



2019-2020

Annual Report

1700 Pleasure Island Road  
Eagle River, WI 54521

[www.npsd.k12.wi.us](http://www.npsd.k12.wi.us)



The School of Options and Applied Research (SOAR) High School was established in the fall of 2015 partly to provide an optional continuum for students from SOAR MS and partly to ensure all Northland Pines students have an alternative option to the traditional high school format. Enrollment is open to students entering grades 9 through 12 and has stabilized between 25 and 30 students per year. SOAR HS is led by a Teacher Leader/Advisor and a Co-Advisor, is supported by additional staff from the district, and is located on the Eagle River campus in a building shared with the Eagle River Elementary School. Because high school offers many opportunities for students to set goals and achieve

their dreams and because the combination of academic classes, extracurricular activities and social interactions play crucial roles in helping them define who they are and what they want to be, the close proximity to Northland Pines HS ensures student access to all of these important aspects of the high school experience. This annual report is an attempt to share what the year at SOAR HS was like. If you have any questions or comments about this report or SOAR HS please feel free to contact Ann Perry, SOAR Teacher Leader, at [aperry@npsd.k12.wi.us](mailto:aperry@npsd.k12.wi.us) or 715-891-2262. The best way to learn more about SOAR HS is to come and visit, we welcome you all!

## **MISSION AND VALUES STATEMENT**

**MISSION:** To cultivate independent lifelong learners through customized learning experiences and strong personal relationships.

### **VALUES:**

- Promote student, family, and community engagement.
- Develop students that are college/career and life ready by preparing them academically and socially to make positive contributions to an ever changing global society.
- Demonstrate student ownership and choice in learning pathways which may include Project Based Learning, seminars, online classes, NPHS courses, & field studies.
- Encourage students to take risks in a safe environment and accept failure as a part of the learning experience.

## **STUDENT ENROLLMENT**

SOAR HS began the fall of 2019 with 25 full time students and two students shared with NPHS (for comparison, the start of the 18-19 year had 25 full time SOAR HS students, 17-18 year we had 23 full time and in 16-17 we began with 18 students). Although there were changes in enrollment throughout the year, they all added to our overall as we had no students leave to attend other schools. We ended the school year with 32 students accessing SOAR HS for at least 2 hours or more per day (30 were full time and 2 shared), plus we had one student retained from last year who graduated in January. At the time of this publication we are expecting to open in the Fall of 2020 with approximately 26 full time and 2 shared students. The chart on the following page summarizes the demographics of the students attending SOAR HS throughout the 2019-2020 school year.

Grade	Number of students	Females	Males	Movement in and out of SOAR HS enrollment throughout the year.
8	0	0	0	We had no 8th grade enrollments this school year.
9	11	9	2	We began the year with eight 9th graders. Seven were from SOAR MS and one moved from the Florence School District to Pines to start the year with SOAR HS. Within the first week, a homeschooled student became our ninth 9th grader. On Oct 10th we gained a shared student with NPHS, who became full time beginning the second semester and finally a former SOAR MS student attending NPHS transitioned to SOAR HS at the beginning of November.
10	6	5	1	We started the year with four 10th graders and gained an additional student open enrolling from the Phelps school district starting on Oct 1. Our final sophomore joined us part time in late November and full time beginning second semester.
11	8	6	2	We started the year with seven 11th graders and one shared 11th grader.
12	7	5	2	We began the year with six seniors. During second semester, we shared an additional senior with NPHS.
<b>TOTAL</b>	<b>32 +1</b>	<b>25</b>	<b>7</b>	The "+1" references a 2019 senior who needed an additional semester to complete her graduation requirements - she didn't technically start or end the 2019-2020 school year at SOAR HS, but completed her requirements in January for a mid-year graduation.

**STUDENT DEMOGRAPHICS**

One of SOAR HS’s original goals was to have demographics reflective of the NPSD district and avoid a homogenous student pool. While the SOAR HS population does not precisely mirror Northland Pines High School, we are very close in many regards. We have a slightly higher percentage of students with disabilities, an identical percentage of those who qualify for free and reduced lunch, and attendance rate percentages that are also nearly identical (see chart). Although no category for identification of at risk students exists, SOAR HS would likely also have a higher percentage of students considered at risk than NPHS.

School	% of Students with Disabilities	% of Students with Free and Reduced Lunch Status	Rate of Attendance
<b>SOAR HS</b>	16.1%	43%	93.3%
<b>NPHS</b>	11.3%	43%	93.6%

**GRADUATION**



The Class of 2020 was the second graduating class of SOAR HS and consisted of a total of six June graduates, one June graduate shared with NPHS (primary enrollment at NPHS and secondary enrollment at SOAR HS) and one January graduate retained from 2019 who elected not to participate in the graduation ceremony this June. Of these eight seniors, five have been part of the SOAR HS student body for the entirety of their high school career and one for three of her four years.

In total, five of the eight seniors intend to engage in post-secondary education and were accepted to Nicolet College (2), UW-Eau Claire, UW-Green Bay, and the University of Colorado at Colorado Springs. Four of these five received community scholarships during the Virtual Scholarship and Awards night in early May. All of the three remaining students intend on entering the workforce with one planning on using next year as a gap year before enrolling in Nicolet College in the fall of 2021.

**COMMUNITY SERVICE**

Community service is a huge part of having a 21<sup>st</sup> century learner and growing young students into young adults. At SOAR HS students are required to complete 20 hours of community service every year of attendance for a total of 80 hours necessary to graduate. Some students participated in small groups community events like Cranberry Fest and Evil Falls Haunted House. Most others completed hours individually in areas of personal interest, including service to the Girl Scouts, concessions at sporting events, and assisting elementary teachers at the school forest.

**STUDENT ACHIEVEMENT**

SOAR HS is a public charter school and all students are open and have the ability to enroll. All students at SOAR HS participate in some form of state required testing (see chart below). Only some of the results from these tests were available at the time of this report. All data will be shared publicly on the NPSD Website.

Grade	Wisconsin State Exam	Expected Exam Results
9	ACT Aspire Early High School Assessment (summative assessment that measures English, Reading, Math, Science, and Writing)	All spring testing dates cancelled due to COVID-19 related school closures.
10	Forward Exam: Social Studies  ACT Aspire Early High School Assessment (summative assessment that measures English, Reading, Math, Science, and Writing)	

<b>11</b>	ACT (summative assessment that measures Reading, Math, English, Science, Writing)	August 2020
	ACT WorkKeys (Applied Math, Graphic Literacy, and Workplace Documents)	July 2020

The following charts represent the summative results we have received for the 11th grade ACT Assessment. Please note that the small size of the SOAR HS testing group (8 students) makes it difficult to directly compare to state averages and because of this small size, SOAR HS doesn't receive a DPI School Report Card as we don't meet the minimum number of students testing on the ACT annually. **Blacked out numbers indicate that the data is still embargoed and unavailable for public dissemination at this time.**

% Percent of 11th Grade Students Who Met Benchmarks on ACT Assessment						
	# of Students Tested	English	Math	Reading	Science	Met All Four
SOAR HS	8	■	■	■	■	■
State	61,465	■	■	■	■	■

Average ACT Scores for 11th Grade Students						
	# of Students Tested	English	Math	Reading	Science	Composite
SOAR HS	8	■	■	■	■	■
State	61,465	■	■	■	■	■

**ALTERNATE ACCOUNTABILITY**

Because SOAR HS doesn't meet the requirements to be considered for a DPI report card, each year an Alternate School Accountability Determination form is submitted to the DPI detailing specific goals and outcomes in three Priority Performance Areas: Literacy, Mathematics and On-Track for Success. Our school will then be categorized as "Alternate Rating - Needs Improvement" if one or more of the performance areas is rated as Declining or "Alternate Rating - Satisfactory Progress" if all three of the performance areas are rated as Maintaining or Improving. It is unclear at this point if the DPI is expecting schools to complete the Alternate School Accountability Determination form as it is unavailable for completion at this time. Traditionally, the form is due online in September for processing the previous school year and determining the appropriate categorization for SOAR HS.

## **FUNDRAISING & GRANTS**

SOAR HS has relied on the support of the Northland Pines School District. As a school we supplement our funds for Expeditions but this year moved away from one of our traditional fundraisers; we no longer joined SOAR MS in selling pasties. This year we concentrated on selling advertising spots in the SOAR HS yearbook, hosting the spring Book Fair for Eagle River Elementary School, and writing a few grants.

Eighteen businesses/organizations took advantage of the advertising space in the yearbook as SOAR HS focused attention only on businesses students may have had a connection to (family/work) and those businesses not on the contact list for the NPHS yearbook so as not to overwhelm our community with funding/advertising requests. Unfortunately, the Book Fair didn't run due to school closures and although an attempt could have been made to complete the Book Fair digitally, the advisors and student leaders did not believe that adding the pressure of purchasing books in mid-April was a fair thing to ask of Northland Pines families considering the strain placed on many families during the stay at home orders in our state.

In addition to our traditional fundraising, a number of grants were written by and awarded to SOAR HS this school year.

- In the fall, Land O Lakes Fish and Game Club granted nearly \$1000 for wireless lab materials in conjunction with a long term lake ecology study that SOAR HS has undertaken.
- This year, SOAR HS participated in our second Great World Texts study. This program granted approximately \$1200 for the texts, training for advisors, substitute pay, and travel and hotel costs for the spring conference of 10 attendees from SOAR HS.
- UW-Stevens Points and UW Extension granted over \$1300 in materials and sub pay for a one day training course in the use of Groundwater Models for SOAR HS. The model and associated materials are housed at SOAR HS and advisors trained one of students who will be in charge of utilizing the model in seminars for all SOAR HS students as well as training a predecessor upon her graduation.
- The Sand County Foundation granted a SOAR HS senior a Pollinator Habitat Enhancement Grant with \$1000 for equipment and materials which included an indoor greenhouse, LED lights and seedling heat mats. In addition, we received 640 seedlings for growing and planting on school land for pollinators. The seedling portion of the grant is renewable for next year.

## **AWARDS & SCHOLARSHIPS**

- A junior at SOAR HS was selected as an Affiliate Rising Star awardee of the National Center for Women and Information Technology- WI Award for Aspirations in Computing. This past spring she was inducted (virtually) into the NCWIT Aspirations community of over 11,000 young women who have a passion for computing and technology.
- Another junior applied and was selected for a scholarship for one of only five positions in the state in which high schoolers would participate in a Tree Felling course through UW-Stevens Point at the Treehaven Fieldstation. This student was to have received materials, equipment and one college credit as a part of this scholarship but due to COVID-19, unfortunately the course was cancelled.

**LEARNING CYCLES & SEMINARS**

SOAR HS advisors believe that learning takes place at all times and in all locations, that it needs to be modeled and that it should be student created and driven whenever possible. This has caused us to change our focus over the course of the past three semesters from working through “project cycles” to working in Learning Cycles. Each Learning Cycle lasts approximately 9 weeks, coincides with the quarters at NPHS and are meant to further establish the idea that learning is more than a project and classes. Supplemental methods were created for students to document and express their learning so it could be assessed as evidence towards their credit acquisition and existing seminars and book studies were expanded to include more connections to additional disciplines. These expansions were sometimes completed with an NPHS teacher in other content areas and allowed for students to choose if and how they wanted to focus their studies.

Learning Cycle 2 (LC2) became the primary cycle in which most of the year’s seminars were offered and the schedules for this cycle are included below. There were three different sessions to accommodate the fragmented nature of LC2 - before Thanksgiving Break, between Thanksgiving and Winter Break and then between Winter Break and the end of the quarter/semester.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
	Project Process Group A	Creative Writing Group A	Creative Writing Group B	Project Process Group A	LC2 SESSION 1 NOVEMBER 11-NOVEMBER 26
Life Science 1 Group A	Life Science 1 Group A			Life Science 1 Group A	
Life Science 1 Group B	Life Science 1 Group B		Life Science 1 Group B	Life Science 1 Group B	
Yoga Group A		Yoga Group A		Yoga Group A	
Eagle Bluff Pre Class Activities	Eyewitness Evidence	Eyewitness Evidence	Life Science 1 Group A	Eyewitness Evidence	
	GWT: Kiss o't Spiderwoman	STEM/Tech			
Eagle Bluff Pre Class Activities	Project Process Group B	Yoga Group B	ACT Prep	Project Process Group B	

  

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
	Project Process Group A	Creative Writing Group A	Creative Writing Group B	Project Process Group A	LC2 SESSION 2 DECEMBER 2-DECEMBER 20
Dance Fitness			Dance Fitness		
Life Science 2		iCivics	Life Science 2	Life Science 2	
iCivics				iCivics	
	GWT: Kiss o't Spiderwoman	STEM/Tech			
Life Science 3	Project Process Group B		ACT Prep	Project Process Group B	

  

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
	Project Process Group A	Creative Writing Group A	Creative Writing Group B	Project Process Group B	LC2 SESSION 3 JANUARY 2-JANUARY 23
Life Science 4	Life Science 4	Zombie Apoc. Group A	Life Science 4	Zombie Apoc. Group A	
Zombie Apoc. Group A	Zombie Apoc. Group A			Zombie Apoc. Group A	
Zombie Apoc. Group B	Zombie Apoc. Group B	Zombie Apoc. Group B		Zombie Apoc. Group B	
	GWT: Kiss o't Spiderwoman	STEM/Tech			
Project Process Group A			ACT Prep	Project Process Group B	

Not every seminar was run during Learning Cycle 2 in an effort to offer opportunities for all students at their own pace. A summary of each of the seminars offered appears below.

Dracula (LC1): Book study completed in October where students were offered choice and alternatives for earning this evidence.

Hamilton: An American Musical - An Historical Perspective (LC1) & iCivics (LC2): Using the song lyrics from the musical to determine fact from fiction and how the pieces fit together historically the Hamilton seminar is an integral segment of both US History and Political Science. This seminar stands alone but is completed by all freshman and sophomores along with an online Civics course to help prepare all students for the National Civics Test administered and required for graduation.

Karst Topography (LC1 & individual pace): An offshoot and expansion from the Eagle Bluff Environmental Learning Center expedition for the freshman and sophomores, this seminar connects more broadly to geology and geography, as well as to our long term Lake Ecology project.

ACT Prep (Nov - March): This required seminar for juniors was held weekly between receiving pre-ACT results up until the test in March. The decision to run this seminar longer than a single learning cycle was made to assist students in coming to terms with the often stressful high stakes testing situation. Many students report feeling test anxiety and SOAR HS and the juniors and seniors determined that making the ACT a yearlong conversation and topic of study may help remove some of that anxiety compared to cramming the test prep into the weeks preceding the test.

Creative Writing (Summer 2019, LC2 & individual pace): Highly self paced seminar that some students began taking advantage of during the summer of 2019.

Learning with a Project (LC2): This seminar was required for all “new to SOAR HS” students in an effort to demonstrate the varied methods of linking project work and research to true learning. Instructors modeled the various elements required in projects and worked with student pieces from LC1, evaluating and editing them for evidence of learning.

Yoga (LC2 & individual pace): & Dance Fitness (LC2): Physical education hours and personal wellness.

Eyewitness Evidence (LC2): A unit from forensic science that studies the fallacies about eyewitness recollections as students learn how the brain actually forms and modifies memories.

Life Science 1: From Molecules to Organisms: Structures and Processes (LC2) &

Life Science 2: Ecosystems: Interactions, Energy & Dynamics (LC2) &

Life Science 3: Biological Evolution: Unity and Diversity (LC2 & individual pace) &

Life Science 4: Heredity: Inheritance and Variation of Traits (LC2 & individual pace):

Student driven seminars to earn evidence to specific standards in life science. Many included self pacing after a pre-test identified areas in which students needed more exposure. Students had a “menu” of options to work from to build their evidence of learning in those specific areas which was coupled with group labs and occasional lectures and study sessions for Q&A with instructor.

Kiss of the Spiderwoman (LC2 & LC3): Book study / Great World Text for 2019-2020.

Cross Country Skiing (winter season - individual pace): Physical education hours and personal wellness.

Ragtime (LC3): Book study created with NPHS social studies instructor to allow students to choose a focus of study with a historical perspective.

Surviving the Zombie Apocalypse (LC2): This seminar took a look at the cultural phenomenon of zombies as they appear in many art forms (film, gaming, television and literature), the rise of the zombie legend, and the science behind infectious diseases and epidemics.

### **EXPEDITIONARY LEARNING**

Expeditionary Learning plays a very important role in SOAR HS’s vision/mission. Expeditions often have one or more experts involved, have a curricular focus, are always aimed at experiential learning and many are organized/run by students. Below is a list of some of the expeditions taken in 2019-20 - those with asterisks were student designed.



Rotary Presentation on Africa Trip (Eagle River): September 16

Fall Lake Ecology (Eagle Chain): September 18

Spring Green - House on the Rock, American Players Theater & Tower Hill State Park: September 25-26\*

WRAP/Dillman’s Bay Resort (Lac du Flambeau): September 27\*

Conserve School - Fall Hike & Bike (Land O Lakes): October 23\*

Milwaukee Experience: November 8-10\*

Eagle Bluff Environmental Learning Center (Lanesboro, MN): December 3-6

Great World Texts - Kiss of the Spiderwoman (Madison): March 8-9

Ski Brule Downhill (Iron River, MI): March 12\*

Unfortunately due to COVID-19, SOAR HS had to cancel the following expeditions:

Abstract Collage Workshop at Dillman’s (Lac du Flambeau): March 16-18\*

Nicolet College Competition Day (Rhineland): April  
Careers in Creativity - Art Start (Rhineland): April 15\*  
Spring Lake Ecology (Eagle Chain): April/May  
Escanaba, Manistique & Fayette: Transportation, Lighthouses & Iron Ore Industries: April 30-May 1\*  
Driftless Area Geology: Upper Dells Boat Tour, Witches Gulch Hike & Lower Dells Duck Tour: May 14\*  
Minnesota Art and Culture Trip (Twin Cities): June 9-12\*

### **COVID-19 & STAY AT HOME ORDERS**

The end of Learning Cycle 3 was affected by the stay at home orders for non-essential businesses. SOAR HS asked students to complete items digitally via Schoology before Spring Break as we were trying to finish up a number of seminars and wrap up the projects. Much of the student focus was spent on completing these various items.

With 30+ students all working on what are essentially personalized learning plans and all being at different points in the process, the thought of creating work digitally for each was daunting. As a result, the start of Learning Cycle 4 had us focusing on what the seniors needed for graduation and how to best offer that content digitally. Advisors built individual schedules and courses in Schoology while utilizing digital content primarily from NewsELA and Shmoop. We began by filling in student schedules with courses they were enrolled in at NPHS and any PEAK courses (primarily for math). Then the SOAR HS advisory hour was blocked off and project work was broken into manageable pieces. Each grade level of students was given a day and time each week to connect via Google Meet with their classmates and advisors to check in and share comments and concerns about anything necessary. Finally, using the digital content, students were given modified online courses to fill any empty "class times" in their schedules. The courses to choose from included Health (freshman only), US History 1, 2, 3, & 4 and Physical Science 1, 2 & 3. Additional opportunities were built in as advisors created a "Science with Strong" seminar and found alternatives to in person job shadows for students through the Student Career Info Network.

With all of these pieces in place, students had the opportunity to come away from Learning Cycle 4 with many of their essential learning targets complete and credits towards graduation in the bank. And while SOAR HS's hope was that students could take advantage of these learning opportunities and we wanted all of our seniors to be completely prepared for graduation and beyond, it ultimately became about how each student had to cope with this new reality and learn to navigate the curveball life threw at all of us. More important than doing the schoolwork and getting the grade was providing some structure (courses and schedules and such) from us to fall back on to promote a sense of security and 'normalcy'. We found that many students struggled with the loss of ability to socialize and a handful withdrew completely from the educational side of things. Advisors spent more time checking in with all students and reduced the academic stress by pulling some of these newly created courses out of student schedules upon request.

At the end of the virtual year, advisors had a Google Meet with all SOAR HS students. Many of the students expressed relief that the year was over, seniors acknowledged any remaining work they had to complete before graduation, and many of the students new to SOAR HS this year expressed their appreciation for the welcome they received no matter when or why they joined the SOAR HS family.

## **DIGITAL LEARNING SURVEY**

Each year as a part of the Educator Effectiveness process, students are given a survey both at the beginning and end of the school year to gain insight into school culture, relationships with advisors, opportunities provided to students and how learning is demonstrated and assessed. As this year ended in a very non traditional manner, the advisors created an alternate survey regarding the digital learning experience for both students and parents. Individual feedback was noted and important trends were summarized.

### **Student Results - 19 responses**

**Summary:** About a quarter of students responding thought extended virtual learning went about how they expected, another quarter felt it went better than expected but over half of the students thought it was not as good or much worse than expected.

In addition nearly 65% of students felt their stress levels were not as good or worse than expected. Reasons given for the feelings of increased stress were all over the board from harder to get help, having too much work, and difficult to keep up with all the way to no sleep due to anxiety attacks.

Students were engaged with the online meetings, phone calls, close contact and video chats along with the Science with Strong videos provided by advisors and most didn't feel that advisors could have done much else to help that wasn't attempted.

Challenges reported by students included difficulty balancing and separating school life and home life, motivation and too many distractions. Students felt that being at home with family and having the freedom to dictate their schedules and determine what to work & when to do it were positive outcomes from virtual learning. The top two things they didn't like were not being able to see friends and advisors and not liking school at home because of the difficulty in keeping school and home separate.

### **Parent Results - 8 responses**

**Summary:** About 42% of the parents felt that virtual learning went much better or better than expected, about 29% felt it went about as expected and the remaining (about 28%) thought it was not as good or much worse than expected for themselves as the parents. When asked the same question for how they feel it went for their child, the responses were nearly identical; the only change was a smaller percentage feeling it went about as expected- the 14% that changed their response with regards to their child moved to the "not as good as expected" category.

Parents felt that advisors helped keep their students on track by being there, using Google Meets, and great email communication also not indicating much we could have done that wasn't attempted other than being able to physically meet up for extra learning and talking to one student's English teacher at the HS on her behalf.

Challenges for students as reported by parents included motivation, time management, feeling overwhelmed, horrible internet and having questions about assignments that seemed to only be able to be solved in person with guidance. Just over half reported that stress levels in their student's life increased during virtual learning.

Parents felt that positive impacts included the ability for their child to set their own pace, making student more independent, it being organized and parent being able to see student working on school which is usually rare in the home. Parents did not like lack of supervision (too easy to go play and not participate in school work), the stress, motivation being hard and not having ready assistance.

**SUMMARY**

SOAR HS’s fifth year was another year of overall growth and marked a second year in which SOAR HS had no 8th graders enrolled. Year five was focused on the further development of Expeditionary Learning and moving from “doing projects” to exploring through the Learning Cycles.

Senior Legacy projects this year included a pitch to younger SOAR HS students to pique their interest and expand the potential influence beyond a single year. The projects this year included the Pollinator Garden (described in Fundraising and Grants section of this report), two projects aimed at assisting the School Forest Committee with development of curriculum and trails at the School Forest, a project to improve understanding and ease of recycling in the SOAR HS Union 8 classrooms, and the creation of a district wide art club to explore and support the visual arts in the Northland Pines community and beyond.

SOAR HS gained a part time mathematics instructor to assist students in regaining missed credits and fulfilling missing partial credits from previous years. In addition, this advisor taught a Pre-Algebra class at SOAR HS and supported all K12/PEAK math students who were learning online all year. It is a continued goal of SOAR HS to further develop its math programming in a manner that does not duplicate what is available either at the HS or online through K12/PEAK as well as incorporate the mathematics instructor more fully in the SOAR HS community as a regular advisor.

**FUTURE**

With the ever changing culture, personal beliefs and new scientific insight regarding COVID-19, SOAR HS remains dedicated to supporting all Pines students by whatever means necessary moving into the next school year. We resolve to remain flexible, adaptable, and to encourage the physical and mental health and well-being of our students as a first priority before academic engagements, while remaining committed to the district mission. With this in mind, a few goals stand out. These are in essence the same goals identified in last year’s report and although growth has been noted in all three areas, we continue to focus here as they remain centrally important to the success and preparedness of SOAR HS students.

1. Integrate literacy skills throughout student projects and seminars to build student skills.
2. Develop expeditionary learning further and promote more student involvement/direction.
3. Tap into the Mathematics Advisor’s expertise to create a unique but consistent plan for math programming at SOAR HS.

**BOARD OF DIRECTORS**

Any organization can only be as successful as its leadership. SOAR HS is fortunate to have a group of individuals that have the vision and passion to see SOAR HS get off the ground and move to a sustainable school that will impact students for many years to come. The NPSD Charter Governance Board is a key aspect to the success of SOAR HS and the students and families of SOAR HS owe these board members a big thank you for the job they have done and continue to do moving forward.

**LIST OF MEMBERS**

- President - Betty Wright
- Vice President - Jennifer Jefferson
- Secretary - Laura Rozga
- Treasurer - Emilie Braunel
- Member - Karen Weber-Mendham
- Member - Natalie Spiess
- Member - Cheryl Todea

