



Montana Board of Public Education

Public Charter School Application

September 2023

TABLE OF CONTENTS

- Introduction..... 3**
- Submission Procedures..... 3**
- Public Charter Application Cover Page.....4**
- Public Charter Application..... 5**
 - Academic Program..... 5
 - School Governance.....6
 - Business Operations..... 7
 - Community Support and Need..... 7
 - Not a Local School Board?.....8

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: New Public Charter under Existing Local School Board ___ New Public Charter District

Name of Public Charter School: Bronc Fast Track Public Charter School

Local school district in which the public charter school will be physically located: Bronc Fast Track Public Charter School will be located on the North Camps of Frenchtown Schools. The Charter School will be housed in Frenchtown High School.

Contact Information for the Governing Board Chair

Contact Person: Mrs. Shiloh Lucier Board Chair FTSD
Name Title

Contact Address: 11772 Frenchtown Frontage Road, Missoula MT 59808

Telephone Number: 406-317-2437

E-mail Address: shilohlucier@ftbroncs.org

Contact Information for the Person Completing this Application

Contact Person: Mr. Les Meyer FTSD Superintendent
Name Title

Contact Address: Frenchtown Schools Box 117 Frenchtown MT, 59834

Telephone Number: 406-626-2650

E-mail Address: lesmeyer@ftbroncs.org

PUBLIC CHARTER APPLICATION

Name of Public Charter School: **Bronc Fast Track Public Charter School**

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

In alignment with the current initiatives of the Montana OPI and Legislature, Bronc Fast Track Public Charter School aims to bridge the gap between high school and post-secondary education by offering students the opportunity to earn college credits during their high school years. By integrating post-secondary coursework into our curriculum, we offer students the opportunity to earn up to 30 college credits, which is the equivalent of their first year of college. We strive to equip students with a head start in their academic pursuits, reducing the financial burden and time constraints associated with obtaining a college degree. Through this initiative, we seek to foster a culture of academic excellence and empowerment, preparing a diverse community of students for successful futures in college and beyond.

Opening Date: August 2024 Public Charter Term Length: Semester

Grades to be served: 10 11 12

Minimum Enrollment Per Year: 40

Planned Enrollment Per Year: 80

Maximum Enrollment Per Year: 90

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											25-30	25-30		50-60
Year 2											25-30	25-30	25-30	75-90
Year 3											25-30	25-30	25-30	75-90
Year 4											25-30	25-30	25-30	75-90
Year 5											25-30	25-30	25-30	75-90

ACADEMIC PROGRAM

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

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

Mission: Empowering high school students through early post-secondary credit opportunities,

fostering academic excellence and preparing them for success in higher education and beyond.

Vision: To be a trailblazing educational institution providing high school students with the tools to excel in college, fostering a community of empowered learners and future leaders.

Goal: Provide an innovative program within the public school system and provide quality school choice options for families and students.

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

Bronc Fast Track Public Charter School targets sophomore - senior college-bound students seeking to accelerate their academic journey and gain early college credits.

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

School counselors will share information about the Bronc Fast Track Public Charter School program with students at the end of their 8th grade year and again during their freshman year. A parent/informational meeting will be advertised and held in the fall of the students' sophomore year where applications and due dates will be provided. Students in Bronc Fast Track Public Charter School will begin classes in the spring of their sophomore year. Students will be selected based on GPA, attendance and behavior.

If there are more qualified applicants than seats, we will utilize the lottery process.

4. Describe the public charter school's academic program, specifically focusing on why it is innovative in your school district. Include plans to formally assess student achievement on an annual basis.

The academic program for Bronc Fast Track Public Charter School will be comprised of the following types of classes:

- Concurrent Enrollment/Dual Credit: classes are taken at the local high school for both high school and college credit
- Early College: In person or online college classes offered at the University of MT or Missoula College during the school year or summer
- Montana Digital Academy Dual Enrollment Classes
- Advanced Placement Credit: course is taken at the local high school for high school credit. Students opt to take a test in May that, depending on the score received, could result in college credit. The test is scored 1-5. A score of 4 or 5 will usually earn college credit
- Bronc Fast Track Public Charter School staff will partner with staff from the University of Montana and Missoula College to teach classes
- Bronc Fast Track Public Charter School students taking an online college course will be supervised by a licensed high school content specialist for the duration of the course. Classes will be taken on the Frenchtown high school campus in a regular classroom setting, online, as well as on the University of Montana/Missoula College campus

CURRICULUM MAP

10th Grade Sophomore

BIOB 101N Discover Biology
BGEN 105S Intro to Business
English 2
Math
Social Studies
Health Enhancement
4 High School Electives

11th Grade Junior

BIOB 109 MT Ecosystems
COMX 115S Public Speaking
AP US History or HSTA 101H American History (MTDA)
***M 151 Pre-Calculus or *M 105 Contemporary Math**
4 High School Electives

12th Grade Senior

PSCI 210S American Government or AP Government
CSCI 215E Ethical Issues in Comp. Science (Online)
ANTY 101 Anthropology (Online) or Early College
WRIT 101 College Writing I
LIT 110 Introduction to Literature or AP English
***STAT 216 Statistics or *AP Calculus**
English 4
4 High School Electives
**Only 1 math class is required and can be taken Junior or Senior year*

**30 - 37 College Credit Hours =
GENERAL STUDIES CERTIFICATE**

COST SAVINGS

Bronc Fast Track GS Certificate

30 - 37 Credits

Tuition = \$1,085 - \$1,750*
Fees = \$40*
Books = \$0 - \$350*
Room & Board = \$0

Total = \$1,085 - \$2,140

*Dependent on Courses Chosen

Traditional In-State Missoula College

30 Credits

Tuition = \$3,300
Fees = \$1,550
Books = \$1,100
Room & Board = \$11,740

Total = \$17,700

Traditional In-State University of Montana

30 Credits

Tuition = \$6,690
Fees = \$2,380
Books = \$1,100
Room & Board = \$11,740

Total = \$22,000

**Finish your Freshman Year at a fraction of the cost
while you're already attending
High School Classes!**

The program is designed to reduce the time it takes to reach college graduation, reduce the overall cost of higher education and be academically challenging. This program will also alleviate the financial burden that often prohibits students from pursuing post-secondary education. It is our aspiration that this program will additionally dismantle obstacles for first-generation college students by facilitating their transition into the college milieu in the safe environment of their home school.

Students completing the program will receive a GER (General Education Requirement) Certificate from Missoula College at graduation. This is the first and only program of this type in the state of Montana. Bronc Fast Track Public Charter School and University of Montana/Missoula College are setting a new standard for Montana in hopes of bridging the gap between Montana and other states.

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

We do not anticipate the need for a variance to existing standards at this time.

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

Bronc Fast Track Public Charter School participants will align with the Frenchtown High School timetable and fulfill the existing graduation requirements. Students within Bronc Fast Track will accrue credits from both the specialized Bronc Fast Track Public Charter School curriculum and the standard high school courses.

Students will attend classes on the Frenchtown High School campus in a typical learning environment. We anticipate class sizes between 25-30 students, though this will vary from year to year. Students will follow a blended curriculum set by Frenchtown High School and the University of Montana/Missoula College. The Bronc Fast Track Public Charter School will expand the variety of courses students can take, offer more in depth exposure to relevant Montana career pathways

Students will receive both in person and online instruction from Frenchtown High School educators and University of Montana professors. Teachers will employ dynamic, hands-on teaching methods that incorporate differentiated instruction and technology.

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.

Identifying Students

- Conduct regular assessments and screenings to identify students with disabilities
- Use RTI or MTSS to monitor student progress and provide early interventions
- Consider input from parents, teachers, and specialists in the identification process
- Comply with IDEA for appropriate evaluation and IEPs

English Language Learners

- Use language proficiency assessments to identify ELLs
- Collect background information and language data to determine language proficiency levels

Academically Challenged Students

- Monitor students' academic performance and compare it to established benchmarks
- Conduct standardized tests, teacher observations and assessments
- Provide differentiated instruction

Gifted Students

- Use multiple criteria to identify students, such as IQ tests and teacher recommendations
- Provide differentiated instruction

Compliance with Laws and Regulations

- Follow IDEA and Section 504 and all other federal and state laws governing education
- Provide an equitable and quality education

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

Bronc Fast Track Public Charter School students will adhere to the existing discipline policy of Frenchtown High School.

DISCIPLINE: POLICY

(References: **Board Policies 3225, 3225F, 3226, 3231, 3231P, 3300, 3300P, 3310, 3310P, 3312, 3440, 3440P, 3611, 8425, and 8340**) ... copies available in school offices and library and on the school district website... www.ftsd.org

DISCIPLINE POLICY: in a school setting, students must learn how to work through the day in harmony with others and in accord with the behavioral requirements of the learning environment. School provides a preview of the social world into which students will enter and in which they must function. To prepare for this, students need to learn proper regard for themselves, their fellow students, their teachers, and all others in the school environment.

The Frenchtown School District has established a discipline policy to ensure the maintenance of those behaviors reflecting respect for self, for fellow students, for teachers, and for school property and the property of others. With these guidelines, a safe, cooperative, positive learning environment can be established and secured.

Parents and students should read the following Discipline Policy. Any questions regarding the policy should be directed to the Frenchtown High School administration. **ANY VIOLATIONS OF STATE OR FEDERAL LAW MAY BE REFERRED TO A LAW ENFORCEMENT AGENCY.**

Teachers will attempt to resolve problems directly with the students whenever possible. When necessary, parents will be contacted and consulted by the teacher. The teacher and the parent will participate in a conversation that will inform the parent about the nature of the specific concern(s) with the intention of seeking a mutually developed resolution to the problem. Problems that continue subsequent to the teacher’s efforts (e.g., contact with the student and the parent(s), assignment of teacher-level disciplinary consequences, etc.) will be referred to administration. Serious violations will be directly referred to administration.

Tiered Violation Examples

<u>Tier 1</u>	<u>Tier 2</u>
<p>Considered to be minor violations including, but not limited to the following:</p> <ul style="list-style-type: none"> • Headwear violations <ul style="list-style-type: none"> • Tardiness • Cafeteria rules violations <ul style="list-style-type: none"> • Dress code • Class disturbance • Driving/Parking violation <ul style="list-style-type: none"> • Profanity • Snow-related misconduct • Inappropriate display of affection <p><u>Consequences:</u> detention/school service; federal and state laws may dictate additional consequences.</p>	<p>Violations including but not limited to the following:</p> <ul style="list-style-type: none"> • Repeated Tier 1 offenses <ul style="list-style-type: none"> *Insubordination • Harassment/bullying <p><u>Consequences:</u> in-school and/or out-of-school suspension; federal and state law may dictate additional consequences.</p>

<p><u>Tier III</u></p> <hr/> <p>Serious violations including but not limited to the following:</p> <ul style="list-style-type: none"> • Repeated Tier II offenses • Alcohol/Drug use or possession • Drug paraphernalia possession • Possession/viewing of pornography <ul style="list-style-type: none"> • Tobacco Use/Possession • Harassment/Threat/Intimidation • Vandalism/Theft/Malicious mischief <ul style="list-style-type: none"> • Fighting (mutual)/Assault *Computer misuse/abuse <p><u>Consequences:</u> in-school and/or out-of-school suspension; federal and state laws may dictate additional consequences.</p>	<p><u>Tier IV</u></p> <hr/> <p>Severe violations including but not limited to the following:</p> <ul style="list-style-type: none"> • Repeated tier III offenses <ul style="list-style-type: none"> • Assault • Felony violations of any kind • Weapon (non-gun) violations (knife, etc.) <li style="padding-left: 40px;">Weapon (gun)* <li style="padding-left: 40px;">Weaponized Devices (pipe bomb, etc.)* <p><u>Consequences:</u> out-of-school suspension and/or recommendation for expulsion; federal and state laws may dictate additional consequences.</p>
<p>*THE POSSESSION OF GUNS OR WEAPONS MAY LEAD TO STUDENT EXPULSION! DO NOT KEEP HUNTING RIFLES/GUNS IN YOUR VEHICLE DURING HUNTING SEASON. IF YOU DRIVE A PARENT’S OR SIBLING’S VEHICLE TO SCHOOL, MAKE SURE YOU CHECK TO SEE THAT GUNS OR WEAPONS ARE OUT OF THE VEHICLE!</p> <p>*Conduct eligibility: a student whose behavior has led to suspension from school is NOT allowed to participate in activities during the time of the suspension. Further, the student is NOT allowed to be on campus for the duration of the suspension. That means no practice sessions as well.</p>	

ADMINISTRATIVE ASSIGNABLE CONSEQUENCES

Administrators may assign the disciplinary consequences below, or others they deem necessary.

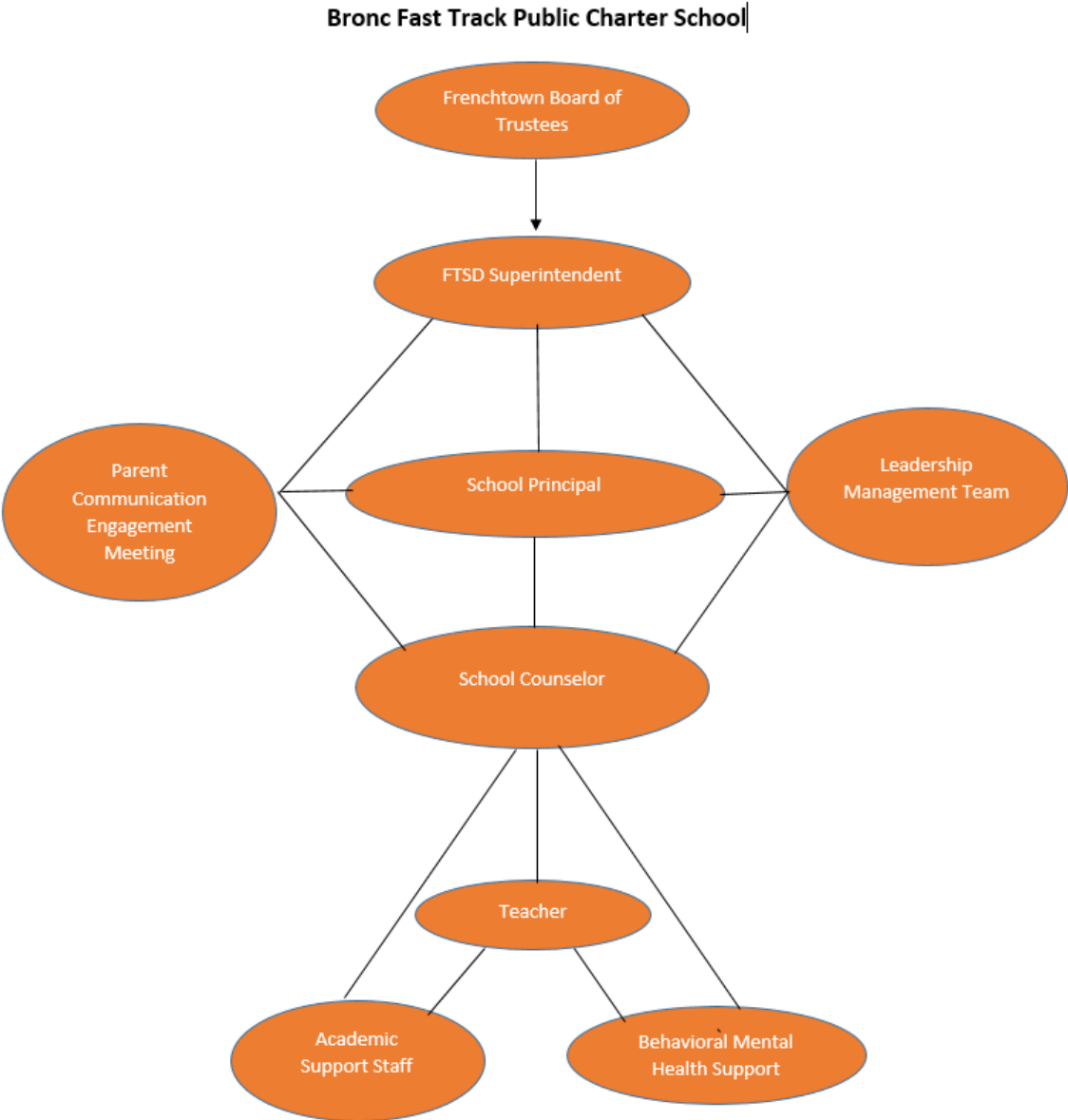
- Referral to counselor
- Required conferences with parent/guardian
- Required conferences with teachers
- Detention (noon or after school)
- ISS (in school suspension)
- OSS (out of school suspension)
- Direct referral to law enforcement
- Loss of privileges (for a specified length of time)
- Behavior contract (probation)
- Loss of academic credit
- Removal from class
- Work assignments

Students serving detention or in-school suspension students may not use cell phones, iPods, iPads or other electronic devices.

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.



The Frenchtown Board of Trustees governs the Bronc Fast Track Public Charter School. Daily operations will be managed by the School Principal who is supervised by the Frenchtown School Superintendent. The principal of the school will be the supervisor and will complete evaluations of

the following team members:

- School Counselor
- Teachers
- Support Staff

The Bronc Fast Track Public Charter School team: principal, school counselors, and teachers will convene a parent communication engagement meeting by October of 2024. This advisory and information sessions will meet at least quarterly to provide feedback and guidance to the Principal.

The Frenchtown Business Manager and Clerk to the Board of Trustees will manage the business and operations of the Bronc Fast Track Public Charter School. The Human Resources officer will provide services and support to the staff while the curriculum and instructional support will be provided by the Frenchtown Curriculum Coordinator who will also be the Principal of the 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 Frenchtown Public Schools Board of Trustees will govern the Bronc Fast Track Charter School. The board has seven members and are subject to Montana state law and trustees are elected in May to serve terms for three years. The Frenchtown Board of Trustees meets at least once a month. Agendas are posted at least 48 hours in advance. Agendas and board packets are located on the ftsd.org website. The Frenchtown School District follows Administrative Laws of Montana including open meeting laws. The board has the authority to set budgets, approve policy, and approve recommendations for hiring and firing staff.

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.

Bronc Fast Track Public Charter School Staffing Chart - Assuming 50 students in 2024-2025			
Position	FTE Year 1	FTE Year 2-5	Notes
Principal of School	0.25	0.25	Shared w/ FHS
Guidance Counselor	0.3	0.4	Shared w/ FHS
Math Teacher	0.3	0.3	Shared w/ FHS
English Teacher	0.3	0.4	Shared w/ FHS
Science Teacher	0.3	0.35	Shared w/ FHS
Social Studies	0.3	0.3	Shared w/ FHS
Business Teacher	0.3	0.3	Shared w/FHS
Librarian	0.1	0.1	Shared w/ FHS
Special Education Teacher	0.1	0.1	Shared w/ FHS
Total:	2.25	2.50	

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

Bronc Fast Track Public Charter School Track Start Up Plan

Timeline	Task	Responsible Person
November 1, 2023`	Application to Montana BPE	Beth Terzo, FT Principal
November, 2023	In Person Interview with BPE	Beth Terzo, FT Principal
November 2023	Community Forum re: Charter School	FT Administration and Board
January 18-19, 2024	BPE Approval of Application	BPE
February 2024	Community Forum re: Bronc Fast Track	FT Administration
March/April 2024	Staff Hiring and Assignments	FT Administration and Board
May 15, 2024	Lottery if needed	FT Administration

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

Recruiting and developing school leadership and staff is a crucial aspect of building a successful charter school program. Developing school leadership and staff is an ongoing process that requires careful planning and attention to the evolving needs of the institution and the individuals involved. To address this, we plan to:

- Perform an annual needs assessment of the Bronc Fast Track Public Charter School to assess the school's current and future needs
- Develop clear and comprehensive job descriptions for each role within the program
- Help current staff grow and develop through the evaluation process
- Post job openings internally and externally using our website and social media accounts
- Collaborate with The Montana Office of Public Instruction and local universities
- Whenever possible, the administration will attend job fairs and conferences to connect with potential teaching candidates

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

The Frenchtown Certified Collective Bargaining Agreement Article V. outlines the evaluation of the teaching group:

Non-tenured teachers shall be given at least two (2) formal written evaluations per year. Tenured teachers will be given at least one (1) formal written evaluation every three (3) years or more frequently as the teacher or administrator may request. These evaluations will be completed before the regular April school board meeting. Teachers in the Bronc Fast Track will receive a standard Frenchtown School District contract and placed on the salary schedule as outlined in the Frenchtown Certified Collective Bargaining Agreement according to experience and credits awarded.

Classified employees will be evaluated based on the Classified Collective Bargaining Agreement as outlined in Article XII:

Employees in their first three years of employment shall receive a summative evaluation at least once per year by an appropriate supervisor. After the first three years of employment, employees will be evaluated at least every other year. The summative evaluations will be completed by May 15 of each year.

The Principal is evaluated on a yearly basis by the Superintendent.

15. State the proposed governing bylaws.

The governing bylaws for Bronc Fast Track Public Charter School will be governed by the Frenchtown School District Board of Trustees in the same fashion as Frenchtown High School. Policies and procedures are found on the Frenchtown School District website www.ftsd.org.

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

The creation of the Bronc Fast Track Public Charter School will allow outreach to occur with the University of Montana and Missoula College. Those members of the Bronc Fast Track Public Charter School will be required to create relationships with our partners and allow Frenchtown students the flexibility to stretch themselves by taking advantage of college courses while attending high school at Frenchtown High School and participating in the Bronc Fast Track Public Charter School.

17. Provide the proposed calendar and sample daily schedule.

The proposed calendar will follow the guidelines set forth by the procedures outlined in our collective bargaining agreement as shown below. As a school within a school, the Bronc Fast Track Public Charter School will follow the same calendar as Frenchtown High School.

10.5 School Calendar

Prior to adoption of a school calendar, the Board will approve of the proposed calendar during a properly noticed Board meeting. The Association will provide input through a committee consisting of one elementary teacher, one intermediate school teacher, one middle school teacher, one high school teacher, one classified person, and Superintendent.

The Bronc Fast Track Public Charter School will follow a traditional block schedule. Students will have up to eight classes in their schedule on a rotating A/B day basis. Some of the classes will be offered at Frenchtown High School while others will be online or on the University of Montana Campus. Sample schedules are provided below:

Sophomore Year	
1 st Semester	2 nd Semester
English 2	English 2
Math	Math
Social Studies	Elective
BIOB 101N/Discover Biology (DE)	BIOB 101N/Discover Biology (DE)
BGEN 105S Intro to Business (DE)	Elective
Health Enhancement	Health Enhancement
Elective	Elective
Elective	Elective

Junior Year

1 st Semester	2 nd Semester
COMX 115S/Public Speaking (DE)	English 3
* M151 Pre-Calc/Math 105 Contemporary (DE)	* M151 Pre-Calc/Math 105 Contemporary (DE)
AP US History or HSTA 101H-MTDA (semester only) (DE)	AP US History
BIOB 109 MT Ecosystems (DE)	BIOB 109 MT Ecosystems (DE)
Elective	Elective
Elective	Elective
Elective	Elective
Elective	Elective

Senior Year

1 st Semester	2 nd Semester
Writ 101 (DE)/AP English	Lit 110 (DE)/AP English
*STAT 216 or AP Calc	*STAT 216 or AP Calc
PSCI 210S/AP Gov/Dual Credit	PSCI 210S/AP Gov/Dual Credit
ANTY 101 Online or Early College	CSCI 215E Online or Early College
Elective	Elective
Elective	Elective
Elective	Elective
Elective	Elective

BUSINESS OPERATIONS

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

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

The Bronc Fast Track Public Charter School will be run as a school within a school. Therefore, services such as transportation, food service, and operational services will be provided by FTSD. Students of the Bronc Fast Track Public Charter School will have access to Chromebooks and the wireless network as provided by the Frenchtown School District.

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

Co-curricular programs and extracurricular activities are important components to a child's educational experience. Bronc Fast Track Public Charter School students will be eligible for participation at Frenchtown High School according to the Montana High School Association and Frenchtown High School policies and procedures.

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

The financial plan and policies of the Bronc Fast Track Public Charter School will be governed by the Frenchtown School District Business Office. Montana law regarding procedures and safeguards are in place and will be followed.

21. Describe the insurance coverage that will be obtained.

The Bronc Fast Track Public Charter School will have the same insurance coverage as Frenchtown High School. Currently, MSGIA is the company that represents Workman's Compensation and Property and Liability for the Frenchtown School District.

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

The Bronc Fast Track Public Charter School will operate within the framework of the Frenchtown School District, enjoying the same financial advantages and organizational structures as other district programs. Its personnel and day-to-day operational expenses will primarily rely on funding from the District's General Fund, supplemented by contributions from funds such as Transportation, Retirement, among others. Certified staff members will receive compensation in accordance with the District's established collective bargaining agreement, ensuring that these costs are predictable and controlled.

Budget allocations for necessary supplies and equipment will be overseen by the school's principal, adhering to both District policies and state regulations. To provide a clear financial perspective, we've outlined both the current annual budget and projected expenditures: [Budget Document Link](#)

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

Much like the budget, the management of cash flow will follow the same protocols used for other General Fund programs. Currently, General Fund reserves are operating at the maximum levels permissible by law. This substantial reserve ensures that there is adequate time for state base aid and local tax funding, associated with the program, to become accessible and ready for use. [Budget Document Link](#)

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

We do not anticipate fundraising at this time.

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

The current facilities at Frenchtown High School will be utilized for the Bronc Fast Track Public Charter School. Depending on enrollment of the Bronc Fast Track Public Charter School and the enrollment of our overall school district we are planning to use current classrooms at FHS.

COMMUNITY SUPPORT AND NEED

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

26. Describe the specific evidence of significant community support.

Community support for the Bronc Fast Track Public Charter School is a vital component for fostering an environment conducive to student success. A strong community backing can significantly impact the educational outcomes and overall well-being of students. The evidence of robust community support for the Bronc Fast Track Public Charter School program, as outlined, underlines the depth of engagement and commitment of the community towards the school's mission and the academic growth of its students.

- Attendance at Parent Meetings

Active participation of parents in school activities and meetings signifies their interest and investment in the educational development of their children. The presence of parents at Bronc Fast Track Public Charter School's parent meetings reflects their eagerness to stay informed about the program's progress and to contribute to its success.

- Communication with School Staff about the Program

Open lines of communication between the community and the school staff demonstrate a collaborative approach to education. Frequent and meaningful interactions between the community members and the school staff suggest a shared commitment to the program's objectives and a collective effort to ensure its effectiveness.

- Interest from Parents of Younger Students

The enthusiasm expressed by parents of younger students inquiring about the application process for the Bronc Fast Track Public Charter School reflects the program's positive reputation within the community. This interest not only underscores the value the community places on the program but also indicates a desire to ensure that their children have access to quality education and beneficial opportunities.

- Staff Engagement with the Program

When staff members, particularly those with their children enrolled in the school, actively participate in the Bronc Fast Track Public Charter School, it signifies their belief in the program's efficacy. Such involvement reinforces the community's confidence in the school's initiatives and serves as a testament to the program's ability to deliver valuable educational experiences.

- Interest from Former Students

The curiosity expressed by former students, who are still part of the community, regarding the Bronc Fast Track Public Charter School highlights its potential impact on students' academic and professional prospects. Their inquiries reflect a recognition of the program's significance and a desire to ensure that current students benefit from the educational advantages that were not available during their time at the school.

- Support from Local Higher Education Institutions

Endorsement and support from local higher education institutions solidify the credibility and effectiveness of the Bronc Fast Track Public Charter School program. Such backing not only validates the program's curriculum and approach but also provides students with a clear pathway towards higher education, fostering a seamless transition from high school to college or vocational

training.

- Cost Savings to Families

COST SAVINGS

Program	Credits	Tuition	Fees	Books	Room & Board	Total
Bronc Fast Track GS Certificate	30 - 37	\$1,085 - \$1,750*	\$40*	\$0 - \$350*	\$0	\$1,085 - \$2,140
Traditional In-State Missoula College	30	\$3,300	\$1,550	\$1,100	\$11,740	\$17,700
Traditional In-State University of Montana	30	\$6,690	\$2,380	\$1,100	\$11,740	\$22,000

Finish your Freshman Year at a fraction of the cost while you're already attending High School Classes!

*Dependent on Courses Chosen

By recognizing these key indicators of community support for the Bronc Fast Track Public Charter School, the school administration can leverage this backing to further enhance the program's offerings and ensure the holistic development of its students. Building on this community engagement can foster a sense of collective responsibility for the educational success of the students, thereby creating a positive and conducive learning environment for all involved.

27. Describe the opportunities and expectations for parent involvement.

There are various opportunities and expectations for parent involvement in the Bronx Fast Track Public Charter School that will have a significant impact on a student's educational journey. Active parent involvement can positively impact a student's academic performance, emotional well-being, and overall high school experience. Here are some of the key aspects:

- Parent informational meetings about the program
- Parent decision to enroll their child in the program
- Parents can assist their children with homework, assignments, and test preparation.
- Regular communication with teachers helps parents stay informed about their child's academic progress and allows them to address any concerns or challenges
- Parents are expected to attend parent-teacher conferences, where they can discuss their child's performance and receive feedback from teachers.
- IEP (Individualized Education Program) meetings may be necessary for parents of students with special needs, and their active involvement is crucial in developing and implementing appropriate educational plans.
- Parents can provide emotional support to their children, helping them manage stress and navigate the challenges of high school life.
- Parents can actively engage in discussions about college and career choices, helping their child make informed decisions and explore scholarship and financial aid options.
- Parents can advocate for their child's needs, both academically and in terms of extracurricular activities. This includes ensuring that their child's unique needs and abilities are considered by the school.
- Parents can impart life skills like time management, organizational skills, and responsible decision-making, which are essential for a student's success in high school and beyond.
- Collaborative efforts between parents and teachers can lead to the development of strategies to address any academic, behavioral, or social challenges that a student may face.
- Financial-currently various grants like the 1-2 free program and Advanced Opportunities cover the costs associated with the program. However, if these grants went away, the cost parents would have to pay is a fraction of the cost they would pay if their students were to attend traditional college.

NOT AN EXISTING LOCAL SCHOOL BOARD? COMPLETE THE FOLLOWING INFORMATION

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

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

Questions? Contact bpe@mt.gov