



Planning/Implementation Subgrant Application

I. GENERAL INFORMATION			
1. Authorizer (School District Name or Independent Authorizing Entity Name) School District of Waupaca		2. Name of Authorizer Administrator/Director Stephen E. Johnson, President, Board of Education	
3. Authorizer Address Street, City, State, ZIP E2325 King Road, Waupaca, WI 54981		4. CESA No. 5	5. LEA Code 0180
6. Authorizer Administrator/Director E-Mail Address sjohnson@waupacaschools.org		7. Authorizer Administrator/Director Phone Area/No. (715) 258-4121	
8. If Proposal Includes Multiple Districts, List District Names			9. Charter School Operated by CESA <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10. Name of Charter School Chain Exploration Center		11. Charter School Address Street, City, State, ZIP (if unknown, enter TBD) N3160 Silver Lake Road, Waupaca, WI 54981	
12. Charter School Developer/Planning Committee Representative Name Megan Sanders	13. Developer/Planning Representative E-mail Address msanders@waupacaschools.org	14. Developer/Planning Representative Phone Area Code/No. 715-252-3592	
15. Charter School Governance Board President Name Megan Sanders	16. Governing Board President E-mail Address msanders@waupacaschools.org	17. Governing Board President Phone Area Code/No. 715-252-3592	
18. Total Amount Requested (Total of Boxes 20 & 21) \$650,625.00	19. Type of Grant Applying for: <input type="checkbox"/> Planning/Implementation <input checked="" type="checkbox"/> Implementation Only	20. Amount Requested for Planning (Up to \$150,000) \$0.00	
21. Amount Requested for Implementation: \$650,625.00		22. Number of Years of Funding Requested: (Up to 5 years) 5	

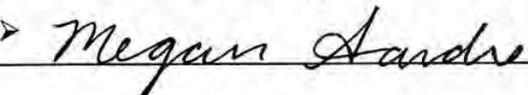
II. ASSURANCES

Each participating subgrant recipient does hereby agree to comply with the following assurances: *Read and check each box*

- 1. Subgrant funds will be expended during the specified subgrant period; the school district or chartering authority shall serve as the fiscal agent for all subgrants; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner. Any administrative fees or expenses reserved from the subgrant are prohibited unless agreed to by the chartering authority and subgrantee.
- 2. Subgrant recipients/chartering authorities by endorsement of this proposal, assure that an application to open a new charter school has been submitted to the authorizer. Both parties assure the application for federal charter school funds has been submitted to the authorizer in an adequate and timely manner.
- 3. Subgrant recipients and authorizers will participate in all data reporting, evaluation activities, technical assistance, and on-site monitoring as requested by the U.S. Department of Education and the Wisconsin Department of Public Instruction, including but not limited to the School Performance Report, participation at an annual reporting conference, submission of annual and final grant performance reports, regular submission of financial claims, and submission of all required pupil information via WISEdata.
- 4. Subgrant recipients will expend funds only for the purpose of opening and preparing for the operation of a new charter school which meets the definition of a charter school outlined in 20 U.S.C. §7221i, is nonsectarian, does not change tuition, and which will be in compliance with all Wisconsin laws and administrative rules regarding staff certification and licensure.
- 5. Subgrant recipients will comply with all provisions of all applicable acts, regulations and federal laws including, but not limited by enumeration to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, section 444 of the General Education Provisions Act (GEPA), part B of the Individuals With Disabilities Education Act, all provisions of the Department of Education General Administrative Regulations (EDGAR), 34 CFR, Parts 75-79, 81-86, 97-99 and 2 CFR Part 200.
- 6. Subgrant recipients will comply with all provisions of 20 U.S.C. §§ 7221-7221j (Title IV, Part C of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESSA), Sections 4301 – 4311).
- 7. Subgrant recipients ensure that the charter school will receive funds through programs administered by the United States Department of Education under which funds are allocated on a formula basis. Each charter school will receive such funds for which it is eligible.

III. SIGNATURES

WE, THE UNDERSIGNED, CERTIFY that the information provided in the application is true and correct to the best of our knowledge.

Signature of Authorizer/Chartering Authority Official	Date Signed Mo./Day/Yr.
	03/08/2018
Signature of Charter School Planning Committee Representative or Governing Board President	Date Signed Mo./Day/Yr.
	03/08/2018

REQUIRED	IV. CERTIFICATION COVERING DEBARMENT	REQUIRED
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Must be submitted for discretionary projects only. However, agencies receiving funds under any of the other grant programs must collect this certificate whenever they enter into a covered transaction with a grantee. (Refer to instructions for more information.)

**Certification Regarding
Debarment, Suspension, Ineligibility, and Voluntary Exclusion
Lower Tier Covered Transactions**

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 2 C.F.R. §180, Participants' responsibilities. Copies of the regulations may be obtained by contacting the person to whom this proposal is submitted.

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

LEA/Agency/Company Name

School District of Waupaca

Name and Title of Authorized Representative

Stephen E. Johnson, President, Waupaca Board of Education

Signature



Date Signed Mo./Day/Yr.

3/8/2018

INSTRUCTIONS FOR CERTIFICATION

1. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment. 2 C.F.R. §180.360.
2. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances. 2 C.F.R. §180.265
3. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated. 2 C.F.R. §180.305
4. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions. 2 C.F.R. §180.300.
5. A participant in a covered transaction is responsible for determining whether a prospective participant in a lower tier covered transaction is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List (202-786-0688). 2 C.F.R. §180.320.

The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and coverage sections of rules implementing Executive Order 12549. These definitions can be found in Subparts B and I of §180. 2 C.F.R. §180.110.

V. CHARTER SCHOOL INFORMATION

1. Name of Charter School Chain Exploration Center		2. Public School Conversion <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
3. Will the charter school be a virtual charter school as defined under Section 115.001(16), Wisconsin Statutes? A virtual charter school is a charter school under contract with a school board under s. 118.40 in which all or a portion of the instruction is provided through means of the internet, and the pupils enrolled in and instructional staff employed by the school are geographically remote from each other. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No			
4. Charter School Relationship to School District <input checked="" type="checkbox"/> Instrumentality <input type="checkbox"/> Non-Instrumentality <input type="checkbox"/> Independently Authorized (2r or 2x)		5. Grade Level(s) to be Served by Charter School K-8	6. Projected Enrollment Upon Opening 54 (gr 3-5)
7. Primary Type of Students Served All student primary types	8. Primary Educational Model Project-based Learning (PBL) If Other, Specify:	9. Curricular Priority 21st Century Skills If Other, Specify:	
10. School Leadership Model <i>See Instructions</i>			
a. Will the charter school share space with another public school? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	b. Will the charter school be led by a principal? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown	c. Will the charter school be a teacher-led school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Unknown	
11. Lead Teacher First & Last Name <i>If known</i>		12. Lead Teacher Email Address	13. Lead Teacher Phone Area/No.
14. Secondary School Delivery Model <i>See instructions</i> Project Based Learning with student led projects If Other, Specify		15. Date Charter School Will Open for Instruction <i>Mo./Day/Yr.</i> 7/1/2018	
16. Charter School Administrator <i>If known</i> Rhonda Hare		17. Charter School Administrator Phone Area/No. (715) 258-4151	
18. Charter School Administrator Email Address rhare@waupacaschools.org			

VI. THE PLANNING PROCESS—RECORD OF ACTIVITIES

Provide details, by month, on planning activities to date.

Month/Year	Activities
May 2017	Recruit and establish Advisory Team including parents and community members
June 2017	Set up weekly planning meeting schedule with Core and Advisory Team; Contract with Innovative Schools Network consulting
July 2017	Establish school's Mission, Vision, and Instructional Philosophy
August 2017	Hold professional development session for Advisory, "School Design Essentials"; Develop community informational meetings (School Board, other elementary schools, public)
September 2017	Analyze budget and complete initial Resource and Needs Assessment; present initial needs to School Board; Determine purchasing process and financial accountability plan; develop communications and marketing – finalize name, create logo, and establish marketing plan; present information at all school staff meetings
October 2017	Complete Professional Development Plan for the 2017-18 school year: <ul style="list-style-type: none"> • October-PBL Institute • 2-3 day Immersion Valley New School- PBL/PLP • April- Innovative Schools Network Conference on Innovation • 2-3 day immersions in other PBL elementary schools—STEM Academy • Summer 2018- ISN on site teacher prep • Other-Consider Buck Institute Training Hold first family informational meeting; Send prospective teachers to attend PBL Institute; Site visits to Charter schools; begin work on Charter contract
November 2017	Site Visits to Charter schools to collect data and resources for final designs; develop Charter contract with District administration representation Create media presentation for radio/TV; hold informational meetings
December 2017	Formally establish Governance Council and voting members; Approve ByLaws, Articles of Incorporation, apply for non-profit status with state as Chain Exploration Center, Inc.; get Board approval of Contract
January 2018	Governance Council training; establish committees, assignments, timelines; Establish application and enrollment process: March deadline for residents April 30 deadline for open enrollment and other residents; Establish criteria for selected staff skills/passion and post job openings for teachers; Advertise and promote school by enrollment banners in local areas, flyers, presentations
February 2018	Accept applications and determine enrollment; interview and select teachers; apply for 501C3; apply for State Charter school grant

Outline remaining work that needs to be accomplished during the initial year of the grant period (July 1, 2018-June 30, 2019) to prepare the charter school and begin serving children in the new charter school. Also include an outline of the work that will be undertaken in subsequent years of the grant period to build capacity and to support the new charter school during the initial years of operation.

Chain Exploration Center (CEC) has completed the planning process and is in the final stages of preparation to open in September 2018. The remaining work includes the hiring of staff (in process) by the CEC Governance Council. Hires will be official after April 10, 2018. Enrollment of students will close on April 30. Also in process is development of a parent/guardian and student handbook. During the summer the district will invest in upgrades to the school's building and grounds, and the principal will develop a "First 30 Days" plan for CEC that will include processes and details for opening and running the new school. Upon grant award notice, orders will be placed for the furniture, supplies, and materials needed as outlined in the budget.

Ongoing work will include professional development of staff, continual evaluation of student progress, and the monitoring of school operations to ensure that the CEC is effective in fostering student success. Work will also include ongoing sustainability activities: communication and marketing; expansion of community partnerships; and fundraising approaches that include applying for grants, and earning revenue through student activities and events.

VII. BUDGET SUMMARY
See Application Instructions

Authorizer	Charter School Name	Grant Period						
School District of Waupaca	Chain Exploration Center	Begin	End					
		July 1, 2018	June 30, 2023					
WUFUR Function	WUFUR Object	Year 1	Year 2	Year 3	Year 4	Year 5	Explanation and Justification	
Instruction (100 000 Series) Activities directly related to the interaction between instructional staff and students.	a. Salaries (100s) Subs/Extended Contracts	\$0	\$0	\$0	\$0	\$0	Staff salaries will be paid by the School District of Waupaca.	
	b. Fringe Benefits (200s)	\$0	\$0	\$0	\$0	\$0	Staff benefits will be paid by the School District of Waupaca.	
	c. Purchased Services (300s)	\$0	\$0	\$0	\$0	\$0		
	Coaches and Consultants	\$0	\$0	\$0	\$0	\$0	No grant funds will be expended to cover stipends or consultancy fees.	
	Others, Specify: Curriculum	\$40,663	\$44,339	\$19,225	\$11,270	\$38,850	Equipment or programs associated with curriculum to be implemented.	
	d. Non-Capital Objects (400s) Supplies & Materials	\$146,882	\$115,054	\$75,621	\$61,547	\$27,716	Furniture, technology, and instruments vital to start up costs associated with a new school.	
	e. Capital Objects (500s) Equipment	\$0	\$0	\$0	\$0	\$0		
	TOTAL Instruction	\$187,545	\$159,393	\$94,846	\$72,817	\$66,566	FIVE-YEAR TOTAL INSTRUCTION	
	Support Services— Pupil and Instructional Staff Services (210 000 and 220 000 Series)	a. Salaries (100s) Subs/Extended Contracts	\$0	\$0	\$0	\$0	\$0	Staff salaries will be paid by the School District of Waupaca.
		b. Fringe Benefits (200s)	\$0	\$0	\$0	\$0	\$0	Staff benefits will be paid by the School District of Waupaca.
	c. Purchased Services (300s)	\$0	\$0	\$0	\$0	\$0		
	Coaches and Consultants	\$0	\$0	\$0	\$0	\$0	No grant funds will be expended to cover stipends or consultancy fees.	
	Others, Specify: staff development	\$6,253	\$24,316	\$14,433	\$8,347	\$16,109	Crucial training to implement a 21 st Century Skills, PBL, school with focus in Art, STEM, Agriculture and Environment.	
	d. Non-Capital Objects (400s) Supplies & Materials	\$0	\$0	\$0	\$0	\$0		
	e. Capital Objects (500s) Equipment	\$0	\$0	\$0	\$0	0		

Support Services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development and supervision.

VII. BUDGET SUMMARY (cont'd)
See Application Instructions

Authorizer		Charter School Name					Grant Period	
School District of Waupaca		Chain Exploration Center					Begin	End
							July 1, 2018	June 30, 2023
WUFUR Function	WUFUR Object	Year 1	Year 2	Year 3	Year 4	Year 5	Explanation and Justification	
Support Services Administration* (Associated with functions in the 230 000 series and above)	TOTAL Support Services	\$6,253	\$24,316	\$14,433	\$6,253	\$16,109		FIVE YEAR TOTAL SUPPORT SERVICES
	a. Purchased Services (300s)	\$0	\$0	\$0	\$0	\$0		
	b. Non-Capital Objects (400s) Supplies & Materials	\$0	\$0	\$0	\$0	\$0		
	c. Capital Objects (500s) Equipment	\$0	\$0	\$0	\$0	0		
	TOTAL Support Services	\$0	\$0	\$0	\$0	\$0	FIVE YEAR SUPPORT SERVICES ADMINISTRATION TOTAL	
	TOTAL BUDGET	\$193,798	\$183,709	\$109,279	\$81,164	\$82,675	FIVE YEAR BUDGET TOTAL \$650,625	
DPI Approval		Signature of DPI Reviewer					Date Signed Mo./Day/Yr.	

* No LEA may deduct administrative fees from subgrant funds that are not mutually agreed upon and voluntary. Any administrative fees or expenses reserved from the subgrant are prohibited unless agreed to by the chartering authority and the subgrantee. Administrative expenses may not exceed 5 percent of the grant award.
No grant award will exceed \$900,000. This includes those receiving additional priority funding.
 Grant recipients may make budget adjustments up to 10 percent higher or lower in any approved category; changes larger than 10 percent require DPI approval.
Budget Revisions: Submit a copy of this page or PI-9600-B with appropriate revisions included, with justification provided. Submit request at least 30 days prior to expenditure of grant monies



WAUPACA FOUNDRY, INC.

1955 Brunner Drive

P.O. Box 249

Waupaca, WI 54981

PHONE (715) 258-6611

WEB WaupacaFoundry.com

February 28, 2018

Dear WI Department of Public Instruction:

It is with great pleasure that I write to you to recommend Chain Exploration Center be awarded a WI Charter School implementation grant to start up their Project-based school. As a member of the Advisory Team early on in the planning for this school, I have seen the potential for a great partnership between Chain Exploration Center and Waupaca Foundry.

At Waupaca Foundry, we have always supported each of the local schools at all of our locations. Learning of all kinds is very important, but when it comes to the fields of Science, Technology, Engineering and Mathematics, the employment opportunities are significant. We currently collaborate with our local high school to promote these areas of study. To be able to reach students at the age when research shows students are forming identities about their own strengths in learning and the subjects in which they can excel, and thus expanding our partnership to the CEC, would be ideal.

Through project based learning and community partnership between CEC and Waupaca Foundry, our experts could bring their first hand field knowledge to young students, who in turn, through projects and inquiry, can help solve problems in our community, strengthening the good things that already exist and tie us all together. This is especially important for students who may not otherwise get the chance to experience this partnership.

Waupaca Foundry has cultivated a legacy of commitment, innovation, continuous improvement, and safety above all. Continuing this legacy with the future citizens of Waupaca is on the top of our list of priorities. It would be our honor to collaborate with the Chain Exploration Center.

Sincerely,

Gordon Barth
Manager of Employee Development & Training
Waupaca Foundry, Inc.
1955 Brunner Drive
Waupaca, WI 54981
gordon.barth@waupacafoundry.com



Tara Roberts-Turner
Turners Fresh Market
E208 Hwy 54
Waupaca, WI 54981
2/14/2018

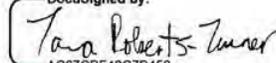
To Whom It May Concern:

My name is Tara Roberts-Turner, and I am the co-owner of Turners Fresh Market & president of The Wisconsin Food Hub Cooperative. I am also a previous science & math charter school teacher and a post-secondary instructor in sustainability. As a third-generation owner of Turners, I have continued to support our local Waupaca Schools in providing place-based learning at our farm. We have provided opportunities for farmer-led activities and tours, as well as time for students and teachers to do activities on their own. Our land also abuts the U.S. National Park Ice Age Trail, allowing for access to the trail and potential historical and agricultural learning projects the trail may provide. Our family has long been interested in the environmental impacts of farming on the land as well as on the surrounding wildlife. These provide unique opportunities for students to engage in the mission of this new charter school: S.T.E.M project-based learning, agricultural & environmental studies, and the arts. I highly support the Chain Exploration Center's (CEC) application for a US-DOE charter school grant.

Although new, the CEC will replicate proven methods of other charter schools and utilize a team of instructors and administrators that have used the teaching methods demonstrated in their mission for many decades. They already have the community partnerships, including with Turner's, that will allow them to meet their mission. Turner's will be more than willing to serve as one of the place-based learning areas needed. It will also be willing to provide the expertise needed for any agricultural or environmental based projects.

If you have any questions or concerns, please don't hesitate to contact me at turners@turnersfreshmarket.com or 715-513-9435.

Sincerely,

DocuSigned by:

AC67CBF48C7B453...

Tara Roberts-Turner
Owner, President
Turners Fresh Market
Wisconsin Food Hub Cooperative



2/9/2018

Wisconsin Department of Instruction,

Hello, my name is Blair Hill. I am the lead Naturalist for the City of Waupaca's Parks and Recreation Department. I am writing you today to express my excitement in the possible partnership with the Chain Exploration Center (CEC).

Having Waupaca's Parks and Recreation Department partner with CEC will be a great benefit for the community. The Rec Department bringing in Environmental Education helps the students, therefore the community, grow at several different levels. Environmental Education inspires important skills such as critical thinking, relationship building, and real-world problem solving. Talking about problems that face our environment, students will have to talk through the issues and try to come up with creative solutions. This, in turn, promotes critical thinking and problem solving. Depending on the topic, some students may find themselves attached to their topic, showing enthusiasm and, in some cases, leadership. Enthusiasm and Leadership breeds an excitement about learning, which can often lead to self-directed learners. All these things together can result in curriculum success all across the board.

Naturally, engaging in Environmental Education increases the amount of exposure to the outdoors and nature. This can directly lead to some health benefits. Children that are outdoors more, tend to be more physically active. This leads to a rise in overall physical health. There are studies that show that children who are raised in areas with more trees tend to have a decreased amount of issues with asthma as they grow older. This could be due to either a tendency to have an increase in physical activities outdoors, or that trees tend to increase air quality. Students that have problems attention disorders can also benefit greatly. Studies show that a child with ADHD/ADD focus better after a walk in a park, rather than a walk around the city or neighborhood. The authors argue that a dose of nature can serve as a tool to help some children improve their focus in school. While investing in Environmental Education, the amount of natural areas should increase in hand. This means that, with our partnership, the community as a whole should end up benefiting from these points as well.

Just by simply focusing on environmental education, the community can begin to grow together and improve on wellness, both physically and mentally.

Kindly, Blair Hill

Executive Summary

The Chain Exploration Center (CEC) will be a unique standards-based, Project-Based Learning (PBL) charter school opening in the School District of Waupaca (SDW), fall of 2018, serving grades K-8 by the 2022-2023 school year. The PBL method will engage and challenge students to acquire authentic curriculum and the 21st Century Skills society demands. The PBL method will offer our students authority over their own learning, leading to a thriving, small-school environment that will close the achievement gap for educationally disadvantaged students.

The CEC name reflects the 25.5 acre school campus, which sits on Silver Lake, one of the northernmost lakes in the Waupaca Chain O'Lakes. An entire half acre of the campus provides access to Silver Lake with large dock perfect for outdoor exploration and future projects. The remaining 25 acres, zoned agricultural, were previously farmed, and will be the relocated site of the district-funded Waupaca Community Garden. Almost 7 acres of wooded land is abetted by trails that will, with collaboration from High School and CEC students, lead to an outdoor classroom. Future projects include an adjoining children's garden, orchard, prairie plantings, small barn for animal husbandry, forestry, 2 outdoor classrooms, an aquaponics system, and an apiary.

The CEC's main building, constructed in 1954 and most recently renovated in 2000, has 48,300 square feet. Currently, the school is open serving Early Childhood through grade 2. At the end of 4 years, the building will serve the CEC and will also serve as a separate community-based Early Childhood and 4K site that will share a portion of the building with the CEC. (No schools other than the 4K will share the building at the end of the grant period.) In addition to sizable classrooms, the building has a large performance stage, gymnasium, library, an art room, and music room, all with broadband internet access.

The CEC will open as an elementary-level charter school encompassing grades 3-5 for the 2018-2019 school year, serving no more than 54 students with a teacher-to-student ratio of 18:1. Each subsequent year the CEC will add two grade levels resulting in enrollment of 162 students in K-8 by the 2022-2023 school year.

The CEC will reflect the Waupaca community by integrating and exploring four areas of focus including: Science, Technology, Engineering, and Math (S.T.E.M.), Fine Arts, Environment, and Agriculture. The project-based, 21st Century Skills school will use a multi-age setting, structured in trimesters. Each trimester students will design projects aligned with the State Standards and also one of the four focus areas. In addition, the school will partner with the University of Wisconsin Stevens Point (UWSP) Suzuki Music Program to create a school-wide orchestra. Also, each year the school will vote to design a year-long community-building project, impacting the school environment or the broad community of Waupaca.

Students will break out for literacy and math in their ability levels during the a.m., moving to multi-age groups in the afternoons to focus on project work. Each student will be an active partner in their education, choosing a project and working with the teacher (called an 'advisor' at the CEC) to incorporate the needed elements into their project (e.g., State Standards, applications, identification of community partners, schedule, etc.). Each project will be student-centered, Wisconsin Common Core Standards driven, multidisciplinary, and will result in a final product presentation. CEC features:

- multi-age groupings
- Personalized Learning Plan (PLP) for every student
- Standards-based, 21st Century core curriculum embedded in authentic projects
- Meaningful partnerships with parents/guardians, families, private and public-sector stakeholders, and community members
- Career preparation through place-based learning opportunities
- Learning centered around the cutting-edge school labs, school garden, the forest, and lake
- Interaction of S.T.E.M. through the research-based Project Lead the Way program for all students
- Fine arts including Suzuki Music Program with UWSP

I. Program Description/Mission

(I). 1. Mission of the charter school is explained.

The mission of the CEC is to provide a place where children explore their passions and gain a strong educational foundation through PBL in a collaborative environment. This school will work to reduce and eliminate the achievement gap for educationally disadvantaged students and to increase career and college readiness focusing on 21st Century Skills. The largest economic specialties of Waupaca County are in Agriculture, Forestry, Hunting, Fishing, Manufacturing, and Construction. The four focus areas of the school (S.T.E.M., Fine Arts, Environment and Agriculture) were chosen in part because they reflect the local economy, offering students hands-on relevant learning experiences that will be supported by local experts in the field.

Reducing and eliminating the achievement gap for educationally disadvantaged students: 40% of the students in the District are low-income, based on Free and Reduced Lunch eligibility. This group has shown a consistent achievement gap over the past several years. As a result, the largest focus on School Improvement Plans within the District has been to close the learning gap for economically disadvantaged students, and we have made huge gains within this area from a score of 60.9 (classified by DPI as Meets Few Expectations), which fell below the State average of 66.3, to the most recent 2016-17 score of 75 (classified by DPI as Exceeds Expectations). Reducing the achievement gap will be a continued focus. We chose PBL for the CEC for several reasons: PBL has demonstrated effectiveness with low-income populations, the methodology is a tool to differentiate for all learners, outcomes of PBL include self-awareness and self-confidence that will be supported by our small school environment, and lastly PBL allows for flexibility in final products and creative learning processes in which students of all socio-economic backgrounds thrive.

Increasing career and college readiness:

PBL incorporates 21st Century Learning Skills to ensure all children are prepared for their next step in career and/or college. To ensure success, students need both deep understanding of the major principles and facts in core subjects, as well as be able to apply this knowledge to important contemporary themes (such as global awareness, finance, health, and environmental literacy) using a variety of skills. The CEC's PBL teaching methodology is a natural alignment with 21st Century Skills development, which will be intentionally and organically integrated into student projects, aligning with Wisconsin's College and Career Ready vision for students, which indicates that a student should demonstrate: 1) Knowledge--proficiency in academic content; 2) Skills--application of knowledge through skills such as critical thinking, communication, collaboration, and creativity; and, 3) Habits--behaviors such as perseverance, responsibility, adaptability, and leadership.

(I). 2. Grades served, projected enrollment by grade level, and breakout of the student population by ethnicity/race and by educationally disadvantaged student subgroups:

The CECGC expects and plans to enroll 162 students serving grades K-8 by the 2022-2023 school year. Two grade levels will be added each year with the following structure keeping an 18:1 student-to-teacher ratio:

- 2018-2019 (Year One)–serving Grades 3-5–54 students
- 2019-2020 (Year Two)–serving Grades 2-6–90 students
- 2021-2022 (Year Three)–serving Grades 1-7 -- 126 students
- 2022-2023 (Year Four)–serving Grades K-8–162 students

We expect approximately the same demographic proportions at CEC as currently exist in the District: 90.4% White, 5.6% Hispanic, 1.8% two or more races, 1.0% Black, less than 1% Asian or Native. We also expect approximately the same proportion of educationally disadvantaged students that we currently serve: 13% Students with Disabilities, 39% (44% for elementary) Economically Disadvantaged, and .5% English Language Learners.

(I). 3. Describe methods for attracting, recruiting, admitting, enrolling, serving and retaining educationally disadvantaged students.

Recruit, Admit & Enroll: Currently, 39% (852 students) of the 2,186 students in the SDW are low-income; 13% have one or more disability; 6% are Hispanic; and less than 1% of students have limited English proficiency. As we add grades, we expect to have proportionally the same (at least) representation of students at CEC by grade. If enrollment does not reflect this, CEC will identify community partners who may help recruit (e.g., Head Start, Community Action Agency, Department of Human Services, Local Food Pantry), will personally share information with targeted families through phone calls, and will have representation at parent teacher conferences within the other SDW schools. Enrollment is currently open and will close on April 30. Enrollment applications will be monitored daily during the enrollment period by the CEC Administrator. Enrolled students are entered into a spreadsheet to be sorted by grade level, sex, status, race, IEP, and the Free and Reduced Lunch population. This process will ensure that we are able to monitor, address, and achieve proportionality in our enrollment.

Serve and Retain: Structures within CEC are designed to retain students: diverse outdoor learning environments, and innovative indoor learning environments (classrooms with a diversity of learning areas, including high and low desks, stools, foam cubes that can be transformed into a number of formations, and couches, to name a few), and small student-Advisor ratios of 18:1 creating a community-based atmosphere within the school for students.

Student learning will be supported by providing Personalized Learning Plans (PLP), Advisor guidance and scaffolding integrated into the projects, and progress monitoring of proficiency on selected standards, to ensure students are meeting their goals. In addition, students will learn to monitor their own progress with their Advisor's help, increasing internal motivation and ownership of their own learning. Students will also take the STAR assessments, consistent with the rest of the District. STAR provides individualized norm-referenced assessments of each student's academic growth and is also used in student identification for academic support.

Each of these assessments will provide insight into student growth, allowing Advisors to modify and adapt their instructional strategies in response to students' particular learning needs and styles. Student growth will be examined differentially at trimester, and weekly for students who need intervention. Students will attend CEC by choice, thus the motivation to be in the environment will be present for all students. The added support and unique learning environment is designed to pique student interest, allowing self-directed learning to develop students' intrinsic motivation to be present and engaged.

In addition to the academic support, student retention efforts include access to services and supports offered to all students in the District (e.g., school counselor, school psychologist, special education) to provide every opportunity for success. The CEC will have a special education teacher (advisor) on staff. The CEC Administrator and Special Education Advisor will ensure that students with disabilities receive an educational program that is aligned with the student's Individual Education and 504 Plan, including the support of a special education assistant if needed to ensure full inclusion.

We do not have a high proportion of students with language barriers (0.5%); however, all materials and assessments are available in Spanish (as of now the only English Language Learners in the District) and will be provided to students who may benefit.

To further understand, serve, and retain students, CEC advisors will attend a three-day summer workshop: Teaching and Engaging with Poverty in Mind. This workshop offered by Jensen Learning, based on Eric Jensen's research and numerous books, provides insights, strategies, and tools to help advisors understand and respond to students in poverty. Follow-up book studies and related Professional Development will take place at the CEC led by the Administrator.

(I). 4. Brief description of the charter school curricular model is provided which includes a discussion of how student body diversity will be incorporated into best practices and how the charter school will promote diversity of educational choices.

PBL has been effective for all student populations in the following areas: motivation, preparing students for college, careers, and citizenship; helping students meet State standards and do well on tests

that ask students to demonstrate in-depth knowledge and critical thinking skills; providing a deeper connection with parents, communities, and the wider world. PBL offers students of various backgrounds, abilities, and economic status the opportunity to truly engage in their learning in ways not possible through traditional classroom environments.¹ Diversity in instruction will reflect diversity in the students' needs. Instead of using "off the shelf, packaged" curriculum materials, advisors and community partners will work collaboratively with the students around their interest to in the development of a meaningful project.

Project-based Learning Research Review: Evidence-based Components of Success (2015)² align with the methodology of CEC. Specifically, students will:

- Understand what they need to learn by the end of the project;
- Understand the context and parameters of their project (time, location constraints, etc.);
- Select the project reflecting personal interest;
- Describe potential solutions;
- Calibrate the project, including time, budget, location;
- Understand the task;
- Reflect on learning through multiple opportunities to check their progress such as frequent check-in time with advisors (formative assessments);
- Produce a final project such as a presentation, display, or product.

Students will be in a diverse, multi-age group classroom structure allowing students to collaborate with peers of different ages and abilities, establishing an authentic societal setting in the classroom, promoting friendships and a connection to school. As students progress, the Advisors will transition students from teacher-led projects to student-led projects, releasing more autonomy of their learning as they work towards mastery of PBL. Advisors will serve multiple roles, including: facilitators, mentors, teachers, and leaders. Advisors will provide scaffolding to align with the standards and project end.. Advisors will guide students on the path to self-awareness in learning style, assessing their progress, and promoting/teaching 21st Century Skills. In each phase of learning, the Advisors will lead selection of rigorous projects, set high expectations, and ensure proficiency in the state standards.

(I). 5. Role of governance board in planning/operations explained.

The CEC Governance Council (CECGC) members created the vision for the CEC, negotiated the contract with the SDW Board of Education, recruited students, will hire teachers, and will continue to work and connect with community partners who will serve as resources. The CECGC will provide high-level leadership through policy. The CECGC members will attend professional development opportunities alongside the CEC Advisors and the Administrator. CECGC members will attend and present at state conferences to strive for connections leading to best practices and to continue development towards a highly effective team. More detailed information is included in the remainder of this document.

(I). 6. Authorizer will monitor school performance and compliance with the contract and quality controls between the charter school and the authorizer including any performance agreements.

As outlined in the contract between SDW and the CEC, the most important factors for renewal consideration will be the CEC's performance in the **State accountability system and impact on student achievement**. As also outlined in the contract, SDW **reserves the right to revoke or not renew** the CEC's charter, based on financial, structural, or operational factors involving the management of the charter school. Included below are the applicable and terms of the contract.

¹ Larmer, J., Mergendoller, J. R., & Boss, S. (2015). *Setting the standard for project based learning: a proven approach to rigorous classroom instruction*. Alexandria, VA: ASCD.

² Vega, V. (2015, December 02). Project-based Learning Research Review: Evidence-based Components Of Success . Retrieved February 25, 2018, from <https://www.edutopia.org/>

The CECGC will provide an annual report to the SDW's Board of Education by no later than the July Board meeting, describing the CEC's progress, problems, and outcomes with an emphasis on student progress and goals for progress. The report will also include:

- 1) CECGC Treasurer's report including budget vs. actual, fundraising and grant proposals, and budget plan;
- 2) CEC facilities report;
- 3) CEC staffing;
- 4) CEC enrollment, including student population, and student diversity; and
- 5) CECGC Annual Meeting report including CECGC demographics.

In return, the SDW will provide an annual written report to the CEC by no later than the August Board Meeting, summarizing its performance & compliance to date, and identifying areas of strength and growth targets. At the end of the five-year contract period, the SDW Board of Education and the CEC have the option to renew this Contract for an additional five (5) year term, based upon Board of Education evaluation of the CEC according to the assessment criteria outlined in the Contract.

One of the most important factors for renewal or revocation of the school's charter will be the charter school's performance in the state's accountability system and impact on student achievement. If students should fail to make sufficient progress toward attaining educational goals an extension of time to attain such goals, requested by the CECGC, can be followed by a written plan acceptable to the SDW's Board of Education. The plan would set out the additional steps necessary to attain the goals and a reasonable timeframe wherein the goals must be attained. There is also the agreement by both the SDW and the CEC that they may terminate their contract for reasons other than the three previously listed. Amendments to the Contract must be in writing and mutually agreed upon. Student Performance Assessment, as outlined in the contract between will include:

- 1) The CEC will implement the examinations required under ss. 118.30(1m) and 121.02(1)(r), Wisconsin Statutes; and the fall, mid-year, and spring SDW standardized test each school year. CEC students' combined average will be at or above the district average on these assessments administered to same-age peers.
- 2) The CEC shall implement a collaborative project-based learning model with project choices: Students will participate in integrated coursework. Literacy and math standards will also be taught and learned sequentially. All students will complete and present individual and collaborative projects. Students will develop skills on self-evaluation of goal progress and project assessments.
- 3) The CEC shall implement Personalized Learning Plans (PLP): Each student will demonstrate the ability to use a PLP developed by the student, an advisor, and, to the extent possible, the student's parent(s)/guardian(s). Advisors and students will demonstrate the ability to use the PLPs to guide project development. Together they will measure progress toward attainment of the individual standards referenced in the PLP.
- 4) The CEC shall implement service-learning projects with community partners: All students will participate in multiple service-learning projects with community partners

(I). 7. Describe the roles and responsibilities of the charter school, potential partners, and charter management organizations including the administrative and contractual roles of the parties.

CECGC: As outlined in the contract, the CECGC will determine and oversee the mission and strategic plan of the CEC, coordinate public relations and fundraising efforts, establish policies, oversee and approve the budget, and interpret laws and major policies. The CECGC shall have all the powers necessary to carry out the terms of the contract. This includes autonomy and decision-making authority.

- The CEC will provide numerous opportunities for meaningful parent/guardian-community involvement.
- CECGC will evaluate the Administrator to identify strengths and growth areas with CECGC created administrator rubric.

- The CECGC committees will seek out funding opportunities and partnerships for a sustainable model.
- The CECGC will engage in trainings to stay current and relevant
- The CECGC will publish a quarterly newsletter

Administrative Role: The CEC Administrator will offer support with: finding resources, organizing facilities, managing problems, identify areas of need for professional development, serve as the liaison for the school district, and along with the CECGC, ensuring the contract is followed. The CEC Administrator will provide oversight of all evaluations within the CEC to ensure that the evaluation process is carried out in accordance with the SDW's requirements which the CECGC has adopted. The Advisors and Administrator of the CEC will develop curriculum in accordance with the CEC's mission. A quality curriculum at the CEC shall be sustained through equivalent district curriculum and technology funds.

CEC Lead Advisor: The Lead Advisor will lead community-building efforts with students, provide team building activities for Advisor groups, facilitate student representatives to report at least 6 times to CECGC annually, lead discussions for school-wide projects, identify challenges that need to be addressed, lead discussions at weekly professional development meetings, and ensure an overall collaborative school environment. The Lead Advisor will also engage fellow advisors in a self-evaluation activity at least once a trimester with created rubrics.

Advisors: Advisors will work with students to facilitate independent learning by encouraging and guide student self-awareness, identify and elicit driving questions explored through a projects, guide the students in the framework for developing the project (e.g. timeline, task required, securing materials as applicable, identifying peer and/or community partners, etc.), and lead the student in assessing their progress on the project through PBL project rubrics.

Community Partners: Community partners are an important focus of the CEC. We received letters of collaboration from each of the partners listed below. We will continue to expand and grow partnerships with the community to expand student opportunities.

- **Waupaca Foundry (attached):** The Waupaca Foundry (WF) is a state-of-the-art foundry, producing some of the highest quality iron castings in the nation. This is one of nine associated foundries across the nation, employing a cumulative total of 4,400 employees. The WF will offer experts to work with students and a place-based learning opportunity, which will be especially valuable for students focusing on S.T.E.M.
- **Owner, Turners Fresh Market & President, Food-Hub Cooperative (attached):** Turners Fresh Market Farm was featured in Travel Wisconsin. The owner, a former science & math charter school teacher, will offer Place Based Learning on the Farm, to connect students in class learning with real-life, and offer expertise needed for agricultural and environmental based projects. The Farm joins the National Forest and the U.S. National Park Ice Age Trail, allowing an abundance of opportunities for student learning, aligning with the focus areas of the CEC.
- **City of Waupaca Parks & Recreation (attached):** Lead Naturalist will offer environmental education opportunities (e.g. taxonomy and study of plants/animals of the forest, promotion of stewardship, etc.)
- **Crossways Camping Ministries:** Year-round Retreat Center and summer camp, offering PD sites for Advisors, collaborative spaces for students while they study nature and participate in outdoor experiential learning opportunities, and can offer team building opportunities (e.g. ropes courses, host family events, and more.)
- **Waupaca Area Chamber of Commerce:** Strong supporter of the CEC and may offer collaborative opportunities between students and businesses.
- **Parents/Family/Caregivers:** An integral part of the CEC, have and will continue to be intertwined into all activities. They were represented in every aspect of planning and are an

important partner in implementation, including serving on the Governance Council and related committees, assisting with volunteer activities, and more.

- **Student Voice:** Equally valued, student representative(s) will share needs, requests, and celebrations to encourage community building, to increase student accountability, and to empower the students to take ownership of their learning environment. One high school student is also represented on the CECGC. A local high school student will always be sought as a respected and relevant collaborator to gain a unique and relevant perspective.

(I). 8. Describe how the charter school governance board has considered and planned for the transportation needs of the charter school students.

Students attending the CEC will be provided transportation to and from school along with field trips consistent with all students in SDW. Due to the nature of project-based learning at the CEC, the number of CEC field trips is expected to be substantially greater than other schools within the SDW. The CEC or student(s) will provide funding for field trips over and above the number/miles allotted to all other SDW schools.

II. Proposed Activities

(II). 1. Describe the present state of the planning process; the activities undertaken to date; the types of people involved in the process; the financial or other resources available; the involvement of the authorizer; administration, and staff.

Planning for CEC began over a year ago. Community forums and informational meetings were held, numerous partners served on the planning and advisory committees, and the SDW contracted (\$18,000) with Innovative Schools Network (ISN) to guide the planning process. Advisors and SDW staff visited charter schools across the state; Barry Golden from ISN facilitated and guided the site-visit learning experience.

The CECGC has worked actively with the SDW to develop the parameters of operation, grade levels served, facilities, and budget for CEC. We are currently enrolling students, planning for our lottery, and will be ready to open in fall 2018-19.

A diverse group of stakeholders from all areas, including local farmers, environmentalists, local businesses, parents, municipal employees, and educators have come forward and contributed to the vision, spent hours planning, and have enthusiastically committed to partnering during implementation. An approved contract and Bylaws are in place, Advisors (teachers) have been interviewed, partners are on board and eager to work with students, CEC will contract again with ISN, attend conference, focus on professional development of both the CECGC, the Advisors, and CEC Administrator.

Facilities have been secured, as an instrumentality, SDW will pay for CEC staff, Pupil Services (School Psychologist, Social Worker, Guidance Counselor, etc.) and will provide additional supports needed to ensure the success of CEC. The SDW School Board (authorizer) has been extremely supportive during the development of CEC and will be a strong supporter during implementation. The CEC will receive SDW per student allocations consistent with every school in the district along with complete budget autonomy.

The SDW has been enthusiastic about creation of CEC and has allocated substantial resources for planning such as the \$18,000 to ISN to assist with planning, further funds set for ISN conference, dedication of staff time to assist in planning and logistics needed (e.g. office assistants, printing, marketing, etc.). The facilities for CEC is a SDW building, currently operating grades Early Childhood -2, that will be transitioned to the CEC; the SDW will pay all staffing fees as well as building maintenance. The Human Resources Department of the SDW will verify an applicant's credentials and background prior to hiring. All CEC school staff members will be employees of the SDW, will follow all employee practices and policies of the SDW, and will be subject to the appropriate contractual agreements. All hiring and staffing decisions shall be made by the CECGC.

(II). 2. Describe the specific activities to be completed under this grant; the types of people involved in the process; the financial or other resources available; the involvement of the authorizer, administration, and staff:

The SDW will allocate the budget to the CECGC, provide the facility, maintenance, Pupil Services staff, transportation and other services as offered to all students within SDW. The CEC Administrator will oversee all activities, staff, and serve as a liaison from SDW to the CECGC.

- Standards-Based projects transitioned from teacher-led to student-led through K-8.
 - Advisors and students will create Personalized Learning Plans (PLP) specific to each project with measurable learning outcomes, signed by parents.
 - Resources for students include: donations and grants, field-experts, field-research, requested school-budget funds through CECGC, 25.5 acre campus (lake, garden, forest), 1:1 technology based on grade level (iPads, Chromebooks, laptops), 3D printer, and cameras.
- Project Lead The Way (PLTW) S.T.E.M. curriculum.
 - PLTW vision: We believe all students—beginning at a young age—need access to real-world, applied learning experiences that empower them to gain the skills they need to thrive in college, career, and beyond.³
 - Curriculum will be purchased and Advisors will receive training in summer of 2018. The Waupaca Foundry is committed to student mentorship in S.T.E.M. curriculum at CEC.
- Suzuki Music Program
 - The CEC grades K-8, will partner with the University of Wisconsin Stevens Point Suzuki Music Program. The Suzuki Method ideology is rooted in the belief music is a language that everyone has the ability and that music is not an innate ability. As indicated on the UW-Stevens Point Aber Suzuki Center webpage⁴ “The emphasis is on musical and personal growth through individual and group instruction which develops technique, musicianship and kind hearts.”
 - Parents will be very active, participating as the home teacher after attending lessons with students and a trained Suzuki teacher through flexible means (after/during school, skype, YouTube).
- Service Learning Requirement
 - All students will participate in service learning as a requirement. Local businesses, Master Gardeners, local Food Pantry, service organizations, Park and Rec Department, Local DNR extension, SDW, Foundry, Turners Farm, local farmers, and a variety of other community members dependent on student projects and interest to engage in authentic field-experience.
- ALEKS and RedBird Math curriculum
 - Students and Advisors will participate and engage in their homerooms in flexible groupings based on ability level, not necessarily by grade-level. ALEKS is a K-12 program, individualized and adaptive to student needs. Online tutoring as well as trainings for teachers are available on the website.
 - RedBird Math provides K-6 students an interactive, adaptive math curriculum focused on gamification, project inspiring, S.T.E.M. focused guidance. Online resources are available to the students and teachers.
- Traveling Exhibit
 - Students in multi-age groupings will participate in an annual school-wide project to design, create, and maintain a traveling exhibit to be placed in the community.

³ <https://www.pltw.org/about-us/our-approach>

⁴ <https://www.uwsp.edu/suzuki/Pages/default.aspx>

- Professional Development for CECGC, Advisors, and the CEC Administrator
 - The SDW will provide the same amount of money per teacher for professional development as stated in our contract. Section 2.10 will reflect a detailed account of grant funds spent towards a highly-effective school.

(II). 3. Explain how activities will lead to improved academic achievement and are grounded in evidence-based research and data.

The largest educationally disadvantaged population within the SDW are economically disadvantaged. A 2014 study⁵ of student performance in schools within California and New York found that PBL had a significant positive impact on students’ content knowledge and standardized-test scores. Researchers in Michigan also show⁶ that PBL in high-poverty communities can produce statistically significant gains in social studies and informational reading: up to 63% higher for social studies and 23% higher for informational reading than in the control group.

Reports on a collection of research and best practices published by Edutopia, whose mission is to provide best practices and What Works for K-12 education⁷ indicates that when implemented well, PBL improves student motivation and achievement, and helps students master skills that are essential for college and career readiness. The report also cites research that indicates PBL is a powerful tool to eliminate achievement gaps and help students of all backgrounds develop critical 21st-Century Skills that prepare them to thrive. Furthermore, PBL can be especially empowering when it incorporates service learning.

Additionally, evidence⁸ strongly suggest that most, if not all, students benefit when provided ample opportunities to:

- Participate in ambitious and rigorous instruction tailored to their individuals needs and interest. *(CEC students will have an Personalized Learning Plan (PLP) specific to their needs and interest.)*
- Advance to the next level, course, or grade is based evidence of their skills and content knowledge. *(PBL learning at CEC relies on students’ demonstrating learning through their completed projects. In addition to traditional State-Standards-based assessments, students will work with their advisors to assess their progress using a rubric to assess individual skill development, based on their PLP.)*
- Learn outside of the school through field-study and the typical school day. *(CEC provides numerous learning areas and structures for students.)*
- Take an active role in defining their own educational pathways. *(CEC students choose their standards-based project, work with an advisor to define related activities, identify community partners and settings, and play an active role in assessing their progress with the rubric, advisor, and PLP.)*

Lastly, research from The Center for Public Education⁹ finds the following are directly correlated to student achievement. Each of these are incorporated into CEC.

⁵ Study of Deeper Learning: Opportunities and Outcomes, American Institutes for Research. (2016, August 01). Retrieved February 16, 2018, from <https://www.air.org/>

⁶ Duke, N. K., & A. H. (2017, June 20). New Study Shows Impact on PBL on Student Achievement, Duke. K.N, Halversen, A., June 20, 2017, Edutopia/George Lucas Educational Foundation. Retrieved February 12, 2018, from www.edutopia.org

⁷ Vega, V. (2015, December 02). Project-based Learning Research Review: Evidence-based Components Of Success. Retrieved February 25, 2018, from <https://www.edutopia.org/>

⁸ Noguera, Pedro, Linda Darling-Hammond, & Diane Friedlaender. 2015. Equal Opportunity for Deeper Learning. Students at the Center: Deeper Learning Research Series. Boston, MA: Jobs for the Future.

⁹ <http://www.centerforpubliceducation.org/research/class-size-and-student-achievement-research-review>

- Smaller classes can boost student academic achievement
- A small class of no more than 18 students per teacher is required to produce the greatest benefit *(CEC will have ratio of 18:1)*
- A program spanning grades will produce more benefits than a program that reaches students in only one or two of the primary grades. *(CEC will be multi-grade classrooms.)*
- Minority and low-income students show even greater gains when placed in small classes in the primary grades.
- Supports, such as professional development for teachers and a rigorous curriculum, enhance the effect of reduced class size on academic achievement. *(Advisors, CECGC members, and the Administrator will participate in numerous professional development opportunities, including but not limited to conferences, book studies, applicable district trainings, and webinars. In addition to multi-day conference attendance, Advisors will meet from 2:00-4:00 each Wednesday for professional development. CEC will release early on Wednesdays)*

(II). 4. Describe how the charter school program will meet the educational needs of all its students, including children with disabilities and English learners.

Differentiation is natural to PBL; instruction and assessment can be directly correlated to the abilities and growth goals of each student, while affording flexibility to student interest. All students will create, with an advisor, a PLP for each project outlining goals and National Standards to ensure support and success. These goals will outline scaffolding related to the final product, which is also ideal for all learners as it provides an outlet of choice to synthesize and create using a variety of media.

As the CEC is an instrumentality of the SDW, support specialists will be allocated in the same manner as all other schools in district with a commitment to serve all students. Pupil services will be provided through SDW staff to the CEC's facility in order to ensure appropriate access, education, support services, and outcomes for students with disabilities. The CEC will have a Special Education Advisor, and, as needed a Special Education Assistant to help students define their Individual Education and 504 Plans. The specialists will support students in classes, assist in making modifications to the learning environment, and be available for consultation. Support for ELL students is embedded in the CEC PBL model as pacing and sequence can be modified, while access to technology and individualized one-on-one time with the Advisor will ensure the success of the students. Translated materials and any other needs will be provided to the student and/or family if needed.

(II). 5. Identify and describe how student achievement goals will be measured each year. Identify the nationally standardized achievement test to be used fall and spring in reading and math; how it will be used to improve instruction and how it will be used to measure progress over time:

The CEC is an instrumentality of the district with the mission of 'Excellence in Education'. The CEC will be data driven to indicate areas of teacher growth and student growth. The CEC will implement the National Standards Achievement Examination required under ss. 118.30(1m) and 121.02(1)(r), Wisconsin Statutes. CEC students will be assessed with the State-Standard-Based STAR Reading and Math in grades K-8 in line with other SDW students.

STAR data will be used to measure individual and school growth, by comparing Student Growth Percentiles in Fall, Winter, and Spring each year. This data will be used to monitor student progress, guide instruction, and identify needs in professional development. Advisors will monitor progress at trimester periods, and weekly for students receiving intervention. Using the Growth Percentiles from the three assessments, individual and school growth will be monitored to support the CEC goal stated in our contract (CEC students' combined average will be at or above the district average on these assessments administered to same-age peers. Students falling below benchmarks on the STAR will receive interventions specific to their needs.). The accumulated data will be utilized to create the 'School Learning Outcome' goals for individuals as well as school-wide. All CEC advisors, support staff, and the Administrator will collaborate to meet the goals and needs presented in the test data.

(II). 6. Provide a description of how parents and other members of the community have been involved in the planning and design of the charter school including the results of the needs assessment measuring community and parent support for the new school.

A core group of individuals began the initial investigation into starting a Charter School. This group included an elementary school teacher, a community member/retired educator, an environmentalist, a SDW school board member, and a parent. This group conducted research into the development of Charter Schools and shared information with the community to gauge interest; research included school visits, review of best practices, teaching methodology, and curriculum focus areas. The core group held a Community Forum to explore the possibility of a Charter School, followed by a 3-day summit. This Forum was held on March 21, 2017, with 35 community members in attendance. A 3-day Community Summit followed on April 20-22, 2017. The Community Summit was an opportunity to deeply gauge the interests of the community and seek input.

Following the Summit, many individuals expressed interest of involvement in developing the structure and focus areas of the CEC. This group included over 31 community members: 11 parents, local tourism store, Farmers State Bank, municipal-related representatives (City Administrator, Chief of Police, Waupaca Airport, public library, and Chamber of Commerce), 10 educators with diverse disciplines (Tech Education Director, Interventionist, Special Education, Middle School Principal, School Nurse, Director of Technology, grade level teachers), and SDW School Board member. Individuals volunteered to join the core group forming the Advisory Team; including eleven parents with multiple community roles, 4 individuals from three different local businesses, 2 Waupaca Foundry employees, and a representative of Farmers State Bank.

The Advisory Team continued to meet weekly through August of 2017 to develop the vision for the CEC. The CEC Governance Board was formed through this Advisory Team and volunteers, forming currently, a 7-member board comprised of diverse community members and parents. Additional community informational meetings were held on October 3, November 2, and January 29th, 2017, under the leadership of the Governance Board.

(II). 7. Describe how the charter school will solicit and consider input from parents and other community members on the implementation and operation of the charter school and how parents and other members of the community are/will be involved in the implementation and continued operation of the charter school.

The CECGC made of parents and community members has broad authority in implementing and directing the activities of CEC. Three standing committees (Community Partnership Committee, Fundraising Committee and the Grant Committee) will be comprised of CECGC members; ad-hoc committees will be comprised of CECGC as well as any additional parents and community members seeking a position. The CECGC, in collaboration with Advisors, students, and the CEC Administrator, will publish a broadly distributed quarterly publication to parents, local organizations, and community partners in addition to the posting on the future CEC Website. The Governance Council will oversee the CEC website which will provide quick links to Advisor, Administrator, and Governance Council contact as well as offer a "Public Comment" agenda item for each of the 10 regular monthly Council Meetings.

CEC parents and community members will be active in school implementation as they have been in planning. As outlined in the contract, the CEC's membership shall be comprised of families of currently enrolled students. Each family is allowed two votes (regardless of number of parents/guardians) in the annual CECGC member election held at the Annual Meeting. Parents and Community members will serve as volunteers within the school, sharing expertise, offering place-based learning opportunities, and mentoring opportunities vital to the school vision and mission. Parents will be encouraged to participate in development of their child's PLP. Parents will receive reports on their student's progress at the CEC. Parent-advisor conferences will be held each school year in the fall and spring. Additional parent-advisor conferences, electronic mail, print correspondence, and telephone contacts may be used on

an individual basis to communicate student progress when the parents/guardians or advisors feel it is appropriate.

A Resource Room within CEC will have computers available for parents and/or students. This will be an opportunity for parents who may not have a computer or who may want to work at the school with their child to have ready access to technology; we expect at least 40% of parents to be low-income and may not have a computer, internet, or may need assistance with computer skills.

(II). 8. Identify and describe measurable goals for the charter school and how they will be measured.

- **GOAL 1: CEC will have a highly effective Governance Council.** *Justification: An effective Governance Council is critical to developing, launching, and sustaining high-quality learning environments for students within the school, including providing fiduciary and programmatic oversight and effective governance.*
 - **OUTCOME:** By the annual board meeting of each year, all Governance Council members will increase knowledge in one or more of the following areas: policy development and charter school implementation, governing board roles and responsibilities, legal and regulatory compliance, risk management, academic and fiduciary oversight, leadership selection and monitoring, effective committee work, policy development and fundraising.
 - **MEASURE 1:** List of trainings/conferences attended, materials analyzed and evaluated, site visits to other schools, related to one or more of the following topics **reviewed quarterly by the CECGC to include in annual CECGC report** to ensure progress toward outcome.
 - **MEASURE 2:** Identification and summary by the CECGC President of improvements, changes, additions in policy, etc., that were incorporated, improved, or reviewed within one or more of the areas, **reviewed quarterly by CECGC to include in annual CECGC report** to ensure progress toward outcome.
- **GOAL 2: Delivery of rigorous, PBL instruction revealed through successful implementation and student engagement.** *Justification: While PBL has demonstrated effectiveness in numerous studies, it is important to ensure the model is working effectively for our student population and modify when needed.*
 - **OUTCOME 1:** CEC students' combined average will be at or above the district average.
 - **OUTCOME 2:** 80% of students in Year One, increasing 5% each year, up to 100% will demonstrate success using Personalized Learning Plans (PLP).
 - **MEASURE 1:** The STAR Reading and Math test will be administered fall, mid-year, and spring, grades K-8. AIMSweb provides academic assessments, assists setting academic goals, and provides data for progress monitoring.
 - **MEASURE 1:** Percentage of completed PLP Learning Objectives assessed at trimesters.
- **GOAL 3: Educationally disadvantaged students will demonstrate academic achievement.** *Justification: Closing the gap for educationally disadvantaged is a priority of the CEC.*
 - **OUTCOME:** 80% of subgroups including economically disadvantaged, students with disabilities and English Language Learners will meet their student growth projection on the State-Standards-based STAR assessments in Reading and Math.
 - **MEASURE:** STAR assessments results in Reading and Math, administered fall, mid-year, and spring.
- **GOAL 4: CEC students will demonstrate an increase in 21st Century Skills.** *Justification: 21st Century Skills are sought out by employers and are identified in the Wisconsin's Employability Skills Certificate (WI. Dept. of Workforce Development) necessity for workplace success.*
 - **OUTCOME:** 75% of CEC students in Year One, increasing by 5% each year up to 100% will demonstrated growth in 21st Century Skills.

- **MEASURE:** 21st Century Skills Rubric assessment, measuring growth within each area, ranging from below standards to exceeds standards to be assessed each project.
- **GOAL 5: CEC students will participate in meaningful service learning.** *Justification: Service learning activity involves students in a wide range of experiences, benefiting others and the community while also advancing learning goals. Increased parent and community involvement will deepen the experience for students, connecting them to the community.*
 - **OUTCOME:** Parent and Community engagement in student's service learning will increase by 5% each year. (CEC requires 100% of students will participate in service learning, annually)
 - **MEASURE:** Percentage of parents and community members who are engaged in student service learning, reported an CECGC annual meeting.

(II). 9. Describe how the charter school will share best and promising practices with other charter schools and traditional public schools:

The CEC will open to site visits as well as visit at minimum, 2 visits, including teachers to observe best practices across the country. The CEC's goal is to become an exemplary model, rooted in research-based, relevant practices. The CEC will be open to site-visits as well as visit at least 2 schools and will include teachers observing best practices across the country. Observations will occur within the school and include a guided, constructive debrief session will all involved. Teachers will also be encouraged to attend as well as present at professional workshops to make connections across the globe.

The CECGC will oversee and promote a website as well as Facebook, designed to share classroom practice, professional development for CECGC and staff, community building activities within the school implementing video clips, current news, events, presentations, and photos. The CECGC will also distribute a quarterly newsletter including information from all perspectives of the CEC. A CECGC representative will attend conferences and workshops as well as present when possible, including the National Charter School Conference to gain knowledge in the leadership roles.

(II). 10. Provide a detailed 2-3 year professional and curriculum development plan to ensure advisor and administrator competencies:

Curriculum: The Advisors will meet this summer curriculum building guided and contracted through ISN. Teachers will engage in team-building exercises designed to model PBL. Advisors will work collaboratively to write individual rubrics for 21 Century Skills targeting the age and ability levels of the oncoming students.

TABLE 1: PROFESSIONAL DEVELOPMENT	
2018-2019	<ul style="list-style-type: none"> • Spring - ISN Conference • Spring -Every Child Can training by UWSP Suzuki Music Program • Summer -Annual Buck Institute for Education (BIE) Conference and ongoing BIE Book • Summer- Eric Jensen Conference: Teaching with Poverty and Equity in Mind 3 Days • Summer- National Charter School Conference • Summer -PLTW • Summer- Learning FIRST Institute–district funded • Summer–Keynote speaker Phil Warrick“All students can learn at HIGH levels’ • Summer–Phil Warrick workshop–creating an effective Professional Learning Community • Annually - Minimum of two site school visits • One additional book study

2019-2020	<ul style="list-style-type: none"> • Spring - ISN Conference • Summer -New Advisors Buck Institute Book Study, BIE Webinars all Advisors • Summer–National Charter School Conference • Summer - Eric Jensen Conference: Teaching with Poverty and Equity in Mind 3 Days • Summer–PLTW • Summer–PBL Conference - BIE • Summer - Suzuki Music Training–one advisor • Annually - Minimum of two site school visits • District Appropriate Trainings • Minimum two book studies
2020- 2021	<ul style="list-style-type: none"> • Spring - ISN Conference • Summer -New Advisors Buck Institute Book Study, BIE Webinars all Advisors • Summer - Eric Jensen Conference: Teaching with Poverty and Equity in Mind 3 Days • Summer–PLTW • Summer–PBL Conference - BIE • Summer - Suzuki Music Training–one advisor • Annually - Minimum of two site school visits • District Appropriate Trainings • Minimum two book studies
2021-2022	<ul style="list-style-type: none"> • Spring - ISN Conference • Summer -New Advisors Buck Institute Book Study, BIE Webinars all Advisors • Summer - Eric Jensen Conference: Teaching with Poverty and Equity in Mind 3 Days • Summer–PLTW • Summer–PBL Conference - BIE • Summer - Suzuki Music Training–one advisor • Annually - Minimum of two site school visits • District Appropriate Trainings • Minimum two book studies
2022-2023	<ul style="list-style-type: none"> • Spring - ISN Conference • Summer -New Advisors Buck Institute Book Study, BIE Webinars all Advisors • Summer - Eric Jensen Conference: Teaching with Poverty and Equity in Mind 3 Days • Summer–PLTW • Summer–PBL Conference - BIE • Summer - Suzuki Music Training–one advisor • Annually - Minimum of two site school visits • District Appropriate Trainings • Minimum two book studies

(II). 11. Activity timeline for opening school and the expected outcomes of those activities for each year of the grant. Connect each activity to the costs outlined in the Budget Summary.

Cross-referencing the DPI Checklist with the Grant Application Guidelines we have provided an activity timeline related to opening and preparing for the operation of the new charter school.

TABLE 2:	OPENING ACTIVITY TIMELINE
March 2018	<ul style="list-style-type: none"> • CECGC: Regular Meeting, Open Meeting Law presentation and discussion, Robert's Rules Training, approve Advisor hiring recommendations • Submit County and State grant applications • Lottery for district students • Informational meeting for district parents • Work with architect 5-yr plan for construction at district expense • Site visits to Valley New School
April 2018	<ul style="list-style-type: none"> • CECGC: Regular Meeting, Robert's Rules Training, 501(c)(3) application • Furniture layout of classrooms using existing furniture and plans for new furniture • ECC–Suzuki Method Training all staff and CECGC (\$1,000) • ISN Training with CECGC, Advisors, and Administrator (\$1,400) • STEM Academy site visit
May 2018	<ul style="list-style-type: none"> • CECGC Annual Meeting and Report • First Fundraiser–upcycle/recycle sale, including donated goods • CECGC quarterly newsletter distributed • Site visit to Quest Charter School
June 2018	<ul style="list-style-type: none"> • CECGC Annual Report presented to SDW at SDW Board meeting • PLTW Training for Advisors (\$1,250) • Informational packets for new students
July 2018	<ul style="list-style-type: none"> • CECGC Regular Meeting–Robert's Rules Training • Order furniture (\$75,544) • Order technology (\$30,530) • Order Instruments for Suzuki Program (\$32,568) • Order Tools such as sewing machines (\$480) • Order robotics equipment (\$3,320) • ISN contract to assist in curriculum development–school budget • National Charter School Conference (\$525)–district funded • Teaching with Poverty in Mind (\$2,240) • Curriculum to buy: PLTW, ALEKS, and RedBird (\$20,804)
August 2018	<ul style="list-style-type: none"> • CECGC Regular Meeting • Parent orientation event (\$500) distribute informational packets • Build furniture (district funded) • Instrument distribution • CECGC quarterly newsletter distributed • Set up resource center with furniture and tech (\$6,740)

III. Governance and Autonomy

(III). 1. Describe how the charter school will take advantage of the flexibility afforded it under state law. The CEC is not requesting any State waivers.

(III). 2. Request and justification for waivers of any federal statutory or regulatory provisions: N/A

(III). 3. School board policies that will be waived and how the waiver(s) will support the operation of the charter school.

All SDW policies will apply to the CEC except for those specifically designated for exemption. The policies were carefully studied, waivers were chosen with an autonomy-first approach. The CEC received a waiver from any policy seeking SDW Board Approval or control including: school admission policy, day start and end time, fundraising, field trips, activity funds, district book fees, and gifts to school. The control of these decisions shifted to the CECGC and the committees within as to aid the decision making, buy-in, and ownership of community members and create a sense of shared community.

Policies regarding curriculum and educational practice we received waivers from are: curriculum development, grade-level ceremonies, separate GT classes/program, selection of curriculum and text books, technology release forms, technology use, and professional development. The waivers allow flexibility for a multi-age setting in a PBL environment. PBL allows students to reach the higher-level thinking skills while acting as a creative outlet that is limitless for all ability levels. Teachers will utilize their training in 21st Century Skills to manage technology within the classroom as well as use teachable moments aiding in the understanding of professionalism and appropriate use. The CEC will have flexibility to train teachers that will create effective leaders and mentors by identifying trainings best aligned with the school mission.

(III). 4. Describes the charter school governing board including membership names and roles of the board members, terms of office and how frequently the board meets throughout the year:

TABLE 3: Current Governance Council Members and Roles	
Name & Role	Stakeholder Sector
Megan Sanders, President	Community Member (former PBL teacher)
Sara Rogers, Vice-President	Parent (Works in Architecture)
Rebecca Lang, Secretary	Community Member (former Environmental Ed teacher)
Robert Schulz, Treasurer	Parent (Works in Finance)
Bill Lipschultz, member	Community Member (Chamber of Commerce)
Sophia Butkiewicz, member	High School Student
Zach Preboski, member	Community Member (Big Brothers/Sisters)

The CEC Governance Council will act as the governing board. The number of CECGC members will consist of between five and nine diverse members; and may include two of three parents, and other community members. CECGC members are up for renewal every three years, with staggered years. Initial CECGC members will serve a one-, two-, or three-year staggered term. Open seats are open to parents and community members to apply and must be approved by the existing CECGC members. An annual

meeting of the CECGC for the election of Council Members and Officers and other business as may come before the meeting will be held no later than June 30 of each year. In addition to the annual meeting, regular meetings of the CECGC shall be held once a month for at least ten months per year, excepting in the month of the Annual Meeting, and other such times as the CECGC may, from time to time, determine. Special meetings may be called by the CECGC President, CEC Administrator, or by a simple majority of CECGC members. Each Officer shall hold office until his or her successor is duly elected or until the Officer's inability to serve, resignation, or removal as provided by the CECGC Bylaws.

(III). 5. Demonstrates charter school autonomy in relation to policy, budget, personnel, and curriculum decisions:

The CECGC is a legally incorporated governing board independent of the SDW. No employee or officer of SDW may hold membership on the CECGC. The CECGC determines and oversees the mission and strategic plan of the CEC, coordinates public relations and fundraising efforts, establish policies, oversee and approve the budget, and interprets laws and major policies. The CECGC has autonomy and decision-making authority over expenditures of allocated budgets, grant funds, and funds donated specifically to the CEC as well as over curriculum and instruction including policies and procedures specifically unique to the daily operations of the school.-The CECGC will also be the authority for marketing, registration, and enrollment and all powers granted by Wisconsin State Statute s, 118.40(4)(d) regarding terms of the contract relationship between the SDW and the CEC. These include: a) Charter School operations and procedures. And b) Per Wisconsin Statute s. 118.40(4)(d), the CECGC has all the powers necessary to carry out the terms of the contract between the authorizer (SDW) and CEC , including: (a) Receiving and disbursing funds for school purposes; (b) Securing appropriate insurance; (c) Entering into contracts, including contracts with institutions of higher education for technical or financial assistance, academic support, curriculum review, or other services; (d) Pledging, assigning, or encumbering its assets to be used as collateral for loans or extensions of credit; (e) Soliciting and accepting gifts or grants for school purposes; (f) Acquiring real property for its use; and (g) Suing or be sued in its own name.

(III). 6. Describe the administrative relationship between the charter school and the authorizer, and describe how the charter school will be managed.

- As the CEC is an instrumentality of the SDW, the SDW will provide administrative services to the CECGC, and the CEC, in the same manner as other SDW schools, including, but not limited to, the following: purchasing, accounts payable, accounting services, recordkeeping, reporting and other compliance monitoring and fulfillment, building and grounds maintenance, and testing of students.
- CEC Advisor and Administrative hiring will include a CECGC Member, Administrator, and Lead Advisor seeking approval from the CECGC, then inform the SDW Board of Education.
- The CECGC will provide an annual report to the SDW's Board of Education by no later than the July Board meeting. The report shall describe the CEC's progress, problems, and outcomes with an emphasis on student progress and goals for progress (section 3.3). The report will also include: CECGC Treasurer's report, facilities report, staffing, enrollment demographics, and CECGC report.
- Daily management of the CEC will be the responsibility of the CEC administrator and staff, who will work in a collaborative team: The CEC Administrator (daily oversight of entire school) Lead Advisor (oversight of coordination of Advisors, curriculum, etc.) and the CEC Governance Council (oversight of CEC Administrator, policies, hiring, committees).

(III). 7. Describe training provided to the charter board, when it will be delivered, e.g., governing authority, Roberts Rules, by-laws, finances/budgets, fundraising, parent involvement, policies/procedures, etc.

In addition to the professional development included for the CECGC as listed in Table 2 (book studies, conferences, webinars, future DPI trainings, appropriate district trainings, other opportunities that become available).

- CECGC members participated in Open Meeting Law training on Feb 27th, 2018.
- CECGC members are currently completing a 4-part training series on Robert's Rules of Order. The first training was on February 20th, 2018 and will be conducted one per month over the next three months.
- CECGC Treasurer and President training with district business manager for finances and budget.
- National Charter School Conference July, 2018, in Austin, TX
- Grant writing workshops as they are available to the Grant committee.

Other trainings will be held annually throughout the year, prioritized by the CECGC based on their individual and collective needs related to any topic that may increase their understanding of the student population and effective school leadership.

(III). 8. Describe how the charter school will utilize effective parent, family, and community engagement strategies to operate the charter school:

The CEC structure is built by parent, family, and community members, involvement is an integral part of the structure. As discussed in the Handbook on Family and Community Engagement (2011)¹⁰, supported by the U.S. Department of Education "Connecting the home and the school in a culture of learning not only enhances the skills of students and parents, but also positive relationships between the parent and teacher."

- District Community Garden will be moved to cover approximately 1 Acre of CEC 25.5 acre campus. The CEC children's garden will be attached for experimental purposes, soil testing, water collection, all designed to increase productivity. Volunteers will work with students to plan and distribute produce to the local food pantry.
- Community Resource Room which functions as a staff room as well as CECGC meeting room will have resources available with a "kids corner" to encourage our 40% economically disadvantaged population to be present at school as a service provided to them. This room will also be used as a "living museum" to highlight student accomplishments throughout the year.
- CECGC will provide public comment time at meetings and seek out celebrations and concerns from parents utilizing surveys, comment box, Q&A sessions with CECGC, as well as seek out informational/marketing opportunities to encourage participation.
- All students will participate in service learning; this will be guided by the Advisors, Administrator, and CECGC to ensure success as well as increase involvement.
- Program Showcase including Suzuki Music, PLTW, student projects, Orff, public performances, agribusinesses—these will act as educational workshops for parents and community.
- Suzuki Music in schools—parents will attend student lessons and engage on all levels.
- Traveling exhibits—students will engage in a year-long, multi-age project to create and display an exhibit to be maintained in a public space. (CECGC in attendance for installation)
- The CEC will develop a support group to meet on facility for families with students who have special needs.
- Parents and community members beyond the CECGC will have the opportunity to serve on CECGC ad-hoc committees.

¹⁰ Handbook on Family and Community Engagement (2011) www.schoolcommunitynetwork.org, retrieved on 3/5/18

(III). 9. Describe the level and extent of parent and community support for the charter school.

Since inception parents and community members have been active participants in the process. The CECGC was formed, with ease. Currently a 7-member board, the ad-hoc committees are comprised of a cross-section of the original Advisory Team and the CECGC allowing for diverse representation and perspective. Parents of prospective students filled enrollment the first few weeks of the application process for the upcoming school year as evidence of support for the school choice. We have obtained several community letters from a local farm, parks and rec department, school PTG, Chamber of Commerce, Big Brothers and Sisters, Pine Lake Camp, and the Foundry.

IV. Equal Access

(IV). 1. Describes how the school will assure equal access for all students regardless of gender, race, national origin, color, disability, or age factors.

The CEC will abide by all federal and state nondiscrimination standards. The SDW's official non-discrimination policy will be applied in all CEC operations. The right of the student to be admitted to school and to participate fully in curricular, career and technical education, co-curricular, student services, recreational, or other programs or activities will not be abridged or impaired because of a student's sex, race, religion, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional or learning disability/handicap. Access also will not be restricted or enhanced for family income, academic performance, English language proficiency.

(IV). 2. Describes proposed steps the charter school will take to ensure equitable access to and participation in the charter school. Description includes how the applicant will address barriers to participation that are applicable to the school and its circumstances which may include gender, race, national origin, color, disability, or age (Section 427 of GEPA).

Equal access will be provided to all students. The lottery process ensures inclusion and choice of school for all populations. Multiple public meetings were held to inform parents of choice of schools; the meetings were held at both elementary schools targeting all families within the district. Informational packets were distributed to Waupaca Co. Health Services Department. Currently, the CEC is tracking demographic data of enrollment to identify target areas. Outreach will occur for the population/s underrepresented to align with overall district demographics.

(IV). 3. Describe how students with disabilities will be served.

The SDW will provide Support Staff to develop Individual Education Plans (IEPs) and 504 plans to ensure that students with disabilities receive an educational program that best meets their personal needs. CEC Administrator and Advisors will alert Support Staff if/when IEPs need consulting. Support Staff will be allocated to the CEC in the same manner as other schools within the district. The specialists will support students in specific classes, assist all teachers to make helpful modifications, and be available for consultation.

(IV). 4. Describe how all students in the community are informed about the charter school and given an equal opportunity to attend.

All students may enroll, online or on-site, in CEC until maximum enrollment is reached per grade level and the lottery is necessary. Students, families, and the community are informed about CEC through multiple methods: district website, Facebook, informative letters, brochures and packets, electronic messaging, local television, local radio stations, vinyl banners in prominent locations, and public meetings. The CEC will continue these, as well as seek out new opportunities and methods to reach the community.

(IV). 5. Describe the school’s admissions policy and policy is: (a) consistent with the statutory purposes of the federal charter schools program; (b) reasonably necessary to achieve the educational mission of the charter school; and (c) consistent with civil rights laws and Part B of the Individuals with Disabilities Education Act:

Consistent with the statutory purposes of the federal charter schools program, specifically, *Title V, Part B, Subpart 1 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the No Child Left Behind Act of 2001 (NCLB)*, CEC will offer students a high-quality learning experience and will evaluate results, as outlined in the Goals, Objectives, and Measures (Section 2.8) to ensure the services are effective with all students, including students who are educationally disadvantaged. CEC admission policy is open to all students, and is consistent with the civil rights laws and, as indicated in the previous section, will offer access and participation to students with disabilities.

(IV). 6. Describe the lottery process.

If the number of applications exceeds the seats available at any grade level, then priority will first be given to continuing students; then to siblings of enrolled students, and to the children of founding and current CECGC members and of CEC employees (provided that such children of CECGC members and CEC employees constitute no more than Ten Percent (10%) of CEC’s total enrollment). Next, if seats are still available, a lottery shall be conducted by representatives of the CEC for each grade level that is oversubscribed. The lottery will be a part of the school record and shall be a random selection of students at each grade level that is oversubscribed to ensure an even distribution throughout the grade levels, to the extent possible.

V. Budget

(V). 1. Describe how grant funds will be used for:

- a. Training: The total over a five-year period for Professional Development is \$69,458. See Table 1 on pages 13 and 14. Each year includes a minimum of two book studies, the ISN Convention, National Charter School Conference, Teaching with Poverty and Equity in Mind, a CECGC self-evaluation retreat, BIE webinars, DPI trainings. In alternate years PBL Conference (BIE), Suzuki Music training, and PLTW training.
- b. Consultants: We will contract with ISN, this money will always come from the school budget.

(V). 2. Provide a list of itemized expenditures and a budget narrative.

Table 4: Activity Timeline and Budget/Budget Justification	
Activity & Timeline for Activity & Budget Detail	Budget
Continue contractual work with Innovative School Network (ISN), such as review of CEC policies and practices, ISN site visits to CEC, consultation as needed to ensure alignment with best practices.	No funds requested
<p>Activity: Advisors will work out-of-contract time to develop curriculums needed. The curriculum will unique to CEC, be multidisciplinary, pulled from many sources.</p> <p>Timeline: (July-August of Year one)</p> <p>Outcome: Curriculum ready for students, used throughout the grant period.</p>	No funds being requested

<p>Activity: Develop multi-age project space to be used for student project work, Yr 1: whiteboards, flip form risers for community events, and multi-age project classrooms, purchasing and installing furniture, and carpeting. Yr 2: , additional study/independent learning furniture for preparing for 6-8 graders Yr 3: mobile workstation, Additional flip form risers Total Yr 1: \$67,232; Yr 2: \$3,681; Yr 3: \$2,881 All Years: \$73,794 Timeline: (July-August of year one, two and three) Outcome: Have an invigorating creative environment to be used for multi-age groupings, student projects (working with Advisors, parents, and/or community members), and other learning activities as determined by the Advisors.</p>	<p>\$73,794</p>
<p>Activity: Develop indoor classrooms. Year One will focus on setting up classrooms for elementary, including as assortment of sitting, standing desk, lab tables, and assorted chairs, including alternative options for students (bean bags, multi-use foam blocks, sensory stools, and a market board table for grades K-2. Year two will expand these and add similar furniture in preparation for the incoming 6th-8th grade students. Total Yr 1: \$8,312; Total Yr 2 \$27,152, Total Yr 3: \$240 All Years: \$35,704</p>	<p>\$35,704</p>
<p>Activity: Develop Resource Room to be used for GC meeting, in-house professional development opportunities, and will offer a space for parents/family members to have access and receive guidance on use, as needed, to a computer, which will be valuable to low-income families who may lack access. Development will include tables, chairs, furniture. In addition, a computer and printer for this room is included in the technology further below. Yr 1: \$5,000 Timeline: July-August Year One Outcome: A resource room for GC, professional development, and parents/families.</p>	<p>\$5,000</p>
<p>Activity: CEC Family Orientation Timeline: Late August of year one (Yr 1: \$500) Outcome: Families will begin to build community while gaining understanding of the parameters and expectations of CEC.</p>	<p>\$500.00</p>
<p>Activity: Offer two week Engineering Exploration summer school on site. Timeline: Summer of Yr 2 and Yr 3 Outcome: This will be at no cost to students to help them prepare for the upcoming school year, obtaining a jump start on PBL learning and what the school will offer.</p>	<p>No funds being requested</p>
<p>Activity: Develop other student areas. Year two preparing for the addition of 6-8th grade students. This includes the addition of lunchroom tables designed by our students and lockers (We have lunch tables for younger students.) Tables (\$10,000; lockers \$4,800) Timeline: July-August of Yr 2 \$14,800 Outcome: CEC will be prepared to expand to 6-8th grade students.</p>	<p>\$14,800</p>
<p>Activity: Develop Learning Labs. Develop a student kitchen and obtain a washer and dryer (kitchen in Yr 2:, \$4,000, washer and dryer in Year 3 \$1,100. These will be used for a multitude of student projects, including projects related to the garden. All Years \$5,100 Timeline: July August of Year 2, adding washer and dryer in Year 3 Outcome: Students will have a learning lab, strengthening their projects</p>	<p>\$5,100</p>

<p>Activity: Purchase sewing machine for student use in multi-purpose room. Timeline: July-August of each year adding one per year of 1st 4 years Outcome: Students will be able to use the sewing machine for projects as needed Yr 1 \$480 (Includes accessories), Yr 2-4 \$320/yr. All Years: \$1440</p>	<p>\$1,440</p>
<p>Activity: Develop Outdoor classrooms. In Yr 3 we will add picnic tables and outdoor benches throughout the outdoor areas to facilitate outdoor classroom learning. Total All: \$4,720 Timeline: July-August Yr 3 Outcome: Students will have an enhanced outdoor learning environment</p>	<p>\$4,720</p>
<p>Activity: Suzuki Music Program: Purchase instruments and accessories for the Suzuki Music Program, adding instruments each year. Timeline: ordered in July-August of the applicable year</p> <ol style="list-style-type: none"> 1. <u>Violins:</u> @ \$239.00/each 2. <u>Violas:</u> @ \$219.00/each: 3. <u>Cellos:</u> @ \$1,069/each 4. <u>Bass:</u> @ \$1,499/each 5. <u>Books:</u> 54 in Yr 1, 90 in Yr. 2, 126 in Yr. 3, 0 in Yr 4 & 5 @ \$9/each 6. <u>Recordings:</u> 54 in Yr 1, 90 in Yr 2, 126 in Yr 3, 162 in Yr 4, 0 in Yr 5 @ \$15/each 7. <u>Accessories,</u> (e.g. bow rosin, shoulder pads, chin rests, etc.): Yr 1: \$1,664, Yr 2 \$1,620, Yr 3 \$1,908, Yr 4 \$2,196, Yr 5 \$1,576 8. <u>Assorted other Instruments</u> 20 in Yr 1 \$3,986 9. <u>Music Stands</u> @ \$61/each: 54 in Yr 1, 36 in Yrs, 2-4, 5 in Yr 5 10. <u>Sound Baffles</u> in Auditorium/gym Yr 3 \$4,685 11. <u>Bass Bars,</u> for instruments such as xylophones Yr 3 (\$1,850) <p>Outcome: All students at CEC regardless of income will have exposure to the Suzuki music methods and will have access to an instrument and accessories</p>	<p><u>Yr 1 All:</u> \$33,568</p> <p><u>Yr 2 All:</u> \$23,248</p> <p><u>Yr 3 All:</u> \$26,878</p> <p><u>Yr 4 All:</u> \$21,745</p> <p><u>Yr 5 All:</u> \$9,516</p> <p><u>Total All:</u> \$114,955</p>
<p><u>Transportation to music camp</u> Yrs 2-5 (\$750/yr)</p>	<p>\$3,000</p>
<p>Activity: Order Curriculum (and related fees) Timeline: As indicated below</p> <ol style="list-style-type: none"> 1) Purchase ALEKS math programs for students (July-August of Yr 1 only) Yr 1 \$3,000 2) Red Bird (3-5) math \$600/yr yrs 1-5 3) Maker Space Robots (Materials/Supplies/Kit) STEM-related \$3,318.93 4) Project Lead the Way (PLTW) described on pg. 6 <ol style="list-style-type: none"> a. \$17,203.64 equipment and supplies for K-5 students in Yr 1 (July-August of Yr 1) b. \$28,549.43 for 6-8 in (July-August) of Yr 2 	<p><u>Yr 1:</u> \$24,122.57</p> <p><u>Yr 2:</u> \$29,149.43</p> <p><u>All Years</u> \$53,272</p>
<p>Activity: Order all technology annually July-August by year as indicated below, including</p> <ol style="list-style-type: none"> 1. 3-D Printer for S.T.E.M (Yr 3) \$4,195 2. 30 chromebooks @ \$300/each each year in years 1-4, and 15 in yr 5, plus cases @ \$30/each (20 each year of yr 1 & 2) @ \$300/each, and 20 cases, 3 in year 2 and 20 cases, 3. Additional Computer for Multi-purpose Resource Room in Yr 1 \$1,100 4. Software license for community resource room Yr 1 \$40 5. Multi-function printer for community resource room Yr 1 \$600 6. MacBook desktop computer lab (18) replace existing old computers in Yr 5 \$32,400 	<p><u>Yr 1 All:</u> \$52,730</p> <p><u>Yr 2 All:</u> \$55,693</p> <p><u>Yr 3 All:</u></p>

<p>7. iPads Air 2/cases @ \$300/each 20 in Yr 1, 10 in Yr 2, and 10 in Yr 3 8. Tablet Charging Tables Yr 1 \$460, Yr 2 \$920, Yr 3 \$460 9. Laptop for CEGGC use Year 1 \$1,200 10. Laptops for students (grades 6-8) 18 laptops w/cases in each year of Yr 2-4 (\$1,200/each). 11. Laptop for Advisors @ 3 in Yr 1, and 2 per year in Yrs 2-5. (\$1,200/each) 12. Multi-function printer (Student use) 1 in each of Yrs 1 & 2 \$600/each year of 1 & 2 13. Software license \$160 in Yr 1, \$602 in Yr 2 (addition of 6-8 graders), Yr 3 and Yr 4 14. Telepresence projectors one for each of Yr 1 & 2 @ \$600/each 15. Cameras for student projects \$490 in Yr 1, \$1,171 in Yr 2 16. Presentation technology: Smartboards for Multi-age presentation Room (\$7,600/each 1/yr; Smart boards for Classrooms \$3,800 each \$15,200 in Yr 1, \$7,600 in each year of Yrs 2-5, Presentation Projector (Year 5) \$600, document camera, back projection screen (Yr 1) Year 1 \$1,000 Yr 1: \$23,880; Yr 2: \$15,200; Yr 3: \$15,200; Yr 4: \$15,200; Yr 5: \$15,800</p> <p>Outcome: CEC students, staff, and the GC will have the technology they need to implement the high quality learning environment consistent with the vision of CEC.</p>	<p>\$56,457</p> <p><u>Yr 4 All:</u> \$48,802</p> <p><u>Yr 5 All:</u> \$55,100</p> <p><u>5 Yr Total:</u> \$268,782</p>
<p>Activity: School will be ready and students will begin classes. Electronic devices will be assigned. Timeline: (September Yr 1 and each year thereafter) Outcome: Students will attend a school prepared and ready to serve their needs.</p>	<p>N/A</p>
<p>Activity: Students will be assigned groups & Advisor/s, and will choose their first project. Timeline: Each year beginning in September. Each project will be 4-6 weeks in length Outcome: Students will present completed project</p>	<p>N/A</p>
<p>Activity: Conduct student assessments STAR, Aimsweb Timeline: Fall, winter, spring of each year Project related rubrics quarterly State-Standards Forward Exam Spring of each year Outcome: Progress monitoring for all students to ensure each student is successful</p>	<p>N/A</p>
<p>PROFESSIONAL DEVELOPMENT:</p> <ol style="list-style-type: none"> Innovative School Network conference, 0 in Yr 1, Yr 2-5 \$1,400/yr Buck Institute (PBL) conference Yr 2 \$2,995, Yr 3 \$6,174, Yr 4 0, Yr 5 \$6,174 Buck Institute Book Study: Yr 1 \$40 (2 books already purchased) Yr 2-5 \$120/yr Suzuki Teacher Training (two-week) music teacher Yr 1 (\$4,900). Book studies for Advisors & Governance Council members 2/year: <ol style="list-style-type: none"> Advisors & GC (22 people) --2 studies per year Yr 1 \$748, Yr 2 \$836, Yr 3 \$924, Yr 4 \$1,012, Yr 5 \$1,100 National Charter School Conference (GC Training) Yr, 2-5 (\$1,875 per yr) Governance Council Retreat \$200/yr, Yrs-1-5 Eric Jensen's Virtual Teacher 3-day workshop Yr 1: \$775 Teaching with Poverty & Equity in Mind (Eric Jensen) out-of-state conference Yr 1-5 \$2,200/yr Project Lead the Way annual participation fee (\$750/yr for Launch) (\$750/yr for Gateway) <ol style="list-style-type: none"> Professional Development Yr 1: \$500 (K-5) PLTW Launch 	<p><u>Yr 1 All:</u> \$6,253</p> <p><u>Yr 2 All:</u> \$24,316</p> <p><u>Yr 3 All:</u> \$14,433</p> <p><u>Yr 4 All:</u> \$8,347</p> <p><u>Yr 5 All:</u></p>

<p>b. Professional Development Registration for Yr 2: (\$13,150) 11 PLTW Gateway modules grades 6-8. Timeline: As indicated within each above Outcome: Professional development will enrich and engage Advisors, the Administrator, and the CECGC in relevant trainings to meet the high expectations of the CEC for targeted growth areas to close our district achievement gaps.</p>	<p>\$16,109</p> <p><u>Total All:</u> \$69,458</p>
<p>Activity: Field trips Timeline: will vary. Sometimes only a small group of students will attend to research their project. Other trips will involve the whole school, especially during themed learning events. Outcome: Enriched learning for students outside the classroom and deeper connection to the community and understanding of real-world issues and workplaces, etc.</p>	<p>No funds are being requested</p>
<p>Activity: Traveling Student Project Exhibit Construction materials \$600/year, Yrs 1-5 Timeline: Will vary Outcome: Increase awareness of CEC and deeper connection between community and the CEC learning environment.</p>	<p>\$3,000</p>
<p>Activity: Order Timeline: July-August Yr 3 Outcome: Students will be able to watch a live embryo inside an egg 1 @ \$300</p>	<p>\$300</p>

(V). 3. Describe how other federal program funds available to the charter school; e.g., Title 1 and IDEA funds, will be used: Allocation of federal funding will be consistent other schools in SDW, distributed by allocation of students.

(V). 4. Describe the method by which controls over expenditures and records of expenditures will be maintained: The CECGC Treasurer will have charge and responsibility for all of the CEC's designated funds or private donations, receive receipts and make payments in the CEC's name in such banks or financial institutions as decided upon by the CECGC. Such receipts and payments must be in alignment with the CEC's stated purpose and mission. The CECGC will maintain proper books and records, with appropriate supporting documentation, for both incoming and outgoing funds. The CECGC will develop, monitor, and review budget allocations as well as reconcile such records on a regular basis to ensure appropriate use of funds in accordance with the CEC's stated purpose and mission. An annual financial report will be included at the annual meeting as well as presented to the SDW Board of Education.

(V). 5. Please complete the Expense and Revenue worksheets in Appendix C: Please see attached.

(V). 6. Provide a sustainability plan:

As discussed in the Corporation for National & Community Service: *Toolkit for Program Sustainability*,¹¹ sustainability will be largely dependent on **“Its skill in creating partnerships and mobilizing volunteers and resources for its activities”** The CEC is supported by three standing committees that are directly linked to sustainability. These committees are written into the Bylaws of

¹¹ https://www.womenshealth.gov/files/documents/sustainability_toolkit_appb.pdf

CECGC. These are (1) Community Partnerships responsible for building partnerships and alliances that further the work and sustainability of the CEC; (2) Fundraising, responsible for raising funds for the school through the research and management of opportunities for fundraising and other development activities and events, building relationships with local businesses, community organizations and hosting an annual fundraising event; and (3) Grants Research and identify relevant grant opportunities, gather input from CEC advisors and administrator to identify upcoming needs, and coordinate, recruit grant writers and assist (as time allows) with the actual grant writing.

Multi-year financial and operating model:

Currently, the building the CEC will inhabit, already houses a Early Childhood–Grade 2. The student population will remain comparable in size as the school transitions from an early elementary grade school into a K-8 charter school. The existing students and building operations will continue to be funded in the same manner and level as they currently are. Any special projects or special interests the students and Advisors wish to pursue will be funded first through the school budget, secondly through the CECGC acquiring 501(c)(3) status, grant proposal opportunities, and lastly fundraising efforts by the CECGC Fundraising Committee.

In summary, the CEC was designed with sustainability integrated into its structure as the instrumentality of the SDW. A Treasurer’s report will be provided at the CECGC regular monthly meetings. An annual audit of the CEC will be held in conjunction with the SDW’s annual audit.

Go boldly!

**Charter School Expenses
Annual Five Year Projections**

Line	ITEM	TOTAL COST Year 1	TOTAL COST Year 2	TOTAL COST Year 3	TOTAL COST Year 4	TOTAL COST Year 5
SALARIES AND WAGES						
1	ADMINISTRATIVE STAFF SALARIES AND WAGES	\$ 34,400	\$ 86,000	\$ 86,000	\$ 86,000	\$ 86,000
2	CLASSROOM STAFF SALARIES & WAGES	\$ 200,000	\$ 280,000	\$ 360,000	\$ 400,000	\$ 400,000
3	EXTENDED CONTRACT-STAFF SALARY AND WAGES	\$ -	\$ -	\$ -	\$ -	\$ -
4	BUILDING MAINTENANCE STAFF SALARIES AND WAGES	\$ -	\$ -	\$ -	\$ -	\$ -
5	SECURITY STAFF SALARIES AND WAGES	\$ -	\$ -	\$ -	\$ -	\$ -
6	FOOD SERVICES STAFF SALARIES AND WAGES	\$ 27,000	\$ 45,000	\$ 63,000	\$ 81,000	\$ 81,000
7	PUPIL TRANSPORTATION STAFF SALARIES AND WAGES	\$ -	\$ -	\$ -	\$ -	\$ -
8	TOTAL SALARIES AND WAGES	\$ 261,400	\$ 411,000	\$ 509,000	\$ 567,000	\$ 567,000
FICA AND MEDICARE TAXES						
9	ADMINISTRATIVE STAFF FICA & MEDICARE TAXES	\$ 2,632	\$ 6,579	\$ 6,579	\$ 6,579	\$ 6,579
10	CLASSROOM STAFF FICA & MEDICARE TAXES	\$ 15,300	\$ 21,420	\$ 27,540	\$ 30,600	\$ 30,600
3	EXTENDED CONTRACT-STAFF FICA & MEDICARE TAXES	\$ -	\$ -	\$ -	\$ -	\$ -
11	BUILDING MAINTENANCE STAFF FICA & MEDICARE TAXES	\$ -	\$ -	\$ -	\$ -	\$ -
12	SECURITY STAFF FICA & MEDICARE TAXES	\$ -	\$ -	\$ -	\$ -	\$ -
13	FOOD SERVICES STAFF FICA & MEDICARE TAXES	\$ -	\$ -	\$ -	\$ -	\$ -
14	PUPIL TRANSPORTATION STAFF FICA & MEDICARE TAXES	\$ -	\$ -	\$ -	\$ -	\$ -
15	OTHER STAFF FICA & MEDICARE TAXES	\$ -	\$ -	\$ -	\$ -	\$ -
16	TOTAL FICA AND MEDICARE TAXES	\$ 17,932	\$ 27,999	\$ 34,119	\$ 37,179	\$ 37,179
UNEMPLOYMENT TAXES						
17	ADMINISTRATIVE STAFF UNEMPLOYMENT TAXES	\$ -	\$ -	\$ -	\$ -	\$ -
18	CLASSROOM STAFF UNEMPLOYMENT TAXES	\$ -	\$ -	\$ -	\$ -	\$ -
19	BUILDING MAINTENANCE STAFF UNEMPLOYMENT TAXES	\$ -	\$ -	\$ -	\$ -	\$ -
20	SECURITY STAFF UNEMPLOYMENT TAXES	\$ -	\$ -	\$ -	\$ -	\$ -
21	FOOD SERVICES STAFF UNEMPLOYMENT TAX & PAYMENTS	\$ -	\$ -	\$ -	\$ -	\$ -
22	PUPIL TRANSPORTATION STAFF UNEMPLOYMENT TAXES	\$ -	\$ -	\$ -	\$ -	\$ -
23	OTHER STAFF UNEMPLOYMENT TAXES	\$ -	\$ -	\$ -	\$ -	\$ -
24	TOTAL UNEMPLOYMENT TAXES	\$ -	\$ -	\$ -	\$ -	\$ -

**Charter School Expenses
Annual Five Year Projections**

Line	ITEM	TOTAL COST Year 1	TOTAL COST Year 2	TOTAL COST Year 3	TOTAL COST Year 4	TOTAL COST Year 5
	EMPLOYER PAID BENEFITS					
25	ADMINISTRATIVE STAFF EMPLOYER PAID BENEFITS	\$ 19,725	\$ 19,725	\$ 19,725	\$ 19,725	\$ 19,725
26	CLASSROOM STAFF EMPLOYER PAID BENEFITS	\$ 98,625	\$ 138,075	\$ 177,525	\$ 197,250	\$ 197,250
27	BUILDING MAINTENANCE EMPLOYER PAID BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -
28	SECURITY STAFF EMPLOYER PAID BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -
29	FOOD SERVICES STAFF EMPLOYER PAID BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -
30	PUPIL TRANSPORTATION STAFF EMPLOYER PAID BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -
31	OTHER STAFF EMPLOYER PAID BENEFITS	\$ -	\$ -	\$ -	\$ -	\$ -
32	TOTAL EMPLOYER PAID BENEFITS	\$ 118,350	\$ 157,800	\$ 197,250	\$ 216,975	\$ 216,975
	CONTRACTED PROFESSIONAL SERVICES					
33	ACCOUNTING SERVICES	\$ -	\$ -	\$ -	\$ -	\$ -
	IDENTIFY NAME OF ACCOUNTING SERVICES PROVIDER BELOW					
33a	School District of Waupaca	\$ -	\$ -	\$ -	\$ -	\$ -
34	INDEPENDENT AUDITING SERVICES	\$ -	\$ -	\$ -	\$ -	\$ -
	IDENTIFY NAME OF INDEPENDENT AUDITING SERVICES PROVIDER BELOW					
34a	KerberRose, Certified Public Accountants	\$ -	\$ -	\$ -	\$ -	\$ -
35	EDUCATIONAL CONSULTANT SERVICES	\$ -	\$ -	\$ -	\$ -	\$ -
36	LEGAL SERVICES	\$ -	\$ -	\$ -	\$ -	\$ -
37	OTHER PROFESSIONAL SERVICES: Support Services - Purchased Services - Staff Development	\$ 6,253	\$ 24,316	\$ 14,433	\$ 8,347	\$ 16,109
38	TOTAL CONTRACTED PROFESSIONAL SERVICES	\$ 6,253	\$ 24,316	\$ 14,433	\$ 8,347	\$ 16,109

**Charter School Expenses
Annual Five Year Projections**

Line	ITEM	TOTAL COST Year 1	TOTAL COST Year 2	TOTAL COST Year 3	TOTAL COST Year 4	TOTAL COST Year 5
62	OTHER SUPPLIES	\$ -	\$ -	\$ -	\$ -	\$ -
63	TOTAL SUPPLIES	\$ 156,882	\$ 125,054	\$ 85,621	\$ 71,547	\$ 37,716
64	INSURANCE					
	INSURANCE	\$ -	\$ -	\$ -	\$ -	\$ -
65	TOTAL INSURANCE	\$ -	\$ -	\$ -	\$ -	\$ -
	OTHER					
66	OTHER EXPENSES (ATTACH ITEMIZATION IF AMOUNT ON LINE IS OVER \$500)	\$ -	\$ -	\$ -	\$ -	\$ -
67	TOTAL OTHER	\$ -	\$ -	\$ -	\$ -	\$ -
68	INTEREST EXPENSE CURRENT CASH FLOW DEBT	\$ -	\$ -	\$ -	\$ -	\$ -
69	TOTAL OPERATING EXPENSES	\$ 636,479	\$ 820,508	\$ 889,648	\$ 939,318	\$ 940,829

**Charter School Revenues
Annual Five Year Projections**

LINE	REVENUE ITEMS	TOTAL REVENUES Year 1	TOTAL REVENUES Year 2	TOTAL REVENUES Year 3	TOTAL REVENUES Year 4	TOTAL REVENUES Year 5
	CONTRACT AMOUNT & CONTRIBUTIONS					
1	CONTRACT AMOUNT	\$ 193,798	\$ 183,709	\$ 109,279	\$ 81,164	\$ 82,675
2	OPERATORS' SUBSIDY or CONTRIBUTION	\$ 410,782	\$ 588,634	\$ 715,938	\$ 777,457	\$ 777,457
3	FUND RAISING OR EXTERNAL CONTRIBUTIONS	\$ 12,000	\$ 15,000	\$ 18,000	\$ 21,000	\$ 21,000
4	TOTAL TUITION & CONTRIBUTIONS	\$ 616,580	\$ 787,343	\$ 843,217	\$ 879,621	\$ 881,132
	SCHOOL FEES					
5	BOOK & SUPPLY FEES	\$ 5,400	\$ 9,000	\$ 12,600	\$ 16,200	\$ 16,200
6	PERSONAL USE ITEMS	\$ -	\$ -	\$ -	\$ -	\$ -
7	SOCIAL AND EXTRA-CURRICULAR FEES	\$ -	\$ -	\$ -	\$ -	\$ -
8	TOTAL SCHOOL FEES	\$ 5,400	\$ 9,000	\$ 12,600	\$ 16,200	\$ 16,200
	FOOD SERVICE REVENUES					
9	MEAL AND OTHER FOOD SERVICE CHARGES	\$ 14,499	\$ 24,165	\$ 33,831	\$ 43,497	\$ 43,497
10	GOVERNMENT FUNDED FOOD SERVICE ASSISTANCE	\$ -	\$ -	\$ -	\$ -	\$ -
11	TOTAL FOOD SERVICE REVENUES	\$ 14,499	\$ 24,165	\$ 33,831	\$ 43,497	\$ 43,497
	OTHER GOVERNMENT PAYMENTS: List Below					
12a		\$ -	\$ -	\$ -	\$ -	\$ -
12b		\$ -	\$ -	\$ -	\$ -	\$ -
12c		\$ -	\$ -	\$ -	\$ -	\$ -
13	TOTAL OTHER GOVERNMENT PAYMENTS	\$ -	\$ -	\$ -	\$ -	\$ -
14	INVESTMENT INCOME	\$ -	\$ -	\$ -	\$ -	\$ -
15	RENTAL OF FACILITIES TO OTHERS	\$ -	\$ -	\$ -	\$ -	\$ -
	OTHER: Describe Below					
16a		\$ -	\$ -	\$ -	\$ -	\$ -
16b		\$ -	\$ -	\$ -	\$ -	\$ -
17	TOTAL OTHER	\$ -	\$ -	\$ -	\$ -	\$ -
18	TOTAL REVENUES	\$ 636,479	\$ 820,508	\$ 889,648	\$ 939,318	\$ 940,829