



Montana Board of Public Education

Public Charter School Application

June 2024

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Not a Local School Board? 8

INTRODUCTION

HB 549 (2023), now codified in Title 20, Chapter 6, Part 8 of Montana Code Annotated, authorized the establishment of public charter schools in Montana and tasked the Montana Board of Public Education as the sole entity authorized to enter into public charter contracts with a governing board. There are two types of public charter schools – those operating under an existing local school board and those operating as a new school district under a separate governing board. This Public Charter School Application is for both options.

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

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

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

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

SUBMISSION PROCEDURES

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

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

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

PUBLIC CHARTER APPLICATION COVER PAGE

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

Name of Public Charter School Libby Central Charter School

Local school district in which the public charter school will be physically located: Libby Public School

Contact Information for the Governing Board Chair

Contact Person: Scott Beagle Curriculum and Special Education Coordinator
Name **Title**

Contact Address: 724 Louisiana Ave - Libby, MT 59923

Telephone Number: (406) 293-8811 ext.1006

E-mail Address: beagles@libbyschools.org

Contact Information for the Person Completing this Application

Contact Person: Alida Snow Libby Public Schools Board President
Name **Title**

Contact Address: 724 Louisiana Ave – Libby, MT 59923

Telephone Number: (406) 293-8811

E-mail Address: snowa@libbyschools.org


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

Provide copy of local school board minutes as evidence.

**BOARD OF TRUSTEES
SPECIAL MEETING
October 28, 2024**

Libby Public Schools
BOARD OF TRUSTEES
Special Meeting
Monday
October 28, 2024
5:00 p.m.
K.W. Maki Theatre
CENTRAL ADMINISTRATION BUILDING
724 Louisiana Avenue

AGENDA:
I. Roll Call
II. Consideration of Charter School Application
A. School Name
III. Adjournment



The Board of Trustees of the Libby Public Schools held a special Board meeting on the above date at the Central Administration Building. The meeting was called to order by Chair Alida Snow at 5:00 p.m.

Members attending the meeting: Trustees Rob Delmas, Ellen Johnston, Sam Rosling, and Alida Snow; Superintendent Ron Goodman and Clerk Leslie Sutera.

Trustees Katie Benjamin, Kristan Martin, and Bgee Zimmerman were unable to attend.

Other Attendee: Stacie Morley.

Superintendent Goodman provided and reviewed with the Board the application for the Public Charter School. Mr. Goodman reported that 80% of the students surveyed choose Libby Central Charter School for the name of the charter school. Mr. Goodman referenced the vision and mission of the charter school and the goals of students having an individual learning plan with three areas of academic, social/emotional and job/career.

Trustee Rosling moved to approve the Libby Charter School application. Trustee Johnston seconded the motion. Motion carried. All Trustees present voted in favor of the motion.

Trustee Johnston moved to adjourn. Trustee Delmas seconded the motion. Motion carried. All Trustees present voted in favor of the motion.

The meeting was adjourned at 5:43 p.m.

PUBLIC CHARTER APPLICATION

Name of Public Charter School: Libby Central Charter School

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

Opening Date: August 27, 2025 Public Charter Term Length: 5 years

Grades to be served: 10-12

Minimum Enrollment Per Year: 40

Planned Enrollment Per Year: 40

Maximum Enrollment Per Year: 60

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

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

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

	Elementary							Middle		High School				Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Year 1											10	15	15	40
Year 2											10	15	20	45
Year 3											15	20	15	50
Year 4											15	20	20	55
Year 5											20	20	20	60

ACADEMIC PROGRAM

See Submission Procedures

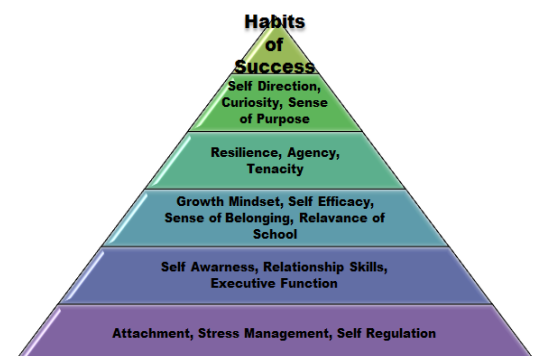
1. State the public charter school's mission and vision and describe why this initiative is important to the community it will serve.



Important to Community

After the 2020 and 2021 school closures, cases of chronic absenteeism have increased and more cases of anxiety and depression have been identified. General student apathy and credit deficiency also have been problems for communities all over the state. Libby is no exception. Families and community agencies have expressed a need for placement of students who struggle academically, socially and emotionally that require smaller learning environments conducive to their unique needs. Libby Public Schools (LPS) also recognizes that students learn at different rates; Libby Central Charter School Charter can provide flexibility and efficiency in learning. This flexibility will specifically allow us to better provide interventions for students who need specialized instruction and support.

Each student will have an Individual Learning Plan designed with their specific needs in mind that will give them voice and choice with their learning environment. The Individual Learning Plans will focus on Academic, Social/Emotional, and Job/Career Learning where students can work toward Habits of Success. LPS staff knows students must be grounded with attachment, stress management and self-regulation skills prior to even beginning learning. Libby Central Charter School will give students a place to belong and grow socially and academically and to gain career skills.



Additionally the Libby community has identified a need for Certified Nursing Assistants (CNA). FVCC has an online program that can be used at Libby Central Charter School allowing graduates to become certified while they are in high school. FVCC also has several other certifications that students will have access to during high school.

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

Libby Central Charter School will serve high school students in the Libby area who need to recapture credits or students with certain academic, social or emotional constructs that do not function well in traditional settings. The Charter will provide a choice for families other than homeschooling or online education. It is expected that Libby Central Charter School will also increase the graduation rate and produce healthier, well-adjusted graduates with employable skills.

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

Within LPS, recruitment for the 2025-26 school year will begin in January 2025. School counselors and administration at LHS will work together to identify students that are at risk of not graduating or need a different environment. Students who are identified as potential candidates will be invited to a meeting to increase their understanding of the program and the possibility for them to apply (see application link below). Open Enrollment for the Libby Central Charter School will begin in March and students must apply by June 13, 2025. Information nights (Attachment 2 Agenda) will be held to inform the community. Informational blasts will also be utilized to promote Libby Central Charter School on social media and in local newspapers. Enrollment for the 2025-26 school year will be finalized on June 20, 2025. Families will be notified of their acceptance by the end of June 2025. If we receive more enrollment applications than our capacity can hold, student applications will be ranked using a rubric (see link below) to create a waiting list. Students with equal ranking will be admitted with a lottery system.

Libby Central Charter School Draft Application Link

https://docs.google.com/document/d/1Z43PIXLk8IFC1GCEbh6Y965AyW1u-7oI0Gi2gps6rKQ/edit?usp=drive_link

Libby Central Charter School Draft Rubric Link

https://docs.google.com/document/d/1Nr5KVagFEOjzwphKO-rVfKND3mJSwcYgPIqtLxxH80A/edit?usp=drive_link

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.






PARTNERSHIPS will be a key component to the success of Libby Central Charter School students. The Charter will partner with **Libby High School (LHS)** for Counseling, Library Media Services, Special Education Services, and some elective classes, as well as extracurricular and cocurricular activities. **Community Health Center (CHC)** will also be an integral partner for social emotional learning, mental health counseling and coordination of care. **Jobs for Montana Graduates (JMG)** will partner for career development, job attainment, job survival, basic employment competencies, teamwork and personal skills. Job placement assistance will also be part of the

partnership. **Lincoln County Campus of FVCC** will provide Running Start classes as well as certificate programs such as Certified Nursing Assistant, Graphic Design, Welding, and Truck Driving.

The **GOAL** of Libby Central Charter School is for 100% of students to have a combination of the following by the time they graduate: have developmental relationship skills, have taken running start class, be presently employed, have a plan for an internship, or be registered /enrolled in a post-secondary program. In order to achieve these, students will have an **Individual Learning Plan with three areas: Academic, Social/Emotional and Job/Career**. Learning Plan areas will be reviewed weekly with staff to discuss goals and develop habits of success. Data- driven dialogues will be part of the academic discussions to inform goal setting and achievement.

Student **CHOICE** in learning style is also important at Libby Central Charter School. The Edmentum Learning Platform serves as the technology backbone of the program and monitors and tracks student progress. Edmentum Learning Platform is a suite of programs that can be utilized to meet the needs of each individual student. Teachers also have flexibility with the suite to design digital or paper content. Students have access to core classes, advanced classes and interventions through the platform. Staff can also create courses for students utilizing self-direction skills to master content knowledge needed. Students can demonstrate their knowledge of the subject matter through projects, presentations and experiential learning. Libby Central Charter School knows not all students learn the same way, so students have the flexibility to blend their approach depending on their learning style. For students who learn better with textbooks, there are teacher- developed and guided but self-paced core (English, Math, Science, Social Studies) classes. All courses are aligned with state standards and LPS curriculum adoptions. Students will also be able to access classes at LHS to be able to meet individual needs or interests. Experiential learning will also be utilized with career learning and social emotional development.

DEVELOPMENTAL RELATIONSHIPS from *Search Institute* are the roots of thriving, resilient young adults. Libby Central Charter School students will work to build strong developmental relationships with the **Social Emotional Assets and Resilience Scales (SEARS)** strength-based assessment of 4 scales (Self-Regulation, Social Competence, Empathy, and Responsibility) and the *Strong Start* curriculum. Students will be able to evaluate themselves, progress monitor their goals and celebrate their successes. **Strong Start** will assist students in building a set of adaptive characteristics that are important for success at school, home and in the community. Overall they improve the quality of life, with the goal to prevent pathologies that arise when students believe life is hopeless.

Elements	Actions	Definitions
Express Care	 <p>Show me that I matter to you.</p> <p>Be dependable Listen Believe in me Be warm Encourage</p>	<ul style="list-style-type: none"> • Be someone I can trust. • Really pay attention when we are together. • Make me feel known and valued. • Show me you enjoy being with me. • Praise me for my efforts and achievements.
Challenge Growth	 <p>Push me to keep getting better.</p> <p>Expect my best Stretch Hold me accountable Reflect on failures</p>	<ul style="list-style-type: none"> • Expect me to live up to my potential. • Push me to go further. • Insist I take responsibility for my actions. • Help me learn from mistakes and setbacks.
Provide Support	 <p>Help me complete tasks and achieve goals.</p> <p>Navigate Empower Advocate Set boundaries</p>	<ul style="list-style-type: none"> • Guide me through hard situations and systems. • Build my confidence to take charge of my life. • Defend me when I need it. • Put in place limits to keep me on track.
Share Power	 <p>Treat me with respect and give me a say.</p> <p>Respect me Include me Collaborate Let me lead</p>	<ul style="list-style-type: none"> • Take me seriously and treat me fairly. • Involve me in decisions that affect me. • Work with me to solve problems and reach goals. • Create opportunities for me to take action and lead.
Expand Possibilities	 <p>Connect me with people and places that broaden my horizon.</p> <p>Inspire Broaden Horizons Connect</p>	<ul style="list-style-type: none"> • Inspire me to see possibilities for my future. • Expose me to new ideas, experiences, and places • Introduce me to more people who can help me grow.

ASSESSMENT with progress monitoring will also be key for students at Libby Central Charter School. **Academic** assessment practices will align with learning objectives and state standards, ensuring that students are achieving the intended outcomes and earn credit. Libby Central Charter School will utilize current LPS district and state assessments following established timelines. All students, utilize Exact Path from Edmentum for quarterly reading and math benchmarks for Tier 1 students with Tier 2 and Tier 3 progress monitoring on a monthly basis. Exact Path is a proficiency-

based program that progresses and remediates depending on student need. Monthly Individual Learning Plan discussions use the data to monitor and set goals. Student achievement will be assessed on an ongoing basis and will consider the subject matter, the grade level, and the student's individual needs. **Social Emotional Learning** will use the SEARS program with goal setting and progress monitoring. **Job/Career** assessments will utilize the JMG competencies also with goal setting and progress monitoring.

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

Libby Central Charter School will be requesting two variances to be able to operate effectively:

(1) 10.55.705 Administrative Personnel: Assignment of School Administrators/Principals

(2) The assignment of licensed principals shall be based upon student enrollment and prorated as applicable. Principal assignments are as follows: a) 0.25 FTE licensed principal shall be assigned to schools with enrollments of 125 to fewer than 175 students;

Depending upon enrollment of the Libby Central Charter School and also other LPS Administrative duties, flexibility may be necessary for the School Administrator/Principal. Specifically, these accreditation thresholds might not be met.

(2) 10.55.708 Teaching Assignments

(1) Teachers shall be assigned at the levels and in the subjects for which they are licensed and endorsed (4) Licensure at the elementary level entitles the holder to teach in grades K through 8.

Libby Central Charter School teachers will be responsible for instruction and curriculum development for all subjects, flexibility of teacher licensure may be needed allowing an elementary- licensed teacher to instruct high school students. Curriculum development will be done in cooperation with department leads from Libby High School.

Libby Central Charter School will utilize the following allowable modifications:

10.55.709 Library Media Services, K-12: *(2) Schools of fewer than 126 students shall employ or contract with a licensed and endorsed school library media specials.*

The Libby Central Charter School will utilize LHS Library and their Library Media Specialist.

10.55.710 Assignment of School Counseling Staff: *(3) District with fewer than 126 students may employ or contract with a licensed, endorsed school counselor or Class 6 specialist or utilize a consortium, multidistrict agreement, or interlocal cooperative to secure these services.*

The Libby Central Charter School will share a counselor with LHS. The counselor will be scheduled for specific times at the school throughout the year.

10.55.905 Demonstration of Achievement: *(1) Students may demonstrate achievement through a flexible system of pupil-centered learning.*

The flexible design of courses in the Libby Central Charter School utilize department-created competencies and proficiency scales; credit is awarded based on students demonstrating competency.

10.55.906 Seat Time: *1 (a) A unit of credit is defined as the equivalent of at least 8100 minutes for one year, equivalent proficiency without regard to time, or demonstration of an equivalent course that*

meets the district's curriculum and assessment requirements, which are aligned with each of the content standards.

Libby Central Charter School courses utilize the flexibility of time for proficiency, allowing students to recover credits allowing for on time graduation.

10.55.906 High School Credit: (4) *With the permission of the local board of trustees, a student may be given credit for a course satisfactorily completed in a period of time shorter or longer than normally required and, provided that the course meets the district's curriculum and assessment requirements, which are aligned with the content standards stated in the education program. Examples of acceptable coursework include those delivered through correspondence, extension, and distance learning courses, adult education, summer school, work study, specially designed courses, and challenges to current courses. Acceptable programs must be consistent with the local board of trustees' policy.*

The design and content of the Libby Central Charter School core courses and career exploration classes will be approved by the LPS board of trustees following their guidelines in LPS Board Policy 2120.

10.55.906 High School Credit: (4) *The local board of trustees may waive specific course requirements based on individual student needs and performance levels. Waiver requests shall also be considered with respect to age, maturity, interest, and aspirations of the students and shall be in consultation with the parents or guardians.*

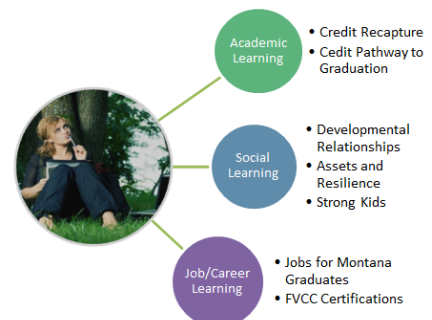
On a case by case basis, Libby Central Charter School student's academic program may warrant waiving of some graduation requirements. This may be done in accordance with LPS Board Policy 2410.

Summary: The scope and structure of The Libby Central Charter School fits within LPS board policy and Montana ARM regulations, with the possible exception of 10.55.705 Assignment of School Administrator/Principal, and the exception for 10.55.708 Teaching Assignments as noted above.

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

Instructional and Curriculum Design:

Libby Central Charter School has been designed for students that do not fit in the mold of a traditional school. Students will all have **Individual Learning Plans** that focus on **Academics**, **Social/Emotional** and **Job/Career Learning**. See Link below for a draft version of the Individual Learning Plan.



Libby Central Charter School Draft Learning Plan Link

<https://drive.google.com/file/d/1OaGCN1TUydWk0c0KDnmvjx88xtfZkvnF/view?usp=sharing>

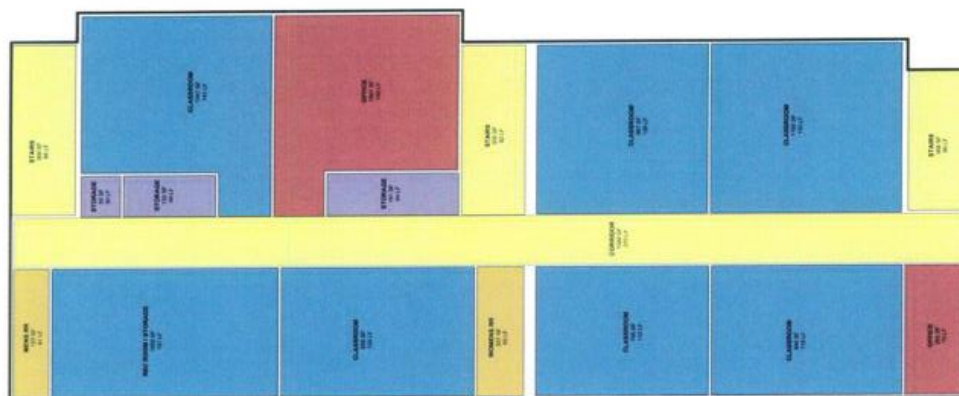
Academic Learning will be centered on a proficiency- based approach that allows students to move at their own guided pace and demonstrate their knowledge of concepts through various measures instead of required seat time. Proficiency- based flexibility allows students to recapture credits quicker and provides student's greater opportunities to jump start their career options. Students will have both digital and textbook options to select from. Students with academic gaps will use the Exact Path for both Reading and Math curriculum daily to fill gaps and gain new knowledge. Students will monitor their own progress and present growth and challenges to staff regularly. Original credits will also be earned utilizing digital, textbook, or staff direct instruction.

Social Emotional Learning will center on developmental relationships where students will learn to express care, challenge growth, provide support, share power and expand possibilities. Students will use the SEARS tool which is a strength- based assessment that measures emotional and behavioral competencies, skills, and characteristics that create a sense of personal accomplishment and contribute to satisfying relationship with family, peers, and adults. Students will be able to track the skills they are developing using SEARS and the lessons in the **Strong Start** curriculum.

Job/Career Learning will vary depending on student interest. All include personal and professional skills, and project learning. **Jobs for Montana's Graduates** (JMG) program with its 37 competencies is designed with the mission to assist students to stay in school, graduate and successfully transition from school into employment, post-secondary education, apprenticeship, or the military. The competencies focus on leadership, self-development, healthy lifestyles, basic communication skills, career development, job attainment and job survival. Students who are interested in certificate programs will be able to access the **Lincoln County Campus of FVCC** in Libby.

Learning Environment:

The learning environment will be created as a safe, inclusive and nurturing environment where all students can learn and grow. The school will be housed at LPS Central Administration building. Class sizes will be capped at 15 with students having options on where they work independently. Block scheduling will be utilized with quarter terms. Students will work on core classes in the morning with elective/career learning in the afternoon depending on individual need.



Teaching Methods:

Libby Central Charter School will utilize both a blended and project- based learning environment to meet the individual needs of the students. Blended learning combines face- to- face instruction with online learning components. Project- based learning emphasizes hands-on, real -world experiences and collaborative problem solving.

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.

Enrollment numbers have been set to allow for adequate one-on-one time, small group work, and the development of strong education practices tailored to the individual needs of each student to allow learning to happen at each student's level. Libby Central Charter School will be in compliance with all applicable laws and regulation inducing IDEA, Section 504, Title IX, Mckinney-Vento, and the Equal Educational Opportunity.

Students with Disabilities:

Libby Central Charter School students with disabilities will be assigned a LHS case manager, who develops and serves the IEP in accordance with federal special education regulations. Special Education services such as OT, PT, Speech or other related services will be performed with the assistance of Libby Public School District. The Principal will serve as the 504 coordinator to orchestrate support and accommodation for each student with a 504 plan. The flexible nature of core classes in Libby Central Charter School allows for individualized and small group instruction, so accommodations/modifications are easier to implement than in a traditional classroom.

ELL Students:

Any English Language Learners follow assessment protocols for the state of Montana and are served by the Libby Public Schools ELL Coordinator. Students needing ELL support will be able to access instruction through Libby High School.

Gifted Students:

Individual Learning Plans are completed for each student allowing for enrichment and alteration of course requirements for Academic and Job/Career Sections. Students have access to Edmentum Advanced Placement Courses as well as FVCC's Running Start classes. Job/Career Plans can be adapted to various paths depending on student interest.

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

A draft of the Libby Central Charter School student handbook with Discipline Matrix can be located at https://docs.google.com/document/d/1vwigeENeqKaZk3ohBXOcjbK7UuusyCezvPR_ofhHO6w/edit?usp=drive_link

Libby Central Charter School staff will finalize the handbook and matrix after the charter is granted.

Libby Central Charter School will be bound by Libby School District board policies around student discipline Policy 3310, Sexual Harassment Policy 3325, Bullying Policy 3226 and Equal Educational Opportunity Policy 3210.

Link to School Board Policies: <https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36031284>

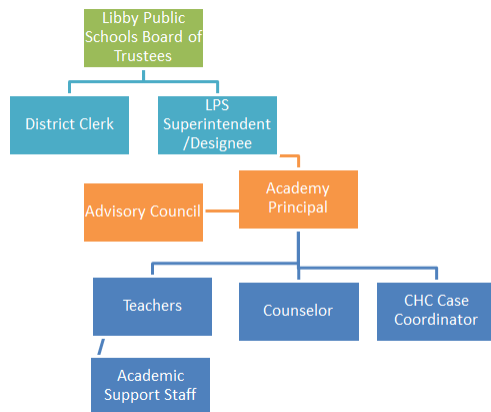
Students in special education will also be entitled to all rights mandated by the Individuals with Disability Education Act. Libby Central Charter School's commitment to providing a supporting and inclusive environment ensures that all students, including those with unique education needs, are afforded the protections and opportunity they rightfully deserve.

SCHOOL GOVERNANCE

See Submission Procedures

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

Libby Public Schools Board of Trustees will govern the Libby Central Charter School, LPS Superintendent or designee supervises and evaluates the School Principal. The Charter Principal supervises and evaluates the Teachers, Support Staff and provides input for the Counselor and the CHC Case Coordinator evaluations. The Principal will also oversee the day- to- day operations and ensure that students are enrolled in the correct courses and that courses are modified to include any IEP or 504 requirements. Each teacher will act as an advisor to a portion of the students enrolled and will guide students on their journey to success within the Libby Central Charter School.



Community involvement is a piece of the school operation. An Advisory Council will convene on a quarterly basis with the principal to exchange ideas and discuss the educational experiences and needs of the students. This collaborative approach ensures that the school’s direction is informed by its stakeholders.

To ensure transparency and accountability, quarterly reports will be presented to the LPS Board of Trustees by students and staff, detailing the ongoing activities and progress within the school. This practice allows the Board to stay informed about the developments and achievements taking place at Libby Central 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 locally elected LPS Board of Trustees will set policy for the district, provide financial resources, approve recommendations for hiring and termination of staff, provide oversight and manage resident vs non-resident enrollment.

The District Superintendent shall manage operation budgets for all schools including the Libby Central Charter School, hire and evaluate the school administrator and provide program oversight and curricular support.

The principal will manage day- to- day operations, develop and manage enrollment procedures including admission rubrics, lead staff in curriculum development and materials selection, develop a student handbook, enforce school rules and policies, hire and evaluate certified and classified staff, and create and implement the Advisory Council. The principal will also manage the school’s portion of the student information system.

The Advisory council will consist of Principal, Teacher, Parent, Community Member(s), CHC Partner and a student representative. The council will provide guidance and support to Central Libby Central Charter School by advising on school design, operation, and planning. They will also be important voices in our community for the Libby Central Charter School.

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.

Staff	Y1	Y2	Y3	Y4	Y5	Notes
Principal	.2	.2	.2	.3	.3	Share with Central Office
Clerk	.1	.1	.2	.2	.2	Share with Central Office
Alternative Teacher	2	2	2	2	3	
Counselor	.14	.14	.2	.2	.25	Share with LHS
Library Media Specialist	.1	.1	.1	.1	.1	Share with LHS
Special Ed Teacher	.1	.1	.1	.1	.1	Share with LHS
Case Coordinator	.5	.5	.5	.5	.5	Funded by CHC
Paraprofessional	1	1	2	2	2	
Custodian	.1	.1	.1	.1	.14	Share with Central Office
Nutrition Aide	.1	.1	.2	.2	.2	Share with Central Office

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

Libby Central Charter School		
Timeline	Task	Person Responsible
November 2024	Application to Montana BPE and In- Person Interview with BPE	Libby Central Charter School Principal
January	BPE Approval of Charter Contract Issued	BPE

2025		
February 2025	Admin Team finalize: family handbook, application and selection rubrics, curriculum work begins	Libby Central Charter School Principal and Lead Teacher
March 2025	Recruit and registration of students, begin staff hiring, curriculum work continues	Libby Central Charter School Principal and Lead Teacher
March 2025	Begin budget process	Superintendent and Business Manager
May 2025	Determine final enrollment and establish waitlist determined by eligibility rubric, finalize staffing	Libby Central Charter School Principal
June 20, 2025	Families notified of acceptance	Libby Central Charter School Principal
July 2025	Ordering of instructional materials, supplies, etc.	Lead Teacher
August 2025	Staff professional development and meetings	Libby Central Charter School Principal
August 25, 2025	Libby Central Charter School opens	All Staff

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

Libby Central Charter School will follow the hiring practices currently in place in LPS. Many of the staff is shared staff that will have adjusted responsibilities. All staff will receive on-going training about the Edmentum platform and additional professional development specific to Libby Central Charter School staff. Staff will also participate in LPS professional development for annual PIRs.

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

Libby Central Charter School teaching staff receive standard LPS collective bargain teaching contracts and salary schedule placement based on experience and credits beyond initial certification. All other staff follows the standard employment contracts and salary placements for their respective bargaining unit. Evaluation of staff performance will align with LPS schedules and timelines.

15. State the proposed governing bylaws.

Libby Central Charter School will be governed by Libby Public School Board of Trustees policies and procedures. All policies and procedures can be found in the LPS Board Policy Site:
Link to LPS Board Policies: <https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36031284>

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

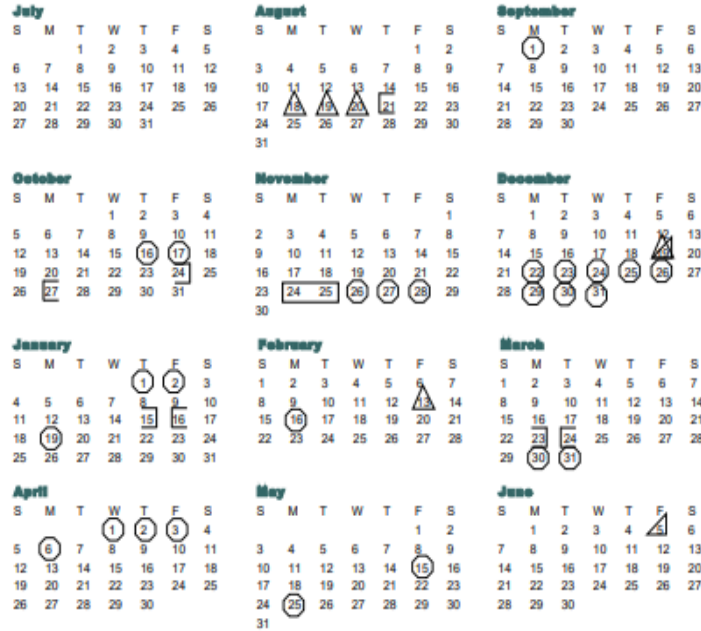
Partnerships will be a key component to the success of Libby Central Charter School students. Libby Central Charter School will partner with **Libby High School** for Counseling, Library Media Services, Special Education Services and Elective classes, as well as extracurricular and cocurricular activities. **Community Health Center** (CHC) will also be an integral partner for mental health counseling and coordination of care. **Jobs for Montana Graduates** will partner for Job Readiness/skills and placement. **Lincoln County Campus** of FVCC will also partner with the Libby Central Charter School to provide Running Start classes as well as certificate programs such as Certified Nursing Assistant, Graphic Design, Welding, and Truck Driving.

17. Provide the proposed calendar and sample daily schedule.

Bell Schedule			
	Monday- Thursday	Class	Friday
8:20 - 8:40	Targeted Read/ Math	Exact Path Session	Class Meeting
8:40 - 9:50	Core/ SEL(Q1)	Period 1	Exact Path
10:00 - 11:20	Core	Period 2	Core
11:20 - 12:05	Lunch		
12:05 - 12:25	Read/ Math	Exact Path Session	Exact Path
12:25 - 1:40	Job/Career	Period 3	Finance & Culinary Arts Projects
1:50 - 3:15	Art/ Elective	Period 4	

2025-26

LIBBY PUBLIC SCHOOLS



Open House

Plummer Center

August 28th
5:00 p.m. - 6:00 p.m.

Libby Elementary
Grades 1-6 - Aug 20th

Kinder - Aug 27th
4:00 p.m. - 6:00 p.m.

Libby Middle/High School
August 20th
4:00 - 6:00 p.m.

Libby Central Charter
August 20th
1:00 p.m. - 4:00 p.m.

- △ = PIR Days/No School
- = No School
- = Beginning of Qtr
- ▢ = End of Qtr
- ▤ = 1/2 Day
- ▥ = PT Confer/No School

Parent/Teacher Conferences

November 24 & 25, 2025

Pupil Instruction Days

1st Qtr 44 days
2nd Qtr 44 days
3rd Qtr 44 days
4th Qtr 44 days
TOTAL PI 176 DAYS

1st Quarter

Aug 13 New Staff Orient
Aug 18-20 PIR Days
Aug 21 1st day Grade 1-12
Aug 28 1st day Kinder
Sept 1 Labor Day
Sept 2 1st Day PL-Kinder
Oct 16-17 No School
Oct 24 End of 1st Qtr

2nd Quarter

Oct 27 1st day 2nd Qtr
Nov 24-25 PT Conferences
Nov 26-28 No School
Dec 19 Thanksgiving
Dec 19 1/2 School Day AM
Dec 22-Jan 2 1/2 PIR Day PM
Jan 15 Christmas Brk
End 1st Sem

3rd Quarter

Jan 16 1st day 3rd Qtr
Jan 19 MLK Day
Feb 13 PIR Day
Feb 16 Presidents' Day
Mar 23 End of 3rd Qtr

4th Quarter

Mar 24 1st day of 4th Qtr
Mar 30-Apr 6 Easter Break
May 15 No School
May 25 Memorial Day
May 29 Central Grad
May 30 LHS Graduation
Jun 3 Last Day School

BUSINESS OPERATIONS

See Submission Procedures

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

Transportation for resident students will be provided by LPS in compliance with state laws controlling and governing pupil transportation. Food services and meals will be provided by the LPS food service program in compliance with the National School Lunch program. All operation and ancillary services

(maintenance, custodial, technology, financial) will be provided under the umbrella of school district operations.

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

Students within Libby Central Charter School are able to access all extracurricular programs and clubs that are offered at LHS. Cocurricular activities can also be accessed at LHS if the Libby Central Charter School student's schedule permits.

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

Libby Central Charter School finances will be governed by the LPS business office, which follows Montana Law regarding procedures and safeguards. Fiscal policies regarding financial planning, controls and audits can be found in LPS Board Policy 7430

Link to School Board Policies: <https://simbli.eboardsolutions.com/Policy/PolicyListing.aspx?S=36031284>

21. Describe the insurance coverage that will be obtained.

Insurance will be covered by the existing LPS Property, Casualty and Liability Insurance policy.
See Attachment #1

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

Budget	% Yr. 1	Year 1	% Yr. 2-5	Year 2	Year 3	Year 4	Year 5
Personnel Salaries & Benefits Principal, Teacher, Paraprofessional, Counselor, Support Staff	70%	\$304,176	60%	\$430,298	\$454,521	\$478,747	\$502,972
Technology Software, Computers, Online Curriculum, etc.	15%	\$65,180	15%	\$107,574	\$113,631	\$119,687	\$125,743
Educational & Classroom Supplies Textbooks, Assessments, Vocational Materials, etc.	10%	\$43,454	15%	\$107,574	\$113,631	\$119,687	\$125,743
Miscellaneous Field Trips, Classroom Equipment & Furniture, Staff Development, etc.	5%	\$21,727	10%	\$71,716	\$75,754	\$79,791	\$83,829
Total Expenditures		\$434,537		\$717,162	\$757,537	\$797,912	\$838,287

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

Projected Enrollment	ANB	Year 1	Year 2	Year 3	Year 4	Year 5
40 (30 current; 10 new)	\$8,075	\$80,750				
45	\$8,075		\$363,375			
50	\$8,075			\$403,750		
55	\$8,075				\$444,125	
60	\$8,075					\$484,500
Basic Entitlement		\$353,787	\$353,787	\$353,787	\$353,787	\$353,787
Total Estimated Revenues		\$434,537	\$717,162	\$757,537	\$797,912	\$838,287

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

There are no current plans to need extra fundraising campaigns at this time. The Libby Central Charter School budget will cover operations not shared with LHS or LPS. The district would receive any donations for community philanthropy directed at the Libby Central Charter School consistent with board policy and procedures.

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

The Libby Central Charter School will exist at the LPS Central Administration building. The school will utilize three classrooms, an additional room for art therapy, a student meeting room and restroom facilities. As the school grows we have the ability to utilize the maintenance shop for trades exposure and development. If school enrollment projections are exceeded and Libby Central Charter School requires more than four rooms, the Central Administration building can expand the footprint of the school by moving existing community programs to another location.

COMMUNITY SUPPORT AND NEED

See Submission Procedures

26. Describe the specific evidence of significant community support.

LPS Trustees present all voted favor of this application at their special meeting held October 28, 2024. The planning committee for this application consists of a board member trustee, a psychologist from CHC, LHS Principal, LPS Curriculum/SPED Director and a community member. All have been integral parts of the planning committee for the charter application development.

The Libby community is an isolated community with an aging population and workforce. Many businesses would welcome internships that would benefit both students and the community by increasing employment of Libby graduates. Over the last five years, advisory councils or specific companies in the medical, manufacturing, mining and industrial fields have approached LPS to try to build partnerships to support career exploration and education or internships in their respective fields. One company even donated a CNC machine to the LHS Industrial Arts program so that students would be able to experience the machine in high school, reducing the amount of training the company would have to complete for new local employees.

Additionally, feedback from mental health providers and parents has indicated a need for more flexibility in schooling and smaller environments. The traditional 350 student - 7 period days for 180 days is not a one size fits all model. Libby Central Charter School allows for flexibility to meet the needs of the student and an individual plan to graduate and become productive outside the school walls. This is evidenced by the willingness of CHC to partner with Libby Central Charter School and provide staffing to allow for case coordination of services.

27. Describe the opportunities and expectations for parent involvement.

Libby Central Charter School's approach is one of partnership with parents. Staff is dedicated to collaborating closely with them to craft individualized plans that cater to the unique needs of their students. We firmly believe that parents are integral members of the educational team, and their insights and support are invaluable in helping their students thrive both academically and socially. Parents will be encouraged to attend parent sessions offered throughout the school year. Student- led parent teacher conferences happen in November and March. Additionally, parents will be encouraged to join the Advisory Council for the Libby Central Charter School helping to shape the school's direction. Family/student surveys will be a critical component of the feedback process. Data will be analyzed by staff and the advisory council, and then presented to the LPS Board of Trustees. More opportunities for community involvement will be created during the school year planning.

MONTANA SCHOOLS PROPERTY AND LIABILITY INSURANCE PLAN

NAMED INSURED:

Libby School District
724 Louisiana Ave
Libby, MT 59923

INSURANCE CERTIFICATE 7-1-2024 TO 7-1-2025

Ambridge – PK1036824
Liberty Mutual Insurance – YAC-L9L-474623-014
Travelers Boiler – BAJ-BME1-8156L884-TIL-24
Arch Insurance Group Cyber – NPL006890401
Lloyd's Syndicate 510 Disaster Management – SR0082824
STARR Employee Business Travel – BTAI000691

In consideration of the payment of the premium, the above listed insurance carriers agree to provide coverage as follows:

DECLARATIONS

1. COVERAGE:

Section I	Real & Personal Property-Blanket Replacement Inland Marine Auto Physical Damage
Section II	Comprehensive General Liability
Section III	Auto Liability
Section IV	Crime and Employee Dishonesty
Section V	School Board Legal Liability
Section VI	Boiler and Machinery
Section VII	Cyber
Section VIII	Disaster Management
Section IX	Employee Business Travel

2. LIMITS OF LIABILITY:

1. Property Valuation: Blanket Replacement buildings and contents.
Contractor equipment & vehicles are on an actual cash value basis.
2. \$50,000,000 Earth Movement pool limit of liability in a single occurrence and in the aggregate.
3. \$50,000,000 Flood pool limit in a single occurrence and in the aggregate.
 - Flood Zone A and pre-fixed A – as scheduled: \$5,000,000 pool limit in a single occurrence and in the aggregate

Section II	\$ <u>2,000,000*</u>	Each occurrence
	\$ <u>4,000,000</u>	Annual Aggregate
	\$ <u>5,000</u>	Each person medical payments (excluding students)
	\$ <u>2,000,000*</u>	Annual aggregate in the respects of products and completed operations per member.
Section III	\$ <u>2,000,000*</u>	Each occurrence
Section IV	\$ <u>500,000</u>	Employee Dishonesty
	\$ <u>500,000</u>	Loss Inside and Outside
	\$ <u>500,000</u>	Forgery & Alteration
Section V	\$ <u>3,000,000</u>	Each claim and annual aggregate
	\$ <u>250,000</u>	Non-monetary claim defense limit per member per year
Section VI	\$ <u>200,000,000</u>	Blanket limit for all property in which a member has an insurable interest in a building.
Section VII	\$ <u>1,000,000</u>	Security & Privacy / Regulatory Action Liability
	\$ <u>1,000,000</u>	Event Management Insurance
Section VIII	\$ <u>1,000,000</u>	Per Occurrence
	\$ <u>1,000,000</u>	Annual Aggregate Limit Per Occurrence
Section IX	\$ <u>100,000</u>	Maximum Principal Sum Per Person
	\$ <u>1,000,000</u>	Aggregate Limit Benefit Per Occurrence

***Certain coverages provided in these sections are subject to MCA2-9-108 (Limitation on Government Liability).**

3. MAINTENANCE DEDUCTIBLE

Property & Inland Marine	\$5,000
Auto Physical Damage	\$1,000
School Board Legal Liability	\$5,000
Crime & Employee Dishonesty	\$1,000
Boiler & Machinery	\$1,000
Cyber	
o Paladin Shield Activated	\$50,000
o Paladin Shield NOT Activated	\$100,000
Disaster Management	None
Employee Business Travel	None

The above maintenance deductibles shall apply per loss

4. TERRITORIAL SCOPE

Liability insurance coverage applies worldwide.
Property/Crime/Boiler and Machinery coverage applies to property insured at any location listed in the schedule of values on file with the insurance carrier.

5. POLICY PERIOD

FROM: 07-01-2024 to 07-01-2025
Both days at 12:01 a.m. Standard Time Insured's address shown on page 1.

6. COVERAGE FORMS AND DOCUMENTS

A sample of the 07-01-2024 to 07-01-2025 insurance coverage forms and documents are available for review upon request.

7. MARSH MCLENNAN AGENCY ACTING AS PROGRAM ADMINISTRATOR

Marsh McLennan Agency acts as the Program Administrator for the Montana Schools Property and Liability Insurance Plan. Marsh McLennan Agency receives a fee for this service. This fee is included in the premium paid by each member and disclosure of this fee is available upon request.

PLAN DISCLAIMER

CERTAIN PROVISIONS IN THIS POLICY RESTRICT COVERAGE. THE ENTIRE POLICY SHOULD BE READ CAREFULLY TO DETERMINE YOUR RIGHTS AND DUTIES AND TO DETERMINE WHAT IS AND IS NOT COVERED.

COVERAGE UNDER SCHOOL BOARD LEGAL LIABILITY AND SEXUAL ABUSE AND MOLESTATION LIABILITY IS AFFORDED ON A CLAIMS MADE BASIS AND CONTAINS PROVISIONS, WHICH MAY BE DIFFERENT FROM THOSE OF OTHER COVERAGES OF THIS POLICY.

DRAFT Libby Central Charter School Information Session

- Charter School Information
- Academy Design
 - 10-12
 - Max number of students
 - Smaller class sizes capped at 15
 - Partnerships
 - LHS extra- and co- curricula, electives, library, and shared staff
 - Individual Learning Plans: Academic, Social/Emotional, Job/Career
- Reasons for coming to the Academy
 - Want to earn diploma
 - Staff will learn and know everything about you - you are less likely to fail
- ROAR
 - Respect
 - Organization
 - Attitude
 - Responsibility
- Daily Schedule
 - 4 periods a day
 - Blocks 1 and 2 Academic
 - Blocks 3 and 4 Electives, Social Emotional, Job/Careers
 - 2 - 20 minute independent, self-paced skill builders E & M
- Quarter System for credits
- Academic Learning
 - Edmentum
 - Textbook option
 - Exact Path
- Social Emotional Learning
 - Developmental Relationships: Express Care, Challenge Growth, Provide Support, Share Power, Expand Possibilities

- SEARS Tool: Social Emotional Assets and Resilience Scales (Self-Regulation, Social Competence, Empath, Responsibility)
 - Strong Teens 12- lesson program helps students learn to manage their own thoughts and emotions, empathize, cope with stress and work through conflict.
-
- Job Career Learning
 - JMG 37 competencies Career Development, Job Attainment (getting a job), Job Survival (keeping the job), Basic Competencies, Leadership and Self-Development (teamwork), Personal Skills (healthy lifestyles)
-
- Attendance
-
- Application Process
 - Criteria
 - Waitlist