

CTLC will develop and enlist our Board of Trustees, our District Leadership Team, our Site Based Teaming parent group, District Administrative Team, Grade level PLC teams, and use our Building Leadership Teams in order to gain input, solidarity and a vision for the future. GTLC will access the Corvallis School Endowment fund for recruitment, hiring and personnel advancement. Specifically, the District has set up an Endowment program, for which all employees are eligible to apply to providing continuing education expenses, when the District has expressed a specific need for certified staff and it is not able to fill that position through the traditional hiring process. Endowment is a financial incentive to help offset the costs of educational advancement of school employees based on District need. The Endowment will allow the District to attract and retain quality candidates within our district to fill positions and help offset the cost of educational programs and /or training expenses. The District has a moral obligation to help better the lives of our employees, and their families, by providing financial support in return for filling jobs that our school district desires. In return employees shall agree to the below detailed terms of service (for the financial assistance) that is predetermined by a contract between the board of trustees and the employee. By creating the endowment the district can explore funding the endowment with grants, donations, and other resources when appropriate. The endowment can only be accessed with board approval and a superintendent recommendation.

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

Charlotte Danielson's Framework for Counselors

DOMAIN: Planning and Preparation	DOMAIN: The Environment	DOMAIN: Delivery of Service	DOMAIN: Professional Responsibilities
1a: Demonstrating knowledge of counseling theory and techniques <ul style="list-style-type: none"> Demonstrates deep and thorough understanding of techniques and theory. 	2a: Creating an environment of respect and rapport. <ul style="list-style-type: none"> Students seek out counselor for support Teaches students how to engage in positive interactions / behaviors. 	3a: Assessing student needs <ul style="list-style-type: none"> Conducts detailed, individualized assessments of student needs 	4a: Reflecting on practice <ul style="list-style-type: none"> Accurately reflects upon counseling services citing specific examples of unsuccessful and successful strategies Draws on extensive repertoire to suggest alternative strategies
1b: Demonstrating knowledge of child and adolescent development <ul style="list-style-type: none"> Shows understanding of typical developmental characteristics of the age group Understands general patterns to which individual students follow 	2b: Establishing a culture for productive communication <ul style="list-style-type: none"> Respectful communication with teachers Respectful communication with students 	3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs. <ul style="list-style-type: none"> Helps students formulate academic, personal/social and career plans Helps teachers formulate academic, personal/social and career plans 	4b: Maintaining records and submitting them in a timely fashion <ul style="list-style-type: none"> Keeps systematic and efficient records
1c: Establishing goals for the counseling program appropriate to the setting and the students served. <ul style="list-style-type: none"> Goals are highly appropriate to school and age of students. Goals have been developed by consulting students, parents and colleagues. 	2c: Managing routines and procedures <ul style="list-style-type: none"> Routines for the counseling center are seamless Students assist in routines and procedures 	3c: Using counseling techniques in individual and classroom programs. <ul style="list-style-type: none"> Uses an extensive range of techniques to help students acquire skills in decision making and problem solving 	4c: Communicating with families <ul style="list-style-type: none"> Proactive in providing information to families about the counseling program Uses a variety of communication means
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district. <ul style="list-style-type: none"> Extensive knowledge of governmental regulations and resources for students 	2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school. <ul style="list-style-type: none"> Clear standards of conduct for sessions are established Students contributed to creating standards of conduct Takes a leadership role in maintaining the environment of civility in school. 	3d: Brokering resources to meet needs. <ul style="list-style-type: none"> Finds and utilizes other resources from other programs and agencies to meet individual student needs. Finds and utilizes resources from within the school to meet individual student needs. 	4d: Participating in a professional community. <ul style="list-style-type: none"> Makes substantial contributions to school and district events. Takes on leadership role with colleagues

DOMAIN: Planning and Preparation	DOMAIN: The Environment	DOMAIN: Delivery of Service	DOMAIN: Professional Responsibilities
1e: Planning the counseling program, integrated with the regular school program. <ul style="list-style-type: none"> Plan is highly coherent Plan supports individual student needs Plan supports groups of students Plan supports the broader educational program. 	2e: Organizing physical space. <ul style="list-style-type: none"> Counseling center is inviting and conducive to the planned activities. Students have contributed to ideas to physical arrangement. 	3e: Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> Continually seeks ways to improve the counseling program Makes changes as needed, to improve the program based on student, parent and teacher input. 	4e: Engaging in professional development. <ul style="list-style-type: none"> Actively pursues professional development opportunities Makes substantial contribution to the profession, offering workshops to colleagues
1f: Developing a plan to evaluate the counseling program. <ul style="list-style-type: none"> Evidence in plan to improve program on an ongoing basis 			4f: Showing Professionalism <ul style="list-style-type: none"> Holds to the highest standards of honesty, integrity and confidentiality Advocates for students, taking a leadership role with colleagues

State the proposed governing bylaws.

The proposed governing bylaws are the Corvallis School District's policies and procedures written by the Kaleva Law Office and the Corvallis School Board, approved October 10, 2023 at the regular board meeting. A link to all the policies is found on the Corvallis School District Website corvallis.k12.or.us/, and linked below:

https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/2070/CSDMD/3530157/Corvallis_new_policy_book_9-13-23.pdf

In addition below are the Core Values for the Corvallis School District and the CTLC:

INTEGRITY

We value acting in a respectful, honest, trustworthy, responsible and professional manner at all times.

SENSE OF COMMUNITY

We value the community in which we live. We believe that a strong sense of community is important to the success of our students.

A CULTURE OF COLLABORATION

We value collaboration among students, staff, parents and community members. We know that when we all work together, we can accomplish goals that could not be met otherwise.

STUDENTS FIRST

We value our students and believe that we can provide for the needs of each and every student attending our schools.

POSITIVE CLIMATE

We value a positive school environment and believe that our students, staff, parents and community benefit tremendously from a safe, welcoming and supportive environment.

OPEN-MINDEDNESS

We value a culture in which people are open-minded, understand the value of diversity, and do not judge others because of differences in background or opinions.

CORE PURPOSE

The Core Purpose of the Corvallis School District is to achieve excellence in educating the whole child in a safe environment so that students are prepared to succeed in life and become productive members of society.

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

CTLIC will partner with companies and individuals who can come alongside our teaching staff to enhance the lesson plans created for each pathway. These contractual relationships will become more and more robust as students gain knowledge and seek more information about their chosen fields. For example, the District will contract with professional plumbers and electricians to apprentice students and eventually assist with their apprenticeship hours to become licensed.

16. Provide the proposed calendar and sample daily schedule.

2024 - 2025 SCHOOL YEAR CALENDAR

High School / Middle School

1st Quarter Ends	November 6 (46 Days)
2nd Quarter Ends	January 22 (44 Days)
3rd Quarter Ends	April 2 (43 Days)
4th Quarter Ends	June 11 (47 Days)

MS/HS Parent / Teacher Conferences
TBD

Primary School

1st Trimester Ends	November 20 (58 Days)
2nd Trimester Ends	March 5 (59 Days)
3rd Trimester Ends	June 7 (63 Days)

Primary Parent / Teacher Conferences
November 30 & Dec 14:30-7:30

PIR Days (No Students)

Aug. 26-27	Orientation
Oct 23-24	MEA
7-Nov	District Led
2/5/2023	District Led

End of Trimester (Primary)
End of Quarter (MS and HS)
No School (Holiday / Break)
Parent Teacher Conferences

First Day of School

3-Sep

Last Day of School

11-Jun

High School Graduation

4-Jun

August

SU	MO	TU	WE	TH	FR	SA

Primary School Daily Schedule

Daily Schedule

(Red = Bells ring)

	<i>Regular Day</i>	<i>Early-out Day</i>
Morning Recess	8:05 - 8:20am	8:05 - 8:20am
Class Begins for all Students	8:25am	8:25am
Recess for 2nd & 3rd	10:10 - 10:25am	10:10 - 10:25am
Recess for Kg & 1st	10:30 - 10:45am	10:30 - 10:45am
Lunch for 4th	11:15 - 11:35am	11:15 - 11:35am
Lunch for 3rd	11:25 - 11:45am	11:25 - 11:45am
Lunch Recess for 4th	11:35 - 11:55am	11:35 - 11:55am
Lunch for 2nd	11:40am - 12:00pm	11:40am - 12:00pm
Lunch Recess for 3rd	11:45am - 12:10pm	11:45am - 12:10pm
Lunch for 1st	11:50am - 12:10pm	11:50am - 12:10pm
Lunch Recess for 2nd	12:00 - 12:25pm	12:00 - 12:25pm
Lunch Recess for 1st	12:10 - 12:35pm	12:10 - 12:35pm
Lunch for Kg	12:15 - 12:35pm	12:15 - 12:35pm
Lunch Recess for Kg	12:35 - 12:55pm	12:35 - 12:55pm
Recess for 3rd & 4th	1:30 - 1:50pm	1:30 - 1:45pm
Recess for Kg	1:50 - 2:10pm	No recess on Friday
Recess for 1st	1:50 - 2:10pm	No recess on Friday
Recess for 2nd	2:10 - 2:30pm	No recess on Friday
Walker & Drive-thru Students Dismissal	3:05 pm	2:05pm
Bus Students Dismissal	3:15pm	2:15pm

CMS Regular Day Schedule

Period	Time	5th Grade	Period	Time	6th Grade
1	8:25-9:27	E&I	1	8:25-9:27	Core
2	9:30-10:27	Core	2	9:30-10:27	E&I
3	10:30-11:50	Core	3	10:30-11:27	Exploratories
4	11:50-12:10	Recess	4	11:30-11:50	Lunch
	12:10-12:30	Lunch		11:50-12:10	Advisory
5	12:33-1:30	Exploratories		12:10-12:30	Recess
6	1:33-2:30	Core	5	12:33-1:30	Core
7	2:33-3:30	Core	6	1:33-2:30	Core
			7	2:33-3:30	Core
Period	Time	7th Grade	Period	Time	8th Grade
1	8:25-9:27	Core	1	8:25-9:27	Core
2	9:30-10:27	Core	2	9:30-10:27	Core
3	10:30-10:50	Advisory	3	10:30-10:50	Advisory
	10:50-11:10	Lunch		10:50-11:10	Recess
	11:10-11:30	Recess		11:10-11:30	Lunch
4	11:33-12:30	Core	4	11:33-12:30	Core
5	12:33-1:30	Core	5	12:33-1:30	Core
6	1:33-2:30	Exploratories	6	1:33-2:30	Core
7	2:33-3:30	Core	7	2:33-3:30	Exploratories

High School

BELL SCHEDULES

Regular Bell Schedule

Period 1	8:30—10:05
Period 2	10:10—11:50
Lunch	11:50—12:20
Period 3	12:25—1:55
Period 4	2:00—3:30

Early-Out Bell Schedule

Period 1	8:30—9:45
Period 2	9:50—11:05
Period 3	11:10—12:25
Lunch	12:25—12:55
Period 4	1:00—2:20

Late Start Bell Schedule

Period 1	10:30—11:25
Period 2	11:30—12:25
Lunch	12:25 —12:55
Period 3	1:00—2:15
Period 4	2:20—3:30

BUSINESS OPERATIONS

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

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

Because CTLC will be incorporated into the overall Corvallis School District existing infrastructure for transportation, food service, and all other significant operational or ancillary services. The cost of these services are reflected in the budgetary information on the following pages. Specifically, the Transportation and Food Service expenditures are listed at the bottom of the expenditure table.

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

The Corvallis School District currently has many robust cocurricular and extracurricular programs which are more than adequate enough to support all CTLA students' needs. Students from the charter are welcomed into the cocurricular and extracurricular activities at any time. These activities are already 100% funded by the District's general fund and can support all the students in the CTLC. These costs have also been incorporated into the budget below and can be seen in objects codes 150 (Stipends for Coaches), 118 (Bus Drivers Salaries), and 582 (Travel & Training).

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

The CTLC will follow the current Corvallis School District Financial Plan. Including a monthly update to the School Board of the status of the district funds, and the CTLC financial status report. Any significant changes and / or new information in budget and funding are reported out at each board meeting. The CTLC program funding, expenditures, accounting procedures and controls will be included in the required annual financial and compliance audit district wide audit done by the WIPFLI Audit Firm each year and reported out to the Board and the OPI once it is complete.

20. Describe the insurance coverage that will be obtained.

The program will be insured along with the Corvallis School District's other schools using the Montana Schools Property Liability Insurance Program (MSPLIP) which is a Montana based school consortia, and with Liberty Mutual Insurance as their stop loss carrier.

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

The first budget presented below is for the entire Corvallis School District in 24-25 as a reference. The enrollment numbers for 24-25 for the District are projected to be 1417, based on the October 2023 count. The second budget presented is for the CTLC only. The CTLC budget is based on actuals from the Corvallis School District 24-25 and the Assumptions / Basis column listed on the CTLC budget (with enrollment for CTLC projected to be 218 in 24-25) based on current participation numbers.

CORVALLIS TRANSFORMATIONAL LEARNING CHARTER									
Fund	OBJECT	DESCRIPTION	ASSUMPTIONS/Basis for Calculation	24-25	25-26	26-27	27-28	28-29	
General Fund	111	ADMINISTRATIVE SALARIES	ANB % for CTLIC + 1% yr. Inflationary	\$106,032	\$107,093	\$109,234	\$111,419	\$113,647	
General Fund	112	TEACHER SALARIES	ANB % for CTLIC + 2.3% yr. steps & lanes	\$740,731	\$757,768	\$775,197	\$793,026	\$811,266	
General Fund	113	PROFESSIONAL SALARIES	ANB % for CTLIC + 2% yr. Inflationary	\$78,302	\$79,868	\$81,465	\$83,094	\$84,756	
General Fund	114	TECHNICAL SALARIES	ANB % for CTLIC + 2% yr. Inflationary	\$63,599	\$64,871	\$66,168	\$67,492	\$68,841	
General Fund	115	CLERICAL / TECH SALARIES	ANB % for CTLIC + 2% yr. Inflationary	\$44,948	\$45,847	\$46,764	\$47,700	\$48,654	
General Fund	117	AIDES	ANB % for CTLIC + 2% yr. Inflationary	\$8,723	\$8,897	\$9,075	\$9,257	\$9,442	
General Fund	118	BUS DRIVER SALARY	ANB % for CTLIC + 2% yr. Inflationary	\$13,176	\$13,439	\$13,708	\$13,982	\$14,262	
General Fund	120	SUBSTITUTES	ANB % for CTLIC + 2% yr. Inflationary	\$14,643	\$14,936	\$15,234	\$15,539	\$15,850	
General Fund	121	SUBSTITUTES PROF/ACTIVITIES	ANB % for CTLIC + 2% yr. Inflationary	\$6,191	\$6,315	\$6,441	\$6,570	\$6,702	
General Fund	123	PROFESSIONAL / OTHER	ANB % for CTLIC + 2% yr. Inflationary	\$960	\$979	\$998	\$1,018	\$1,039	
General Fund	125	OFFICE / CLERICAL	ANB % for CTLIC + 2% yr. Inflationary	\$4,915	\$5,014	\$5,114	\$5,216	\$5,320	
General Fund	126	SERVICE WORK	ANB % for CTLIC + 2% yr. Inflationary	\$0	\$0	\$0	\$0	\$0	
General Fund	129	SUMMER HELP	ANB % for CTLIC + 2% yr. Inflationary	\$2,634	\$2,687	\$2,741	\$2,796	\$2,852	
General Fund	130	OVERTIME SALARIES	ANB % for CTLIC + 2% yr. Inflationary	\$4,778	\$4,873	\$4,971	\$5,070	\$5,172	
General Fund	150	STIPEND	ANB % for CTLIC + 2% yr. Inflationary	\$44,946	\$45,845	\$46,762	\$47,697	\$48,651	
General Fund	180	SEVERANCE PAY	ANB % for CTLIC + 2% yr. Inflationary	\$6,274	\$6,400	\$6,528	\$6,658	\$6,792	
General Fund	Salaries Total			\$1,140,853	\$1,164,832	\$1,190,402	\$1,216,935	\$1,243,245	
General Fund	250	WORKERS COMPENSATION	ANB % for CTLIC + 2% yr. Inflationary	\$11,144	\$11,367	\$11,594	\$11,826	\$12,062	
General Fund	260	HEALTH INSURANCE	Actuals	\$167,677	\$167,677	\$167,677	\$167,677	\$167,677	
General Fund	270	LIFE INSURANCE	ANB % for CTLIC + 2% yr. Inflationary	\$4,643	\$4,736	\$4,831	\$4,927	\$5,026	
General Fund	280	OTHER EMPLOYERS BENEFITS	ANB % for CTLIC + 2% yr. Inflationary	\$0	\$0	\$0	\$0	\$0	
General Fund	Benefits Total			\$172,320	\$172,413	\$172,508	\$172,604	\$172,703	
General Fund	320	PROFESSIONAL ED. SERVICES	ANB % for CTLIC + 2% yr. Inflationary	\$51,451	\$52,480	\$53,530	\$54,601	\$55,693	
General Fund	330	OTHER PROFESSIONAL SERVICE	ANB % for CTLIC + 2% yr. Inflationary	\$10,832	\$11,049	\$11,270	\$11,495	\$11,725	
General Fund	340	CONTRACTED SERVICES	ANB % for CTLIC + 2% yr. Inflationary	\$26,838	\$27,374	\$27,922	\$28,480	\$29,050	
General Fund	350	CONTRACTED SERVICES CO-OP	ANB % for CTLIC + 2% yr. Inflationary	\$4,772	\$4,867	\$4,964	\$5,064	\$5,165	
General Fund	355	TECH. COMPUTER SERVICES	ANB % for CTLIC + 2% yr. Inflationary	\$0	\$0	\$0	\$0	\$0	
General Fund	Other Prof. Svs Total			\$93,893	\$95,771	\$97,686	\$99,640	\$101,633	
General Fund	411	NATURAL GAS	ANB % for CTLIC + 2% yr. Inflationary	\$14,315	\$14,601	\$14,893	\$15,191	\$15,495	
General Fund	412	ELECTRICITY	ANB % for CTLIC + 2% yr. Inflationary	\$29,906	\$30,504	\$31,114	\$31,737	\$32,371	
General Fund	421	WATER/SEWER	ANB % for CTLIC + 2% yr. Inflationary	\$1,517	\$1,547	\$1,578	\$1,609	\$1,642	
General Fund	431	DISPOSAL	ANB % for CTLIC + 2% yr. Inflationary	\$5,398	\$5,506	\$5,616	\$5,728	\$5,843	
General Fund	440	REPAIR/MAIN/PARTS	ANB % for CTLIC + 2% yr. Inflationary	\$10,557	\$10,768	\$10,983	\$11,203	\$11,427	
General Fund	450	RENTAL	ANB % for CTLIC + 2% yr. Inflationary	\$0	\$0	\$0	\$0	\$0	
General Fund	455	TECH REPAIRS/ MAINTENANCE	ANB % for CTLIC + 2% yr. Inflationary	\$0	\$0	\$0	\$0	\$0	
General Fund	Facilities Total			\$61,692	\$62,925	\$64,184	\$65,468	\$66,777	
General Fund	520	INSURANCE - DISTRICT	ANB % for CTLIC + 2% yr. Inflationary	\$19,640	\$20,032	\$20,433	\$20,842	\$21,259	
General Fund	531	TELEPHONE	ANB % for CTLIC + 2% yr. Inflationary	\$6,779	\$6,915	\$7,053	\$7,194	\$7,338	
General Fund	532	POSTAGE	ANB % for CTLIC + 2% yr. Inflationary	\$1,547	\$1,577	\$1,609	\$1,641	\$1,674	
General Fund	535	TECHNOLOGY COMMS. LICENS	ANB % for CTLIC + 2% yr. Inflationary	\$8,401	\$8,569	\$8,740	\$8,915	\$9,093	
General Fund	540	ADVERTISING	ANB % for CTLIC + 2% yr. Inflationary	\$508	\$519	\$529	\$540	\$550	
General Fund	550	COPIES/PRINTING	ANB % for CTLIC + 2% yr. Inflationary	\$0	\$0	\$0	\$0	\$0	
General Fund	560	TUITION	ANB % for CTLIC + 2% yr. Inflationary	\$0	\$0	\$0	\$0	\$0	
General Fund	582	TRAVEL/INSERVICE	ANB % for CTLIC + 2% yr. Inflationary	\$14,229	\$14,513	\$14,803	\$15,099	\$15,401	
General Fund	590	CONTINGENCY	ANB % for CTLIC + 2% yr. Inflationary	\$0	\$0	\$0	\$0	\$0	
General Fund	Other Services Total			\$51,103	\$52,125	\$53,167	\$54,231	\$55,315	
General Fund	600	PHOTO COPY EXPENSES/DIST.	ANB % for CTLIC + 2% yr. Inflationary	\$17	\$18	\$18	\$18	\$19	
General Fund	610	SUPPLIES	ANB % for CTLIC + 2% yr. Inflationary	\$45,838	\$46,755	\$47,690	\$48,644	\$49,616	
General Fund	612	DIST. WIDE PAPER SUPPLY	ANB % for CTLIC + 2% yr. Inflationary	\$1,280	\$1,306	\$1,332	\$1,359	\$1,386	
General Fund	624	VEHICLE FUEL	ANB % for CTLIC + 2% yr. Inflationary	\$784	\$800	\$816	\$832	\$849	
General Fund	640	BOOKS	ANB % for CTLIC + 2% yr. Inflationary	\$1,568	\$1,599	\$1,631	\$1,664	\$1,697	
General Fund	645	ONLINE TEXT BOOKS	ANB % for CTLIC + 2% yr. Inflationary	\$0	\$0	\$0	\$0	\$0	
General Fund	650	PERIODICALS	ANB % for CTLIC + 2% yr. Inflationary	\$247	\$252	\$257	\$262	\$268	
General Fund	660	MINOR EQUIPMENT	ANB % for CTLIC + 2% yr. Inflationary	\$4,745	\$4,840	\$4,937	\$5,036	\$5,137	
General Fund	681	COMPUTER SOFTWARE	ANB % for CTLIC + 2% yr. Inflationary	\$2,934	\$2,993	\$3,052	\$3,114	\$3,176	
General Fund	682	TECHNOLOGY SUPPLIES	ANB % for CTLIC + 2% yr. Inflationary	\$8,222	\$8,387	\$8,554	\$8,725	\$8,900	
General Fund	Supplies Total			\$65,636	\$66,949	\$68,288	\$69,653	\$71,046	
General Fund	710	LAND	ANB % for CTLIC + 2% yr. Inflationary	\$0	\$0	\$0	\$0	\$0	
General Fund	720	NEW BUILDING	ANB % for CTLIC + 2% yr. Inflationary	\$0	\$0	\$0	\$0	\$0	
General Fund	725	MAJOR CONSTR. SERVICES	ANB % for CTLIC + 2% yr. Inflationary	\$0	\$0	\$0	\$0	\$0	
General Fund	730	NEW EQUIPMENT	ANB % for CTLIC + 2% yr. Inflationary	\$3,460	\$3,529	\$3,600	\$3,672	\$3,745	
General Fund	731	AGREEMENTS	ANB % for CTLIC + 2% yr. Inflationary	\$1,626	\$1,659	\$1,692	\$1,726	\$1,760	
General Fund	740	BUS PURCHASE	ANB % for CTLIC + 2% yr. Inflationary	\$0	\$0	\$0	\$0	\$0	
General Fund	780	COMPUTER HARDWARE	ANB % for CTLIC + 2% yr. Inflationary	\$0	\$0	\$0	\$0	\$0	
General Fund	Capital Purchases Total			\$5,086	\$5,188	\$5,292	\$5,397	\$5,505	
General Fund	810	DUES/FEES	ANB % for CTLIC + 2% yr. Inflationary	\$3,147	\$3,210	\$3,275	\$3,340	\$3,407	
General Fund	840	PRINCIPAL	ANB % for CTLIC + 2% yr. Inflationary	\$0	\$0	\$0	\$0	\$0	
General Fund	850	INTEREST	ANB % for CTLIC + 2% yr. Inflationary	\$0	\$0	\$0	\$0	\$0	
General Fund	Fees Total			\$3,147	\$3,210	\$3,275	\$3,340	\$3,407	
General Fund	General Fund Total			\$1,588,644	\$1,618,225	\$1,649,509	\$1,681,471	\$1,714,126	
TRANSPORTATION	TRANSPORTATION			24-25	25-26	26-27	27-28	28-29	
TRANSPORTATION	111	ADMINISTRATIVE SALARIES	ANB % for CTLIC + 1% yr. Inflationary	\$36,512	\$37,242	\$37,987	\$38,747	\$39,522	
TRANSPORTATION	115	CLERICAL / TECH SALARIES	ANB % for CTLIC + 2% yr. Inflationary	\$1,381	\$1,409	\$1,437	\$1,465	\$1,495	
TRANSPORTATION	118	BUS DRIVER SALARY	ANB % for CTLIC + 2% yr. Inflationary	\$23,805	\$24,281	\$24,767	\$25,262	\$25,768	
TRANSPORTATION	120	SUBSTITUTES	ANB % for CTLIC + 2% yr. Inflationary	\$451	\$460	\$469	\$479	\$489	
TRANSPORTATION	130	OVERTIME SALARIES	ANB % for CTLIC + 2% yr. Inflationary	\$1,005	\$1,025	\$1,046	\$1,067	\$1,088	
TRANSPORTATION	250	WORKERS COMPENSATION	ANB % for CTLIC + 2% yr. Inflationary	\$1,103	\$1,125	\$1,147	\$1,170	\$1,194	
TRANSPORTATION	260	HEALTH INSURANCE	Actual	\$8,308	\$8,475	\$8,644	\$8,817	\$8,993	
TRANSPORTATION	270	LIFE INSURANCE	ANB % for CTLIC + 2% yr. Inflationary	\$31	\$32	\$32	\$33	\$34	
TRANSPORTATION	330	CONTRACTED SERVICES - PROFESS	ANB % for CTLIC + 2% yr. Inflationary	\$2,315	\$2,361	\$2,408	\$2,456	\$2,505	
TRANSPORTATION	340	CONTRACTED SERVICES - GENERAL	ANB % for CTLIC + 2% yr. Inflationary	\$14,974	\$15,274	\$15,579	\$15,891	\$16,209	
TRANSPORTATION	411	NATURAL GAS	ANB % for CTLIC + 2% yr. Inflationary	\$0	\$0	\$0	\$0	\$0	
TRANSPORTATION	431	DISPOSAL	ANB % for CTLIC + 2% yr. Inflationary	\$424	\$432	\$441	\$450	\$459	
TRANSPORTATION	440	REPAIR/MAIN/PARTS	ANB % for CTLIC + 2% yr. Inflationary	\$7,171	\$7,315	\$7,461	\$7,610	\$7,763	
TRANSPORTATION	513	PRIVATE CONTRACTORS	ANB % for CTLIC + 2% yr. Inflationary	\$35,308	\$36,014	\$36,734	\$37,469	\$38,218	
TRANSPORTATION	520	INSURANCE-DISTRICT	ANB % for CTLIC + 2% yr. Inflationary	\$4,596	\$4,688	\$4,782	\$4,878	\$4,975	
TRANSPORTATION	582	TRAVEL/INSERVICE	ANB % for CTLIC + 2% yr. Inflationary	\$562	\$573	\$584	\$596	\$608	
TRANSPORTATION	610	SUPPLIES	ANB % for CTLIC + 2% yr. Inflationary	\$6,434	\$6,563	\$6,694	\$6,828	\$6,964	
TRANSPORTATION	624	VEHICLE FUEL	ANB % for CTLIC + 2% yr. Inflationary	\$10,985	\$11,204	\$11,428	\$11,657	\$11,890	
TRANSPORTATION	810	DUES/FEES	ANB % for CTLIC + 2% yr. Inflationary	\$596	\$608	\$620	\$633	\$645	
TRANSPORTATION	Transportation Fund Total			\$155,962	\$159,081	\$162,263	\$165,508	\$168,818	
FOOD SERVICE	FOOD SERVICE			24-25	25-26	26-27	27-28	28-29	
FOOD SERVICE	111	ADMINISTRATIVE SALARIES	ANB % for CTLIC + 1% yr. Inflationary	\$10,191	\$10,292	\$10,395	\$10,499	\$10,604	
FOOD SERVICE	115	CLERICAL / TECH SALARIES	ANB % for CTLIC + 2% yr. Inflationary	\$5,188	\$5,292	\$5,398	\$5,505	\$5,616	
FOOD SERVICE	116	COOKS/SERVICE WORK	ANB % for CTLIC + 2% yr. Inflationary	\$15,977	\$16,297	\$16,623	\$16,955	\$17,294	
FOOD SERVICE	120	SUBSTITUTES	ANB % for CTLIC + 2% yr. Inflationary	\$45	\$46	\$47	\$48	\$49	
FOOD SERVICE	130	OVERTIME SALARIES	ANB % for CTLIC + 2% yr. Inflationary	\$322	\$328	\$335	\$341	\$348	
FOOD SERVICE	250	WORKERS COMPENSATION	ANB % for CTLIC + 2% yr. Inflationary	\$1,559	\$1,590	\$1,622	\$1,655	\$1,688	
FOOD SERVICE	260	HEALTH INSURANCE	Actual	\$8,565	\$8,565	\$8,565	\$8,565	\$8,565	
FOOD SERVICE	270	LIFE INSURANCE	ANB % for CTLIC + 2% yr. Inflationary	\$179	\$183	\$186	\$190	\$194	
FOOD SERVICE	330	CONTRACTED SERVICES - PROF	ANB % for CTLIC + 2% yr. Inflationary	\$3	\$3	\$3	\$3	\$3	
FOOD SERVICE	440	REPAIR/MAIN/PARTS	ANB % for CTLIC + 2% yr. Inflationary	\$410	\$418	\$427	\$435	\$444	
FOOD SERVICE	520	INSURANCE-DISTRICT	ANB % for CTLIC + 2% yr. Inflationary	\$3,386	\$3,453	\$3,522	\$3,593	\$3,665	
FOOD SERVICE	570	FOOD SERVICES	ANB % for CTLIC + 2% yr. Inflationary	\$738	\$753	\$768	\$784	\$799	
FOOD SERVICE	582	TRAVEL/INSERVICE	ANB % for CTLIC + 2% yr. Inflationary	\$78	\$79	\$81	\$83	\$84	
FOOD SERVICE	610	SUPPLIES	ANB % for CTLIC + 2% yr. Inflationary	\$937	\$955	\$974	\$994	\$1,014	
FOOD SERVICE	624	VEHICLE FUEL	ANB % for CTLIC + 2% yr. Inflationary	\$23	\$24	\$24	\$24	\$25	
FOOD SERVICE	630	FOOD	ANB % for CTLIC + 2% yr. Inflationary	\$20,560	\$20,971	\$21,391	\$21,818	\$22,255	
FOOD SERVICE	660	MINOR EQUIPMENT	ANB % for CTLIC + 2% yr. Inflationary	\$232	\$237	\$241	\$246	\$251	
FOOD SERVICE	682	TECHNOLOGY LICENSES & SUPP	ANB % for CTLIC + 2% yr. Inflationary	\$433	\$441	\$450	\$459	\$468	
FOOD SERVICE	810	DUES/FEES	ANB % for CTLIC + 2% yr. Inflationary	\$163	\$166	\$169	\$172	\$176	
FOOD SERVICE	Food Service Total			\$68,987	\$70,094	\$71,221	\$72,371	\$73,542	
	24-25 Total Expenditures			\$1,813,593	\$1,847,400	\$1,882,993	\$1,919,350	\$1,956,486	

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

INCOME		24-25	25-26	26-27	27-28	28-29
Income	HB 549	\$515,000	\$515,000	\$515,000	\$515,000	\$515,000
Income	Transformational Learning Grant	\$175,336	\$175,336	\$175,336		
Income	MT Advanced Opportunities Grant	\$80,494	\$80,494	\$80,494		
Income	Per pupil income per opi calculator for ANB 24-25 + 2% per year	\$920,208	\$938,612	\$957,384	\$976,532	\$996,062
Income	Per pupil income per transportation revenue 24-25 + 2% per year	\$146,080	\$149,002	\$151,982	\$155,021	\$158,122
Income	Per pupil income per food service revenue 24-25 + 2% per year	\$66,403	\$67,731	\$69,086	\$70,468	\$71,877
Income	Endowment/Fund Raising/Revenue generated from CTE i.e. sales of tiny houses				\$210,000	\$225,000
Total Income		\$1,903,521	\$1,926,175	\$1,949,282	\$1,927,021	\$1,966,061
24-25	Remaining Revenue - Expenses	\$89,928	\$78,775	\$66,289	\$7,671	\$9,575

If OPI funds HB 549 for Charter Schools in September of 2024 the cash flow would be fully sustainable immediately after the deposit into the District funds via the County. If this is not the case the District has other funding sources available including reserve funds for use until the OPI sends the promised funding during the 24-25 school year.

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

The CTLC Endowment will be created to assist with additional funding needed by the school. CTLC will do everything possible for donations to be part of the State Tax Credit process beginning in 2024.

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

The Corvallis School District facilities already service the number of students estimated to be in attendance throughout the District, with no overcrowding. There will not be the need for additional facilities in order to operate the CTLC.

COMMUNITY SUPPORT AND NEED

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

25. Describe the specific evidence of significant community support.

The plan for CTLC was initially presented to the public and the School Board as CTE pathways integrated into all schools early in the 22-23 school year. There has been an outpouring of parent, student, teacher, and administrator support for the program. Particularly noteworthy has been the many highly skilled business people who have approached the District asking if they can participate in the program. For example, we have a Federal Hydrologist who has asked to take our students to large Hydraulic Dam facilities in Montana and neighboring states to show and explain how the facilities work and possibly spark the student's interest in becoming Hydrologists.

26. Describe the opportunities and expectations for parent involvement.

We will incorporate all our formal and informal groups that are associated with our school community. We will develop and enlist our Board of Trustees, District Leadership Team, Site Based Teaming parent group, District Administrative Team, Grade level PLC teams at each school, and use our Building Leadership Teams to gain input, solidarity and a vision for the future. Parents will be connected to all school functions, with access to extracurricular and cocurricular activities. Access to facilities and District resources for special needs and direct instruction for every student.

NOT AN EXISTING LOCAL SCHOOL BOARD? COMPLETE THE FOLLOWING INFORMATION

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

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

Required school district signatures:

Board Chair Name: Dan Walsky

Board Chair Signature: [Signature]

Date: 10-24-23

Superintendent Name: Pete Joseph

Superintendent Signature: [Signature]

Date: 10-24-23

Questions? Contact bpe@mt.gov





Corvallis School District
1151 Eastside Highway
Corvallis, MT 59828

Strategic Plan 2023

Adopted August 8th, 2023

The Corvallis School District sits in the heart of the Bitterroot Valley in the unincorporated community of Corvallis. The district has three main buildings: Quentin Brown Primary School (PS - 4), Edna Thomas (5 - 6) and Corvallis Middle School (7 - 8) and Corvallis High School (9 - 12). In the fall of 2022 there were 460 students at the primary school, 435 at the middle school and 485 at the high school. Our district has a superintendent and a special services director. Each of the main buildings has a full time principal. Our primary, middle and high school each have an assistant principal. The high school assistant is also the activities director. The Corvallis School District is governed by a seven member board.

Free and reduced priced meals are an indicator of community income levels. In 2022 the free and reduced percentages were: 39% for the entire district (42% K-4, 41% 5-6, 42% 7-8, 33% 9-12). From March of 2020 to June of 2022 all students were universal free with covid-19 support to communities. In the fall 2022 free and reduced are at an all time low of 26% for the entire district (30% K-4, 27% 5-6, 24% 7-8, 23% 9-12)

About 15% of our students are identified as IDEA eligible and receive special services. Currently only two students in our district have English as a second language.

The student population is predominantly white, non Hispanic.

All of our schools meet accreditation standards that are set by the Montana Board of Public Education.

In the spring of 2023, Corvallis School District underwent a System Wide Cognia review process. The report showed numerous areas in which the district Meets Expectations while the remaining areas fell in Emerging. An area where we Exceeded Expectations on the report was "Leaders Engage stakeholders to support the achievement of the system's purpose and direction". Cognia identified four priority areas for improvement. The School Board revised the District Strategic Plan based upon these priority areas:

- High Expectations for student performance and development of higher order thinking skills*
- Development of systemic, data-driven instructional strategies*
- Supervision and Evaluation procedures to improve instructional practices and student outcomes*
- Professional Development opportunities that link directly to student outcomes*

In May of 2016 the district was unsuccessful running a general fund levy with 54.5% against. In November of 2017 the district ran a building reserve levy to purchase land and buildings on an adjacent property. The purchase was approved by 65.6% of the voters. The district is currently working on a long-term plan to determine the needs of our facilities. In May of 2023 the district ran an Operations Levy and it failed by 60%. However the Board of Trustees in the Spring of 2023 successfully created an Endowment to help fund district needs and support school personnel as a possible revenue source for the future

Corvallis School District participates in state mandated testing, SBAC (reading and math) and MSA Montana Science Assessment (science 5 & 8) as well as implementing its own testing using NWEA MAP Growth testing. In addition to this, the primary school

uses DIBELS as an early intervention. The ACT is given to all high school juniors and starting in Spring 2023, sophomores are given the PreACT.

Graduation rates in Corvallis are high with 97.78% of students graduating in the spring of 2022 as compared to 85.78% statewide.

Graduation rates for Corvallis have been over 95% for the past five years. The juniors take the ACT in the spring. In 2022 our composite score was 18.6 with math being our strength with 19.2 (36 being highest score possible). Our writing score was a 6.2 (12 being highest writing score possible). In 2022 the state average composite score was 18.1 with math being the highest at 18.5 and writing was 6.0. ACT scores have decreased for the past three years with composite scores of 19.3 in 2021 and 19.5 in 2019. No scores were reported in 2020 due to pandemic and school closure. Typically each year, reading is the highest score, until the last two years, when mathematics has scored highest.

We offer a wide range of classes to address student needs. At the high school level, career technical courses include: accounting, computer technology, business accounting, marketing & entrepreneurship, personal finance, street law, CAD, DIY, small engines, blacksmithing, welding, woods, ag leadership, ag project science, ag vet science, intro to agriculture and ag food science. Fine arts classes include: choir, band, orchestra, percussion ensemble, music tech, guitar, musical theater, ceramics, art foundations, and advanced art. In addition to regular core classes, we also offer many honors and dual-enrollment courses. Our award winning Classroom Without Walls course gives students an opportunity to participate in project work. At the middle school students are exposed to a variety of exploratory classes. These include: band, choir, orchestra, health enhancement, music exploration, outdoor education and recreation, STEAM labs, French, art, tech, and Native American studies.

We also offer rich and diverse extra-and co-curricular opportunities to our students. These offerings are designed to enrich and expand students' areas of interest while at

the same time offering experiences in cooperative ventures, fair play, and doing one's best. Offerings include: Marching and Pep Bands, Classroom Without Walls, Driver's Education, Interact Club, National Honor Society, Future Farmers of America, National Junior Honor Society, Science Olympiad, Boys/Girls State, Student Council, Spelling Bee, National Geographic Bee, Clay Club, Speech and Drama, Basketball, Baseball, Cheerleading, Cross-Country, Football, Golf, Soccer, Softball, Tennis, Track, Volleyball, and Wrestling.

At the Primary School level, every student is taught language arts, math, science, and social studies within their grade level content. We also provide students with a variety of speciality classes such as: STEAM, Health Enhancement, Music, Library, and Guidance Counseling lessons. Students attend each of the speciality classes weekly. We provide Title One, Special Education, Gifted and Talented, CSCT, and an Academic Coach to those students who qualify.

Corvallis has a gifted program that offers enrichment activities and accelerated classes to students. Two teachers support the middle school and primary school. The district also uses 21st Century Grant money to provide an after-school tutoring program for high needs middle school students.

With the ever-changing landscape of technology, it is imperative for the district to stay up-to-date with the latest advancements in technology to provide the best possible learning environment for our students and teachers. We are committed to ensuring that our district has the necessary resources to meet the evolving needs of our educational community.

Currently, the district has approximately 1600 Chromebooks and 278 tablets deployed, which are essential tools for our students to access online learning materials and educational software. In addition, we have 3 computer labs with a specific purpose, which are essential for our students to learn important skills such as Business, AutoCAD, Mac Art and Design and PC Art and Design. All teachers have a computer

and projector or interactive display in their classroom, which allows them to provide engaging and interactive lessons for their students.

However, we recognize that technology needs are constantly evolving and we need to keep pace with these changes. As such, the district is committed to regularly upgrading the infrastructure and security to meet the needs of the district. This includes upgrading network infrastructure, such as switches and access points, to support faster speeds and higher bandwidth, as well as investing in cloud-based software and applications to enhance remote learning capabilities.

To ensure that the district is meeting the technology needs of our students and teachers, we will continue to assess our current technology infrastructure and make necessary adjustments as needed. The technology department will work closely with school administrators and educators to identify areas where technology can be leveraged to improve student outcomes and provide a more engaging learning experience.

Overall, we are committed to providing our students and teachers with the best possible technology resources and infrastructure to support their educational goals. With a strategic plan in place, we can ensure that our technology investments are aligned with our educational mission and are helping to drive positive outcomes for our students.



Core Purpose of the Corvallis School District

The Core Purpose of the Corvallis School District is to achieve excellence in educating the whole child in a safe environment so that students are prepared to succeed in life and become productive members of society.

Core Values of the Corvallis School District

Integrity

We value acting in a respectful, honest, trustworthy, responsible and professional manner at all times.

Sense of Community

We value the community in which we live. We believe that a strong sense of community is important to the success of our students.

A Culture of Collaboration

We value collaboration among students, staff, parents and community members. We know that when we all work together, we can accomplish goals that could not be met otherwise.

Students First

We value our students and believe that we can provide for the needs of each and every student attending our schools.

Positive Climate

We value a positive school environment and believe that our students, staff, parents and community benefit tremendously from a safe, welcoming and supportive environment.

Open-mindedness

We value a culture in which people are open-minded, understand the value of diversity, and do not judge others because of differences in background or opinions.

Description of Five-Year Development Process

In 2002 a Five-year Plan committee was established. The committee meets yearly to review and document progress on the goals of the district. In 2014-2015 the plan was updated with new goals. In 2018-2019 the committee reconvened to work on new goals to align to the newly adopted Strategic Plan that addresses the AdvancED priorities. The most current revision occurred in 2023 after the district was reviewed by Cognia (formerly AdvancED).

The committee consists of: the superintendent, special services director, and building principals. Consultation of the plan will include parent groups (Site Based Teaming) lead teachers (DLT) and selected student groups.

Focus Areas / Goals: Strategic Plan

Focus Area / Goal #1 Academics

The Corvallis School District's academic programming will promote student learning through a rigorous curriculum, high standards, effective instruction strategies and meaningful assessments that are based on data research.

The Corvallis School District will provide programming and services that ensure our students are prepared for the next step in life when they exit our system. In addition to having a strong academic program, we will promote the importance of citizenship, character, positive attitudes and hard work.

Intended outcome:

Academic programming promotes student learning through a rigorous curriculum, high standards, effective instructional strategies and meaningful assessments based on data and research.

Programs and services ensure that our students are prepared for post-secondary opportunities by providing diverse academic programming, promoting and modeling the importance of citizenship, character, positive attitudes, higher-order thinking skills and hard work.

ACTION PLAN:

We will establish a College & Career Readiness for transformational learning (School To Work), provide skill development through meaningful informational text, and continue to review and interpret test scores.

Measurement tool linked to intended outcome:

- By the end of 2028 ACT Composite scores will increase to 22, with sub group scores of Math > 22, English > 20, and Science > 23.
- By the end of 2028 K-9 NWEA scores will reflect 70% proficiency for 50% of the grade level from end of year Fall to Spring RIT scores.
 - K-4 increase RIT scores by 3 points
 - 5-8 increase RIT scores by 2.5 points
 - 9 increase RIT scores by 2 points
- Analyze data on a year to year basis and determine new benchmarks if appropriate.

- Transformational Learning Outcomes will be based on fall and spring ELEOT observations
- ***Grade level enrollment will be maintained at 90% capacity of State Accreditation Standards set by OPI and the Board of Public Education.***

Focus Area / Goal #2 Behavior

The Corvallis School District will promote a school climate that is positive and welcoming to students, staff, parents and community. By providing numerous pathways and alternative placements it is the intent of Corvallis School District #1 to improve student behavior by meeting every student's needs.

Intended Outcome:

Student interventions and providing transformational learning pathways are essential to student success and promoting positive behavior patterns. Engaging in Restorative Practices (RP) may be used informally by individuals, best practice suggests that a school-wide approach to Restorative Practices should be implemented intentionally and systematically to create culture change and ensure success of all students. Restorative Practices can easily be embedded into a Multi-tiered System of Supports (MTSS) framework. Corvallis School District #1 is already implementing Positive Behavioral Interventions and Supports, and can integrate RP. Our current district policies, procedures, and handbooks are the backbone for data, systems and practices across a hierarchy of supports for all students.

1. Tier 1: Focuses on prevention of problem behavior by emphasizing universal supports.
2. Tier 2: Designed to prevent the development and escalation of problem behaviors for students who are identified as being at risk for developing chronic behavior problems.
3. Tier 3: Designed to reduce the intensity, frequency, and/or complexity of problem behaviors by providing individualized behavior supports using evidenced-based interventions.

ACTION PLAN:

We will use behavioral interventions and attendance data to improve school involvement by our entire school community.

Measurement tool linked to intended outcome:

- By the end of 2028 quarterly attendance rates will be at 95% for K-12th grades.

- By the end of 2028 Extra-Curricular Program, Athletics and Activities rates will be at 75% for K-12th grades.
- By the end of 2028 discipline office referrals will decrease by 10%.
- School-Wide Information System (Primary School and Middle School), Infinite Campus (High School) behavioral, survey data and Montana Behavioral Initiative (MBI) program evaluation will continue to be determined by Administration in order to generate a District wide annual decrease in referrals.
- Weekly intervention and prevention meetings will be required in the K-12 school system and monitored through Infinite Campus.
- Establish and sustain pacing requirements for teachers and students on a weekly basis. The pacing requirements will include grade checks, weekly gradebook entries, and weekly student reports monitored through Infinite Campus.
- Analyze data on a year to year basis and determine new benchmarks if appropriate.

Focus Area / Goal # 3 Community

The Corvallis School District has a strong partnership with the community and will continue to build upon this relationship by inviting stakeholders to the table when discussing district interests. The community's support of our programs and services is vital to the success of our students.

Intended Outcome:

Strong partnerships provide a welcoming environment and encourage community engagement at all levels, resulting in support of school programs and services. Transformational learning fosters individualized pathways for career and postsecondary educational opportunities and that honors individual interests, passions, strengths, needs and culture *and* is supported through relationships among teachers, family, peers, the business community, postsecondary education officials and other community stakeholders.

Embed community-based, experiential, online and work-based learning opportunities and foster a learning environment that incorporates both face-to-face and virtual connections. Ensure equality of educational opportunity to participate by all qualifying pupils of the district. Corvallis School District #1 is committed to connecting with the

greater community. Active engagement with facilities, events and community gatherings are a priority.

ACTION PLAN:

We will use Transformational Learning Pathways (Farm to Food, Salute to Service, Outdoor Recreation, Medical & Construction)

Measurement tool linked to intended outcome:

- By 2028 35% of all K-12 students will be actively participating in Transformational Learning Programs. These connections will be executed through groups, instruction, mentoring and internships.
- By 2028 100% of all K-12 students will be engaged in a transformational learning curriculum.
- The District will establish and create a facility master plan for both short and long term goals. An annual priority report will be given to the Board of Trustees in June of each school year.
- The District will continue to provide opportunities for community engagement.
- The District will continue to use traditional and social media communication with the public.
- Site based teaming events will be on a quarterly basis for community support with appropriate personnel.
- The Corvallis School System will continue to meet the expectations of our Cognia Accreditation and the standards and policies established by the Board of Trustees.
- Student and Staff Surveys will continue to be utilized.
- Analyze data on a year to year basis and determine new benchmarks if appropriate.