



Florence-Carlton Charter School

Supportive * Opportunities * Achievement * Readiness

PUBLIC CHARTER APPLICATION:

Opening Date: Fall 2025

Public Charter Term Length: 5-Years

Grades to be Served: K – 12

Minimum Enrollment Per Year: High School: 41 Middle School: 21 Elementary: 71

Planned Enrollment Per Year: 133 (estimated 3 – 5% growth per year) Max Enrollment: TBD

During the proposed charter 5-year term, SOAR Academy plans to serve ELEM, MS, HS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total:
Year #1:	7	9	10	10	10	10	15	12	12	10	12	12	12	141
Year #2:	7	9	11	11	12	12	16	15	15	11	14	14	14	161
Year #3:	7	9	12	12	12	14	16	16	16	12	14	15	15	170
Year #4:	7	9	12	12	12	14	16	16	16	14	14	15	15	172
Year #5:	7	9	12	12	14	14	16	16	16	14	15	15	15	175
	Elem:							M/S		H/S				

ACADEMIC PROGRAM

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

SOAR Mission: “To create a supportive and inclusive learning environment where every student is empowered to reach their full potential. SOAR Academy will strive to provide personalized and innovative educational opportunities that promote academic excellence, personal growth, and character development. SOAR commitment is preparing students to be critical thinkers, lifelong learners, and active, engaged members of their communities.”

SOAR Vision: “SOAR Vision is to build a learning community that nurtures individual talents, supports diverse learning needs, and opens doors to limitless opportunities. We envision students who are not only academically ready to face the challenges of the future, equipped with the skills, knowledge, and confidence to succeed in college, careers, and beyond. In partnerships with families and the community, we aim to cultivate a generation of innovative leaders and responsible citizens.”

SOAR Academy reflect a comprehensive approach where support, opportunity, achievement, and readiness are core components of the school's educational philosophy.

SOAR Academy will provide a platform to operate a variety of specialized programs, we will work to offer disconnected and vulnerable students who need a different educational setting the opportunity to create a successful, independent future by providing behavioral and educational support systems in a positive and reinforcing environment. Our Academy will also work to engage students successfully into interest-based career pathways, college preparation and work-based opportunities.

Importance to the Community:

- A. **Enhance Educational Opportunities:** The SOAR Academy will offer unique curricula tailored to meet the diverse needs of students. One goal is to provide families with alternatives to their education journey. While ensuring that students have access to an education that best suits their learning styles and interests, as well as the high standards expected of a Montana School.
- B. **Focus on Innovation:** SOAR will have the flexibility to implement innovative educational practices and programs. This can lead to new teaching methods, curricula, and technologies that will benefit our student's educational journey and benefit our community and beyond.
- C. **Community Engagement:** SOAR will be unique in its approach to building stronger ties with the community in decision-making processes. This approach will help to ensure that SOAR programming reflects and responds to the specific needs and values of the community it serves.
- D. **Accountability and Performance:** Through performance goals, students will achieve educational standards differently from a traditional setting. Students must show improvement and goal-oriented outcomes that reflect directly on their overall school performance.
- E. **Equity and Access:** SOAR will center its attention to students that learn differently from a traditional setting. Working to engage students in career pathways that are desirable and achievable.
- F. **Cultural and Social Development:** SOAR will help to foster a diverse setting that is inclusive to all. Meeting students where their needs lie, will help to ensure diploma success. Creating greater social cohesion and understanding will benefit all involved.

SOAR's mission and vision will be central to its identity and success. Addressing specific educational needs with community and staff involvement, while creating strong educational outcomes for students.

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

SOAR Academy is built to capture students that have become reluctant learners in the traditional sense. SOAR Academy will identify students in the K-12 setting a path forward that offers students and families an alternative approach to meeting the necessary outcomes/standards toward earning a state high school diploma. Our goal is to eliminate drop out students, build career pathways for student successful engagement.

We believe offering a wide variety of options, the SOAR Academy can focus on suitable pathways or alternative educational applications (Digital learning platforms) that meet the Individualized Learning Plan (ILP).

1. Underserved or low-income Students: Bridging the gap on achievement and provide a focus on the economically disadvantaged.
2. Students with diverse learning needs: To include students with learning disabilities (IEP's).
3. English Language Learners (ELL): Helping specialized language support programs.
4. Gifted and Talented Students: Providing enrichment beyond traditional curriculum.
5. Non-Traditional Education Approaches: Presenting innovative curriculum, such as project-based learning, STEM-focused programming
6. Other student population targets will be 'at-risk' students that may get lost in larger class sizes, subject areas that don't provide enough student engagement to stay in school, school to work programming, discipline/behaviors disrupting their learning process and other unique factors, such as social and emotional challenges that have altered the learning course for students.

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

SOAR Academy will begin in the fall of the 25/26 SY. Recruitment will begin in the spring of 2025. The enrollment plans will be to outline a rubric that identifies the appropriate students. Factors will be based from current grades/credits earned, behavior issues that are impacting learning in a traditional setting, career paths as identified through career readiness identifiers. At this juncture, we don't feel a lottery system will be necessary.

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.

Distance Learning: Distance learning meets the needs of its students by offering an almost infinite number of software program options for distance learning. Providing families options for part distance learning and part on campus instruction as additional flexibility. This Academy will provide an educational experience that provides opportunity, through digital learning options and choice (Hybrid) learning. Allowing student and parental choice that may not be available in a traditional brick and mortar setting. In addition, it will provide alternative placements on our campus within our (a) K-12 SOAR Center, (b) High School, (c) and face to face electives / core classes based on availability.

Career Readiness/Pathways: Pathways will be designed for students to focus on career paths that may or may not include college. These pathways will focus on preparation for work during and outside of school. These pathways will allow students to explore educational interests that best suits their abilities. These pathways will correlate to national, state and local level to provide opportunities for students to join the workforce with skills sets suitable for "Work Readiness". **Pathways may include but not limited to:**

- | | | |
|---------------------------|-----------------|--|
| a) Medical | b) Construction | c) Welding/Fabrication |
| d) Small Engine Repair | e) CAD Systems | f) Arts (Visual, Performing, Physical) |
| g) Maintenance/Facilities | h) Vo- Ag | i) Food Services |
| j) EMT/Fire Mgmt. | k) Other | |

Traditional Course Blending: Students must strive for and earn the required credits for graduation. Utilizing some coursework that allows for credit recovery, credit completion will enhance the program of success for SOAR students. This provides another avenue for students to utilize digital platforms, pathways and traditional offerings to round-out their course work and credit completion.

Grading/Competency: Competency-Based Education (CBE) involves promoting students to the next level of instruction after they have achieved learning expectations for content at the previous level. CBE refers to systems of instruction, assessment, grading, and academic reporting that are based students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

Competency-Based Emphasis: A body of evidence that shows students meet learning outcomes (via students demonstrating mastery), a de-emphasis on seat time, building in flexible time to demonstrate mastery, presenting multiple types of instruction, adaptable content, and self-navigation skills.

- Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
- Students receive timely, differentiated support based on their individual learning needs.
- Student's progress based on evidence of mastery, not seat time.
- Students learn actively using different pathways and varied pacing.
- Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and educational systems.
- Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable (CompetencyWorks, 2019).

Individualized Learning Plans (ILP's):

- **Individualized Learning Plans** are created by the learner and managed by the SOAR Team are composed of multiple different goals (plans to achieve these goals) and outcome measures used to determine when the goal has been met.
- An ILP serves as an action plan to direct learning. The ILP will outline abilities, interests, and learning pace. The SOAR goal will be to personalize the approach which in turn will increase engagement and motivation = focused goals.
- Goals are a significant part of an ILP, but just creating a goal is not enough. Instructional strategies, and support services tailored to help students reach their full potential.
- ILP allows for individualization of learning on the basis of the learner's unique needs, strengths, and learning styles. Setting clear, manageable goals. Goals will need to be specific, and time-bound that guide the learning journey.

- ILP will be reviewed consistently to ensure goals are being achieved and make determinations if changes to the ILP are necessary. Tracking progress will be important.
- Collaboration between teachers, parents, and students.

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

SOAR programming builds in work-based learning opportunities that would make offerings far different from a traditional setting. Aligning standards to meet credit obligations for graduation and pathway success. Allowing for innovative practices and flexible approaches to education will all be aimed at enhancing opportunities for students. These variances provide the autonomy needed to tailor the learning experience to better serve diverse populations and foster student achievement. Some variances may include: **Curriculum Flexibility** (Implementing alternative instructional models. Such as; project-based learning, STEM focused programming.) **Extended school day or year** (Adjustments for enrichment activities, remediation and advanced learning.). **Class sizes** (Creating more personalized learning environments, grouping based from mastery or ability). **Innovative Discipline** (Building in social-emotional learning, restorative justice with the goal of reducing behaviors that are obstructing learning.). **Flexible Graduation** (Building paths that help students earn credits in a non-traditional method. Such as; internships, independent projects, or community service.

Variances: ***The SOAR Academy may require a variance to standards to meet the minimum requirements of counselors and librarians in our Academy as allowable by A.R.M. 10.55.604.***

Due to uniqueness of our charter school, request the following variances to be considered if needed:

- Due to online students who may not be in person, but increase ANB numbers, we request that the need be calculated based on students who attend our district in our face-to-face environment. Therefore, variances are requested for virtual students in the areas of:
 - Administration
 - Librarian
 - Counselor
 - PE Teacher

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

The Instructional Design will be student-centered, flexible, and inclusive, promoting both academic achievement and personal growth. Designing an environment that fosters creativity, critical thinking and collaboration, while addressing the diverse needs of all students.

Focusing on self-awareness, self-management, social awareness, relationship skill building, and responsible decision-making. Students would work with the Student Support Director (SSD), principals and counselors to plan a course/pathway and build an ILP. This planning process would include student,

staff members, parents and community partners (if necessary). Students will play an intricate role in the development of their plan and outline how it meets graduation requirements and/or the chosen pathway(s).

SOAR Academy will have a dedicated space for student. This space will be inviting and offer quiet work spaces, a place where the SSD can work collaboratively with students and parents. Form a structure of belonging and paced differently than a traditional model.

SOAR students can be immersed in the traditional sense with blending schedules that align with traditional scheduling. Students that meet certain requirements (strong time management skills) may work from home or alternative setting to complete digital learning coursework on/or off campus and scheduled apprenticeships.

Class sizes and structured seat time will not be the norm in the SOAR Academy. The Student Services Director (SSD) will ensure the appropriate course structure, teaching applications, assistance, guidance, accountability and overall progress monitoring of the student. The goal will be to ensure progress is being made. Helping the student drive the ILP.

Flexible Learning Environments

- **Innovative Spaces:** The charter can design its classrooms and learning environments to promote creativity and collaboration, such as using open spaces for group projects or tech labs for hands-on learning.
- **Diverse Learning Models:** The charter school can experiment with different educational models (e.g., project-based learning, flipped classrooms) that may be more challenging to implement in a traditional setting.
- Our Academy will offer a bricks and mortar setting that will offer students a suitable workspace, connectivity, staff engagement and suitable supports.

Pathway Outline:

Note: Due to space restrictions, Pathway presented represent the structure and planning. The presented Pathway is a specific example only limited to the many opportunities SOAR Academy can build for students.

Business Pathway Curriculum Overview

The Business pathway at the charter school is designed to equip students with essential skills and knowledge for successful careers in various business sectors. This curriculum emphasizes practical experiences, internships, field trips, and guest speakers, fostering entrepreneurial thinking and business acumen.

1. Curricular Components

A. Core Courses

- **Introduction to Business:** Overview of key business concepts, including types of businesses, economics, and the role of entrepreneurship.
- **Marketing Principles:** Fundamentals of marketing strategies, consumer behavior, and market research.
- **Accounting Basics:** Introduction to financial principles, bookkeeping, and basic accounting practices.
- **Business Ethics:** Exploration of ethical decision-making in business contexts and corporate social responsibility.

B. Elective Courses

- **Entrepreneurship:** Development of business plans, startup strategies, and innovative thinking.
 - **Business Communication:** Skills in professional writing, presentations, and effective communication.
 - **Financial Literacy:** Understanding personal finance, budgeting, and investment strategies.
 - **E-commerce:** Basics of online business, digital marketing, and e-commerce platforms.
-

2. Internship Ideas

Internships provide students with hands-on experience in business environments. Potential partnerships could include:

- **Local Startups:** Assisting in various roles, from marketing to customer service.
 - **Accounting Firms:** Gaining experience in bookkeeping, tax preparation, and client interactions.
 - **Retail Businesses:** Understanding sales processes, inventory management, and customer relations.
 - **Marketing Agencies:** Working on campaigns, market research, and social media management.
 - **Corporate Offices:** Shadowing professionals in human resources, project management, or operations.
-

3. Field Trip Opportunities

Field trips enhance the learning experience by exposing students to real-world business practices. Suggested destinations include:

- **Local Businesses:** Tours of small businesses to understand operations and entrepreneurial challenges.
 - **Corporate Offices:** Visits to larger companies to learn about corporate culture and management structures.
 - **Trade Shows and Expos:** Engaging with industry professionals and observing new products and services.
 - **Business Incubators:** Learning about startup ecosystems and resources available for entrepreneurs.
 - **Banks and Financial Institutions:** Understanding financial services, loans, and investment options.
-

4. Guest Speakers

Inviting industry professionals to share their insights can inspire students and provide deeper understanding of business careers. Potential guest speakers could include:

- **Entrepreneurs:** Successful business owners sharing their journeys and lessons learned.
 - **Marketing Professionals:** Experts discussing effective marketing strategies and trends.
 - **Financial Advisors:** Offering perspectives on personal finance and investment strategies.
 - **Human Resources Specialists:** Discussing the importance of HR in business operations and employee management.
 - **Economic Development Representatives:** Providing insights into local business support systems and economic trends.
-

5. Integration of Learning Experiences

- **Capstone Projects:** Students could create comprehensive business plans for hypothetical or real startups, including market analysis, financial projections, and marketing strategies.
 - **Business Competitions:** Participation in local and national business competitions, such as pitch contests or business plan competitions, to develop presentation and entrepreneurial skills.
 - **Mentorship Programs:** Pairing students with business leaders for guidance, networking, and support as they explore career options.
-

By establishing a robust Business pathway, students gain valuable skills and knowledge that prepare them for successful careers in diverse business environments. This hands-on approach emphasizes entrepreneurship, ethical practices, and real-world applications, ensuring students are equipped to meet the challenges of the modern business landscape.

Business Pathway Curriculum for Middle School and Elementary Grades

The Business pathway for middle and elementary school students aims to introduce fundamental concepts of business, entrepreneurship, and financial literacy. This curriculum emphasizes hands-on learning, teamwork, and real-world applications, preparing students for future opportunities in the business world.

1. Curricular Components

A. Core Courses

1. **Introduction to Business (Grades 3-5)**
 - Overview of basic business concepts, including types of businesses and the role of entrepreneurs.
 - Activities that explore how businesses operate in everyday life.
 2. **Basic Economics (Grades K-8)**
 - Understanding supply and demand, goods and services, and basic economic principles.
 - Interactive games and simulations to illustrate economic concepts.
 3. **Financial Literacy Basics (Grades 4-8)**
 - Introduction to money management, budgeting, and saving.
 - Activities like creating a simple budget for a class project or managing a mock store.
 4. **Business Communication (Grades 4-8)**
 - Basics of effective communication in a business context.
 - Projects involving writing emails, creating presentations, and practicing public speaking.
-

B. Elective Courses

1. **Entrepreneurship 101 (Grades 5-8)**
 - Exploring the entrepreneurial mindset and how to develop a business idea.
 - Students create simple business plans and pitch their ideas.
2. **Marketing Basics (Grades 5-8)**
 - Introduction to marketing concepts, including target audiences and promotional strategies.
 - Activities like designing posters or ads for a school event or project.
3. **Project Management (Grades 5-8)**
 - Basics of planning, executing, and evaluating projects.
 - Students work in groups to plan a class event, detailing tasks, roles, and timelines.
4. **Digital Skills for Business (Grades 4-8)**
 - Introduction to using technology in business, including basic computer skills, spreadsheets, and presentations.
 - Hands-on projects that utilize software to create reports or presentations.

2. Hands-On Learning Experiences

- **Mini Business Fair:** Students create their own products or services and set up booths to sell them to classmates and families, applying marketing and financial concepts.
- **Business Challenges:** Regular activities where students work in teams to solve real-world business problems or case studies.
- **Field Trips:** Visits to local businesses, such as banks, stores, or entrepreneurs' offices, to see business operations in action.

3. Integration of Technology

- **Digital Learning Platforms:** Utilizing online resources for financial literacy, entrepreneurship, and marketing, such as interactive simulations or games.
- **Virtual Business Simulations:** Engaging with software that allows students to run their own virtual companies and make business decisions.

4. Guest Speakers and Community Involvement

- **Local Entrepreneurs:** Inviting business owners to share their stories, challenges, and successes, providing real-world insights into entrepreneurship.
- **Community Service Projects:** Collaborating with local nonprofits to understand social entrepreneurship and the role of businesses in community development.

By establishing a Business pathway for younger students, this curriculum provides foundational knowledge and skills that inspire interest in entrepreneurship and business concepts. The hands-on approach fosters critical thinking, teamwork, and practical application, preparing students for future studies and careers in the business world.

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.

The Florence-Carlton School District does not discriminate on the basis of race, color, national origin, sex, or disability, in the educational programs and activities it operates including admission and employment. The District is required by federal law, including but not limited to the Civil Rights Act of 1964, Title IX, and Section 504 and the Americans with Disabilities Act and their regulations to not discriminate against individuals in violation of these laws.

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

CONDUCT In order for students to take advantage of available learning opportunities and to be productive members of our campus community, each student is expected to:

Demonstrate courtesy — even when others do not.

Behave in a responsible manner and exercise self-discipline.

Attend all classes, regularly and on time.

Prepare for each class; take appropriate materials and assignments to class.

Meet District or building standards of grooming and dress.

Obey all building and classroom rules. Respect the rights and privileges of other students, teachers, and other District staff.

Respect the property of others, including District property and facilities.

Cooperate with or assist the school staff in maintaining safety, order, and discipline.

Applicability of School Rules and Discipline to achieve the best possible learning environment for all our students, the Florence-Carlton School District's rules and discipline will apply:

- On, or within sight of, school grounds before, during or after school hours or at any other time when the school is being used by a school group;
- Off school grounds at a school sponsored activity or event, or any activity or event that bears a 2024-25 Student Handbook¹¹ reasonable relationship to school;
- Traveling to and from school or a school activity, function or event; and
- Anywhere, including virtual networks, if conduct may reasonably be considered to be a threat or an attempted intimidation of a staff member, an interference with school purposes or an educational function, or a threat to the safety and welfare of the student population, or conduct that detrimentally

affects the climate or efficient operations of the school. Violation of Student Code of Conduct A student is in violation of the Student Code of Conduct if the student engages in any inappropriate behavior, including but not limited to:

- Using, possessing, distributing, purchasing, or selling tobacco, vapor products, or marijuana products (tobacco includes, but is not limited to, cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, alternative nicotine product, or any other tobacco or nicotine innovation; marijuana products include but are not limited to edible products, ointments, tinctures, marijuana derivatives, marijuana concentrates, and marijuana intended for use by smoking or vaping);
- Using, possessing, distributing, purchasing, or selling alcoholic beverages.
- Using, possessing, distributing, purchasing, or selling marijuana (including medical marijuana).
- Using, possessing, distributing, purchasing, or selling illegal drugs or controlled substances, look alike drugs, and drug paraphernalia.
- Using, possessing, controlling, or transferring a weapon in violation of the “Possession of a Weapon in a School Building” section of this policy.
- Using, possessing, controlling, or transferring any object that reasonably could be considered or used as a weapon.
- Disobeying directives from staff or disobeying rules governing student conduct.
- Using violence, force, coercion, intimidation or other comparable conduct toward anyone or urging other students to engage in such conduct except when physical force is determined to be reasonable and necessary and used as self-defense or the defense of another person after an investigation into such conduct.
- Causing or attempting to cause damage to, or stealing or attempting to steal, school property or another person’s property.
- Engaging in any activity that constitutes an interference with school purposes or an educational function or any other disruptive activity.
- Unexcused absenteeism.
- Misconduct of any sort on any means of District transportation. 2024-25 Student Handbook12
- Bullying, hazing, harassment (including sexual harassment), or intimidation, including cyberbullying.
- Forging any signature or making any false entry or attempting to authorize any document used or intended to be used in connection with the operation of a school.

CELL PHONES: The possession and use of cellular phones, pagers, and other electronic signaling devices on school grounds, at school-sponsored activities, or while otherwise under the supervision and control of District employees is a privilege. High School students may use their cell phones before school, at lunch, and after school. Students may also use their cell phones during class time when the teacher’s direct lesson involves them for educational purposes. The teacher must have permission from administration to allow the cell phones for that particular lesson. Failure to comply with these

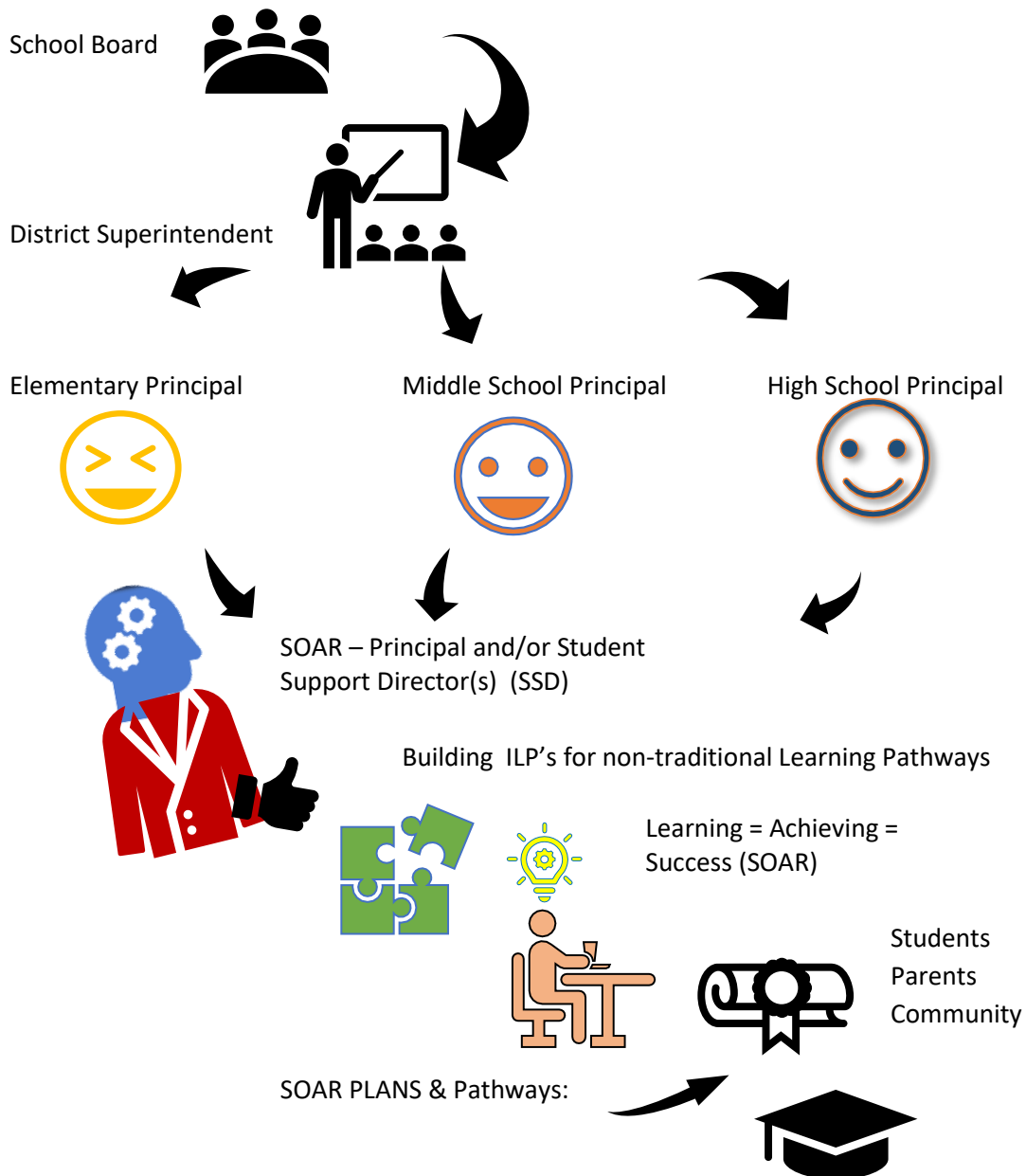
expectations, will result in confiscation of the cell phone and may result in parents needing to pick up the cell phone from the office. Students are prohibited from operating a cell phone or other electronic device (or camera embedded in such device) while in a locker room, bathroom, or any other location where the privacy rights of others may be violated. Students may not use cell phones, pagers, or other electronic signaling devices during classes unless such use is under the direction of certified staff for educational purposes. Unauthorized possession or use of these devices is grounds for confiscation. Repeated unauthorized use will result in disciplinary action. Depending on the nature of the unauthorized use, the student's parents and/or law enforcement may be contacted and the student's cell phone may be searched.

SCHOOL GOVERNANCE

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.

Florence-Carlton SOAR Academy School

Governance Chart



SOAR Academy Options:

- **SOAR Diploma** – Student wants to achieve a Montana high school diploma. Student must meet all of the credits as outlined by the State of Montana. Students will be guided by SSD, principal and counselor to achieve this goal and be placed accordingly in classes. School fully involved in this path. To include digital learning, hands-on experiences, regular course work, pathway guidance.
- **SOAR Choice**– Student and parent’s goals are outlined and focused coursework/pathways ILP. In SOAR Choice student may not be interested in obtaining a high school diploma. They do want to attend a few classes that are relevant and perhaps pertain to a defined pathway. Student may be looking to complete the Hi-SET, graduation requirements which could be a digital platform, attend classes within the school and be in the SOAR setting.
- **SOAR Supports** – Student is focused on digital coursework. Student isn’t interested in a traditional setting (or can’t be in the school setting). This could be a student that is a

homeschooled student and parents would like the structure of a learning platform that is guided by them and supported and provided by the school.

- **SOAR Experience** – Students are exposed to pathways as a whole group, options are created to foster student learning. Creative alterations of scheduling to work with students that may not fit the traditional curriculum. The ability to alter the schedule that provides the best outcomes for the student and their educational path.

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

The SOAR governing board will be the elected school board for the Florence-Carlton School District. It will consist of 5 members. Their roles will be the same; to uphold policy as it relates to all aspects of the school, be prudent financial managers of the charter entity and to make best decisions as it relates to student learning and selected curricular pathways.

Principals will ensure discipline management, staff evaluations and uphold best practices. Principals will work closely with parents, students, counselor and the SSD when placement is being considered.

SSD – Student Support Director will be a direct liaison for all students in the program. They will ensure student engagement, grading, certification management (areas such as welding certification), class enrollment (both on-line and in-school settings).

Building Principal will ensure appropriate Individual Learning Plans are in place. Principals will support academic and behavioral processes.

Team Counselor will be a team member with full integration in building the ILP. Integrating student, parents and the SOAR team to design the a strong ILP.

Superintendent will provide budgetary oversight, school level supports, ensure strong hiring practices, hold policy and procedure applicability.

School Board will oversee all necessary approvals for governance. Building accountability and assurances toward meeting the needs of our students, parents and community.

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.



Supportive * Opportunities * Achievement * Readiness

STAFFING CHART & DESIGNED PLAN

Florence-Carlton School Board



District Superintendent



Elementary Principal

Middle School Principal

High School Principal



Student Support Director (Grades K-6)

Student Support Director (Grades 7-12)

- Aide Supports as necessary
- Special Education Support
- Other Necessary Services
- Technology Supports
- Other staff as determined
 - Based from need
- Classroom Teacher(s)

- * Aide Supports as necessary
- * Special Education Support
- * Other Necessary Services
- * Technology Supports
- * Other staff as determined
 - * Based from need
- * Classroom Teacher(s) – Subject areas



School Counselors

CSCT – School Based Mental Health

(Comprehensive School and Community Treatment)



STUDENT SUCCESS

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

The SOAR Program will begin in the fall of the 25/26 School Year. This will provide lead time for the academy team to guide students in the process of building academic catalogs, learn digital learning offerings, and build capacity into the outlined pathways.

Academy team meetings will be initiated after Board of Public Education approval of Charter. Our plan will be utilizing the late winter, spring and summer for startup plans to be refined and prepared for launch in the fall.

One of the first goals will be to bring on board one or two Student Support Directors (SSD). These individuals will share duties but have a focus as it relates to grade levels. SSD K-6, SSD 7-12. As the SOAR Academy grows plans to add additional supports will be incorporated.

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

Retention is the new recruitment. Building ownership in a non-traditional manner that meets student educational needs will be the focus. SOAR is a path to provide an alternative to students learning in different applications. Leadership will need to be collaborative, approachable, well organized and well versed in the pathways. Other staff involved will follow the same mission for students.

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

All evaluations will be completed by the building level principals, to include performance related plans. SOAR will have built in leadership that is solely focused on the SOAR program, student advocating and student successes. Student Support Directors will build capacity in the program, cultivate pathways, be connected in all SOAR ways.

15. State the proposed governing bylaws.

All currently board adopted policies, student and staff handbooks will outline the governing bylaws as it relates to student achievement and accountability.

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

SOAR Academy will continue to build programming that will build relationship within the community and outlining areas. Building life-long learners into the outcomes will allow for students learning paths to be more flexible. These partnerships will be critical in hearing and learning what is important for students to know before they enter into a selected pathway (i.e.; proper conduct and safety in a welding shop).

17. **Provide the proposed calendar and sample daily schedule.**

The adopted calendar by the school board will be in effect for the 25/26 SY. All holidays and other related calendar impacts will be a part of the everyday SOAR school.

Schedules will be non-traditional in the sense that each student in the SOAR program may have different schedules, work related activities/training that would alter their schedule. For our K-8 students, SOAR programming will be introduced throughout all classes and allow for SOAR students to benefit more greatly from non-traditional approaches to their learning (accessibility to more on-line programming, deeper uses of STEAM modalities, etc.).

BUSINESS OPERATIONS

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

SOAR Academy will dovetail with all transportation, food service programming, special educational services, social/emotional mental health supports as currently established.

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

All SOAR students may be involved in co-curricular and extra-curricular activities as offered by the school district. All rules and procedures will apply (such as; grade eligibility, behavior, attendance).

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

All financial planning, controls, auditing and policies that are currently in place and required will be in effect for the SOAR Academy. All financial policies adopted will be in effect for The Academy.

21. **Describe the insurance coverage that will be obtained.**

All required insurance coverages will be in place as currently prescribed for the Florence-Carlton School District. Both Property and Liability coverages will be in effect and enforceable.

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

The Academy budget will support staff members, supplies, digital learning platforms and equipment necessary for the operation both yearly and day-to-day. Although we could project out for 5 years, I anticipate that in the first year of service, budgetary forecasting will be necessary as unforeseen costs or identified staff supports identified.

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

	<u>SOAR Academy</u>	<u>Projections:</u>
Object Code:	<u>Academy Expense Description</u>	<u>Approved Budget Amount</u>
111	Student Support Director / Administrator	<u>\$ 70,000.00</u>
111	Student Support Director #2	<u>\$ 65,000.00</u>
112	Teacher Cohort	<u>\$ 50,000.00</u>
113	Professional Salaries	<u>\$ 9,500.00</u>
115	Clerical/Tech Salaries	<u>\$ 5,000.00</u>
117	Aides	<u>\$ 20,000.00</u>
123	Professional/Other	<u>\$ 2,500.00</u>
125	Office	<u>\$ 1,500.00</u>
117	Other -	<u>\$ 2,500.00</u>
250	Workers Compensation	<u>\$ 2,500.00</u>
	<u>Salaries & Benefits Total:</u>	<u>\$ 228,500.00</u>
	-	-
320	Professional Educ. Services - SSoM (Curriculum Services)	<u>\$ 3,250.00</u>
330	Contracted Services -	<u>\$ 1,500.00</u>
340	Other Professional Services	<u>\$ 1,500.00</u>
350	University System Expenses	<u>\$ 2,500.00</u>
	<u>Other Professional Services Total:</u>	<u>\$ 8,750.00</u>
	-	-
532	Postage	<u>\$ 1,000.00</u>
540	Advertising	<u>\$ 1,100.00</u>
550	Copies/Printing	<u>\$ 2,000.00</u>
560	Tuition/Scholarship assistance	<u>\$ 2,850.00</u>
582	Travel/Insurance	<u>\$ 3,000.00</u>
	<u>Other Services Total:</u>	<u>\$ 9,950.00</u>
	-	-
600	Photo copy Expense	<u>\$ 550.00</u>
610	Supplies	<u>\$ 15,000.00</u>
612	Paper Supply	<u>\$ 500.00</u>
624	Vehicle Fuel	<u>\$ 500.00</u>
640	Books/Educational Materials	<u>\$ 2,500.00</u>
645	Online Text Books	<u>\$ 3,000.00</u>
650	Periodicals	<u>\$ -</u>
660	Minor Equipment	<u>\$ -</u>
681	Computer Software	<u>\$ 5,000.00</u>
682	Technology Supplies	<u>\$ 25,000.00</u>

	Supplies Total:	\$ 52,050.00
	-	-
720	Facilities (\$2400 per month x 12)	\$ 28,800.00
721	Support Expenses	\$ 75,000.00
810	Dues/Fees	\$ 1,750.00
	Facilities, Dues & Fees Total:	\$ 105,550.00
	Total Spending:	\$ 404,800.00

Revenue:

Elementary Entitlement Grant	\$ 91,500.00
Middle School Entitlement Grant	\$ 45,700.00
High School Entitlement Grant	\$ 274,500.00

Total Revenue \$:	\$ 411,700.00
--------------------------	----------------------

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

Not applicable at this time.

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

Florence has a vacant building that was preserved after a passed bond initiative. This facility will allow for a classroom or two to be utilized for the needs of the SOAR program. Students will have a place to perform digital platform work, check in with advisor and integrate into the existing school. We feel strongly that this will provide another niche for our SOAR students as they work toward their goals and provide a safe, organized educational environment. The SOAR classroom will provide wi-fi connectivity, usable workspace, supportive environment and appropriate technology platforms for students.

Overall the design of the space will be focused on student-centered, flexible, and engaging learning environment. The space will encourage collaboration, creativity, and individualized learning while fostering a sense of community and belonging.

*Flexible and Adaptive Layout

* Technology Space

* Learning Centers and Zones (Collaborative, Independent, Creative, Technology)

* Personalized Learning Spaces

* Inviting and Stimulating Environment

* Culturally Responsive and Inclusive Design

* Comfortable and Functional

* Access to Resources and Materials

* Student-Centered * Supportive Teaching Team

* Safe and Inclusive

* Blended Learning Capabilities

* Connective Outdoor Learning

COMMUNITY SUPPORT AND NEED

26. Describe the specific evidence of significant community support.

Our evidence of support comes from community inputs as it relates to 'work ready' students. One particular example of this is our welding certification program. Students have been able to complete a Level I certification that would benefit them greatly if applied into the workforce. Local businesses are thrilled to learn that more than 'basic' skills are learned in the classroom and can then be applied into the scope of work a business is looking for. Many businesses share that they will train students and form them into the needs of the particular business. What is truly a win/win for our students, is students arriving into a job-related pathway of interest with a skill set that can immediately be applied. The other real value in the SOAR Academy is preparing students for life experiences and knowledge (How to jump start a car, change a flat tire, shut off the power in your home, etc.).

27. Describe the opportunities and expectations for parent involvement.

The SOAR Academy has originated from parent inputs. Parents wanting more inputs into their child's education. We have listened to the needs of parents when it comes to homeschooling, but still would like a choice in terms of certain classes. Parents excited to hear that the school would offer and support a digital learning platform that would do all things 'educationally' with parents driving the platforms/classes. We have also heard from parents that having options for their struggling student to learn differently, be more focused on their interests and lastly, parent inputs as it relates to "Job Readiness". Providing skills when they leave school and enter the workforce.

Conclusion:

Florence-Carlton would like to thank the Board of Public Education for their time to review the SOAR Academy School. This endeavor has been an exciting journey as our team has been able to think out of the box as it relates to student engagement, positive educational settings, rewarding pathways and a new way to educate students that need and deserve this alternative. Although, as educators we have thought about these endeavors many different ways and now feel we have a viable plan to pull all of these together for the betterment of our students and communities.

The SOAR Application was reviewed and acted upon by our Florence-Carlton School Trustees on October 8th, 2024, 5pm.

signatures:

Matt Roth; Board Chair



Matt Reeves; Vice-Chair



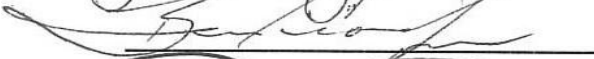
Bobbie Ketelhut; Member



Lacy Janes; Member

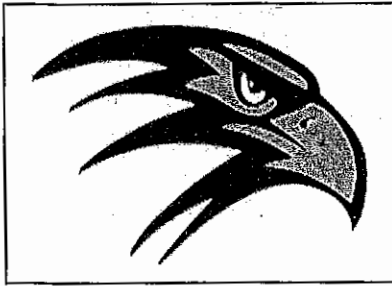


Ben Crocker; Member



Todd Fiske;
Superintendent





FLORENCE-CARLTON SCHOOL DISTRICT 15-6

BE SAFE, BE RESPONSIBLE AND BE RESPECTFUL

“HOME OF THE FALCONS”

Revised - School Board Agenda – October 8th, 2024

N - O - T - I - C - E

Tuesday – October 8th, @ 5:00 P.M.

District Office Board Room

Board Attendance: [X] - Bobbie Ketelhut; [X] – Matt Reeves; [X 5:13pm] – Matt Roth; [X] – Ben Crocker; [X] – Lacy Janes

NOTE: ALL meetings we will be live on video and recorded audio. This is NOT interactive. All things will be recorded while in session of a regular board meeting and archived accordingly. Link is provided from the school website:

www.florencecarlton.org

Order of Meeting	Presenter:	Motion/Action:
-------------------------	-------------------	-----------------------

Call to Order – Time: 5:02 p.m. Board Chair

Pledge of AllegianceBoard Chair (begins)

Approval of Agenda (to include any Revisions)

Motion: “I move to approve the agenda as presented to include any revisions.”

Motion made by: L Janes

Motion 2nd by: B Crocker

Discussion: None

Motion: Yes 4 No 0 (Note M Reeves had not arrived yet)

Community CommentsBoard Chair

Guidelines for Public Comment are outlined in Board Policy 1420 and 1420F and 1441. The Board Chairperson may place reasonable time limits on any “public comment” period to maintain and ensure effective and efficient operations of the Board. Please sign up for public comment and you will be recognized. Public comments shouldn’t pertain to the agenda items presented.

Correspondence: NONE Board Chair []

Student(s) Representative Report:

Student(s)

Student Rep: Brooke Kidd & Sunny

Business /Finance Report: Superintendent / Clerk

a. Finance update

- Finished 21-22 Audit and accepted by the state of Montana. T Fiske spoke on the AnB count is down 52 students this year and will impact on our budget and we (Todd & Deb) will be working on budget est. to see where we are this fall. However, the real indicator will be in the spring count. He discussed the 3 year for AnB and we do not have numbers yet.
- Ben asks about AnB number yet. T Fiske and impacts of housing. We are about 104 used to having around 112 and how to recap those kids. He mentioned the HB lets parents go anywhere.

Administrative Reports:

* Superintendent:

Mr. Fiske

• **Resignations/Retirements (Policy 5251) –**

- Tracy Rogers – Title I Teacher to resign effective end of the 24/25 SY
- Jennifer Kirby – Band Teacher to resign effective end of the 24/25 SY

- Discussion: T Fiske spoke on Title 1 (EL) teacher will be easier to find than a Band Teacher.
- T Fiske reported with the windstorm last Friday the roof /Chimneys of the boiler and get it fixed before the weather changes. Waiting on a bid.
- T Fiske reported on the reunification training.

* Principal Reports:

Outline / Questions

- As attached

* Trustee(s) Reports:

Discussion:

* Direction as it pertains to a 4-Day week vs. 5-Day week as Calendar Committee begins planning for the 25/26 SY.

- Discussion on two options, questions on start, end dates. Fiske stated we gave the trustee the calendar year, just need a direction to what you want. He mentioned again the change is only to start date and end date and holiday for a 4-day period calendar. Fiske again explained that with the 4 days there is less in Christmas and spring. Discussion on K-5 concerns. Fiske also commented that the school does not have a budget for two bus schedules. Fiske comment the time schedule ahead of us and need

direction as soon as possible. He stated we need to focus on students' needs regarding start and end dates.

- B Ketelhut Discussion of concerns of the decrease of headcount and the community wants a 4 day could get the head count back. We do not need to review a 5 day we already have one, we just need a 4-day option.
- B Crocker discussion of concerns of the union buy in. He also asked what the recommendations of our staff and all staff were for a 4-day
- Matt recapped what direction do we wanted to go. A 5-day, 4 day or both for review by calendar group. He also stated about once we decide to move the request to the calendar group have community information meetings.
- L Janes also stated about the 4-day schedule. She asked when the plan needs to be finalized.
- Final focus is option and decide one of each 1) 4 day 2) 5 day and how that will look.

Public Comment: Comment of we do not have the information of a plan for 4-day wheel. Also comment of a 4- day plan and we do not have to reinvent wheel, there are several plans to choose from. Brook Student Rep commented that her friend liked it due to work on Friday and or College visits. Also, a K-5 Teacher commented on how this is the foundation favor of a 5 day.

<u>Order of Meeting</u>	<u>Presenter:</u>	<u>Motion/Action:</u>
-------------------------	-------------------	-----------------------

Personnel: (The Board will vote on recommendations for these positions.)

New Hires: Superintendent

Action Item: Move to accept long-term sub Sheila Bauck for Emily Thompson maternity leave.

Summary: Maternity leave estimated between Oct. – Jan 25

Motion made by: L Janes
Motion 2nd by: B Crocker
Discussion:
Motion: Yes 5 No 0

Action Item: "Move to accept the list of substitutes as presented."

Summary: Substitutes for the 24/25 SY: Frosty Hance, Zane Holland, Anne Bethea, Robert Hayward, Ethan Post, Howard Riley

Motion made by: B Crocker
Motion 2nd by: L Janes
Discussion: None
Motion: Yes 5 No 0

Action Item: "Move to accept the winter coaches as outlined for the 24/25 SY"

Summary: positions outlined.

Motion made by: B Crocker

Motion 2nd by: L Janes

Discussion:

- T Fiske some have not been filed or opened.
- Brooke as to table hiring the cheer coach. T Fiske explain the process and that if there is any concern it must go through the process to Kutchel. The board does not review personal issue. Public comment would have been allowed at the beginning of the meeting but not as this time.

Motion: Yes 5 No 0

<u>Order of Meeting</u>	<u>Presenter:</u>	<u>Motion/Action:</u>
-------------------------	-------------------	-----------------------

New Business: Board Chair

1. CLOSED SESSION: The right of privacy outweighs the public's right to this portion of an open meeting. Student and Parents may waive the closed session.

a. Action Item: "Move to go into Closed Session to discuss Policy 2410"

Motion made by: L Janes

Motion 2nd by: M Reeves

Discussion: 6: 33 p.m. closed

Out of closed Session Motion

6:41 p.m.

Motion made by: L Janes

Motion 2nd by: M Reeves

Motion: "I move to approve/deny the provision for early graduation for student (Y.K.) as it pertains to board approval and policy 2410." Y

Motion: Yes 5 No 0

2. Action Item: Move to approve Eric Wagner as a Math Club Advisor for the 24/25 SY"

Summary: Adding a viable club for students in the area of mathematics.

Motion made by: B Crocker

Motion 2nd by: M Reeves

Discussion: M Reeves ask about the position

Motion: Yes 5 No 0

3. Action Item: Move to approve the creation of SOAR Academy (Charter) school as presented by Mr. Fiske. The approval of the Charter application to the Board of Public Education – Montana for final approval.

Summary: The deadline to submit the charter application is the end of October 2024. A short presentation will be presented at the board meeting.

Motion made by: B Crocker

Motion 2nd by: L Janes

Motion: Yes 5 No 0

Discussion:

T Fiske gave additional current examples of students now. B Ketelhut mention the Digital platform of Harmony \$2,800 and did not realize the cost of home schooling at \$2k and we would pay for the learning platform. This could bring back some head count for us. T Fiske is encouraged by the feedback he has received on the proposal. M Reeves thanked T Fiske for the work. He also mentioned that it appears that current education is at a tipping point. T Fiske commented that the state of Montana has different home school platforms and mentioned we need to retool what we do, or our school is look really different. Fiske mentions we do a lot of great things here at our school, and change is hard, and he supports the teachers, and it is hard. He commented that this option could be beneficial for the additional option for our school. B Ketelhut mentioned that Merideth dropping off kids just for math, but they are already doing that. But we do not get created for a one subject for AnB. What will that look at with SOAR. Fiske that the principle will lead with the schedule and how the student schedule. Fiske mentions Corvallis is 6 weeks in and they are dealing with issues that we did not know and we can look to them and not reinvent the wheel. Reeves stated we will learn as we go. Fiske mentioned to open another room just for the students and save to go there for help and internet. We have TAs in the classroom with younger ones already and already creating a pathway. The journey will have many great ideas, and this SOAR will not be for bad kids, and this is not that at all, it is for all.

Public comment: Teacher comment of great option for teaching all. R Ketelhut mentioned that the only difference of look it will be in the grade book. We already have different areas for grading as an example of TA's. Scott introduced a parent and student. The parents gave examples of teaching hands on experience along with teaching her father in South America and have the option to have that exposure to that education experience and have that option to be able to take time off to do this. He mentions that he thanks us for these options. His son spoke about school to some class at home and came to school for that option and go to work.

4. Action Item: Move to accept out of district student 2024-25-106

Summary:

Motion made by: L Janes

Motion: "Move to accept out of district student 2024-25-106"

Motion 2nd by: M

Reeves

Discussion: 1 student and it was noted that 2024- 25 -105 is for elementary.

B Motion: Yes 5 No 0

<u>Order of Meeting</u>	<u>Presenter:</u>	<u>Motion/Action:</u>
-------------------------	-------------------	-----------------------

Old Business.....Board Chair

None

Consent Agenda: (can be made in one motion a. – d.).....Board Chair

a. Warrants

b. Review Budget to Actuals & Cash Report

c. Journal Vouchers

d. Minutes

Motion made by: B Crocker
Motion: "I move to accept the Consent Agenda as presented."
Motion 2nd by: L Janes
Motion: Yes 5 No 0

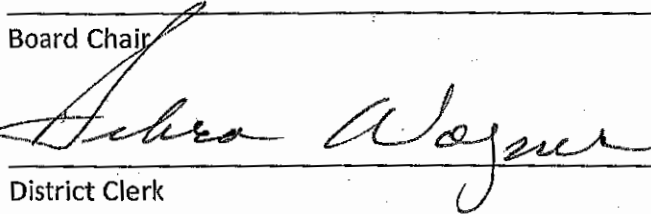
Next regular meeting.....Board Chair

REGULAR BOARD MEETING: Nov. 12th, 2024

Place: District Office – 5:00 pm

Adjournment Board Chair

Time Noted: 7:41 p.m.

Board Chair	Date
	10/9/24
District Clerk	Date