



Planning/Implementation Subgrant Application

I. GENERAL INFORMATION			
1. Authorizer (School District Name or Independent Authorizing Entity Name) Office of Educational Opportunity		2. Name of Authorizer Administrator/Director Gary Bennett	
3. Authorizer Address Street, City, State, ZIP Van Hise Hall, 1220 Linden Drive, Madison, WI. 53706			4. CESA No. 02
5. LEA Code			
6. Authorizer Administrator/Director E-Mail Address gbennett@uwsa.edu		7. Authorizer Administrator/Director Phone Area/No. 608.720.2096	
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 Arbor Community School		11. Charter School Address Street, City, State, ZIP (if unknown, enter TBD) TBD	
12. Charter School Developer/Planning Committee Representative Name Lynn Munsinger Brown	13. Developer/Planning Representative E-mail Address lmunsing@gmail.com	14. Developer/Planning Representative Phone Area Code/No. (608) 556-9682	
15. Charter School Governance Board President Name TBD	16. Governing Board President E-mail Address TBD	17. Governing Board President Phone Area Code/No.	
18. Total Amount Requested (Total of Boxes 20 & 21) \$700,000	19. Type of Grant Applying for: <input checked="" type="checkbox"/> Planning/Implementation <input type="checkbox"/> Implementation Only	20. Amount Requested for Planning (Up to \$150,000) \$150,000	
21. Amount Requested for Implementation: \$550,000		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 charge 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 ➤ <i>Gary Allen Bennett</i>	Date Signed Mo./Day/Yr. <i>3/7/2018</i>
Signature of Charter School Planning Committee Representative or Governing Board President ➤ <i>[Signature]</i>	Date Signed Mo./Day/Yr. <i>3/7/2018</i>

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.

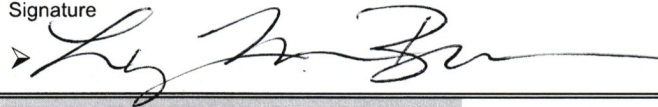
LEA/Agency/Company Name

Arbor Community School, Inc.

Name and Title of Authorized Representative

Lynn Munsinger Brown

Signature



Date Signed Mo./Day/Yr.

3/7/2018

	INSTRUCTIONS FOR CERTIFICATION	
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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 Arbor Community School		2. Public School Conversion <input type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Instrumentality <input type="checkbox"/> Non-Instrumentality <input checked="" type="checkbox"/> Independently Authorized (2r or 2x)		5. Grade Level(s) to be Served by Charter School K-8	
6. Projected Enrollment Upon Opening 40			
7. Primary Type of Students Served All student primary types		8. Primary Educational Model Inquiry/Problem-based If Other, <i>Specify</i> :	
9. Curricular Priority 21st Century Skills If Other, <i>Specify</i> :			
10. School Leadership Model <i>See Instructions</i>			
a. Will the charter school share space with another public school? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Unknown		b. Will the charter school be led by a principal? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Unknown	
c. Will the charter school be a teacher-led school? <input checked="" type="checkbox"/> Yes <input 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 <i>Area/No.</i>			
14. Secondary School Delivery Model <i>See instructions</i> Project Based Learning with student led projects If Other, <i>Specify</i>		15. Date Charter School Will Open for Instruction <i>Mo./Day/Yr.</i> 9/30/2019	
16. Charter School Administrator <i>If known</i> TBD		17. Charter School Administrator Phone <i>Area/No.</i>	
18. Charter School Administrator Email Address			

VI. THE PLANNING PROCESS—RECORD OF ACTIVITIES

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

Month/Year	Activities
May 2017	By May of 2017, the model for the school had been in development over several years (see explanation of activities in II.1 of narrative). At this time the founders of Arbor Community School, Melissa Rosenkranz and Lynn Munsinger Brown were working with Monona Grove School District (MGSD) on an "innovation zone" that would enable the model. MGSD board members were familiar with the process for starting a charter school as was done with the project-based MG21 high school. But since no grant funds were available from the DPI at the time, and 3rd party agencies required a school or program be in place in order to apply for grant funding, no funding could be obtained to implement the school. Instead of abandoning the idea altogether, it was decided that a pilot project would run the summer of 2017.
June 2017	Three pilot programs were scheduled for the MGSD summer school session using experiential, multi-age, and project-based methods. 2 teachers from the planning team developed a K-1 PBL program through the lens of STEAM at Taylor Prairie, another multi-age PBL program ran at Cottage Grove for 2-4 with a focus on environmental education, utilizing the school forest. The Winnequah program most closely matched the proposed program and utilized resources and environmental educators at Aldo Leopold Nature Center (ALNC). The program included 2 sessions (K-2 and 3-5) of multi-age, project-based learning with an emphasis on nature, mindfulness, movement, and community. Students researched ways to better their community and developed ideas for constructing a dock for exploring the Winnequah Park lagoon, building a chicken coop near the school garden, and building a wheelchair ramp from the school to the playground at Winnequah school. The pilot included yoga and breathing exercises, engagement with the community including working with MG21 students to build cardboard models of their ideas, and much exploration at Aldo Leopold Nature Center, including long hikes and exercises designed to heighten awareness to self and nature, including "draw what you hear." Additionally, Melissa met with Superintendent Tony Evers in June to discuss the need for well-being based education in Wisconsin.
July 2017	In the last days of the summer school session, a survey of families with children who attended the pilot programs indicated great satisfaction of the programs' abilities to engage their child in a hands-on, nature-based, inclusive environment. Additionally, several members of the planning team visited each of the 3 pilot programs and marveled at the engagement of the students and the creativity they demonstrated. However, it was made clear during that meeting that the district would not be furthering work on the development of the elementary "innovation zone, as it had come to be called. Undeterred, the founders met with several educational innovators including Rich Halverson, Sarah Archibald, Erica Halverson, Sarah Hackett, and Heather Terrill Stotts to discuss options for authorization, including the Office of Educational Opportunity (OEO).
August 2017	The MMSD school board voted to rescind the proposal for Isthmus Montessori Academy to become a public charter school and it was now more clear than ever that it would be quite difficult to garner support for developing the charter school as an instrumentality of a school district. The founders and Sarah H. met to discuss options, and Sarah met with Gary Bennett, director of the OEO (Lynn and Melissa had previously met with him months earlier) to understand the process for applying for authorization through the OEO. The group ultimately resolved to continue developing the model and to apply for authorization through the OEO. Sarah Hackett joined the application effort and writing began.
September 2017	Lynn met with Deb Gilpin, President and CEO of Madison Children's Museum, to provide her information on the project, discuss equitable access issues in the Madison area, and to identify potential sources for location and funding.
October 2017	At the MGSD annual board meeting, residents approved the purchase of 40 acres of land in Cottage Grove, for the purposes of constructing a new elementary school to address increasing enrollment in the district. During informal conversations with school board members before and after this meeting, it became apparent that while supportive of the idea, and even after learning about the possibility of planning and implementation funding available through DPI sub-grants, board members would not be able to invest the political capital required to develop the innovation zone while simultaneously promoting the development of a new, traditional elementary school. The founders toured and met with community members and business owners to locate a suitable facility for the school including a church, a commercial building, and a technical college.
November 2017	Sarah Hackett stepped aside from working on the school. Allie Stone from Ouisconsin School of Collaboration and Bryn Orum from Clark Street Community School joined the team as co-authors for the OEO application. The founders contacted Latoya Holiday to understand the types of grants we would be eligible for.

VI. THE PLANNING PROCESS—RECORD OF ACTIVITIES (cont'd)

Month/Year	Activities
December 2017	The founders completed the foundational model for the school and submitted a prospectus to the OEO, to open in Fall of 2018. The prospectus was approved with comments that encouraged delaying opening to Fall of 2019 to ensure a suitable facility for the school could be secured.
January 2018	In a serendipitous meeting, Lynn shared news of the school's initial approval with the program director at Aldo Leopold Nature Center, and was advised of the center's existing plans to remodel existing space to incorporate 7 classrooms with attached outdoor classrooms and 2 additional preschool classrooms, to be completed in the Summer of 2019. This initiated conversations with the executive director of ALNC, who was incredibly supportive of the school model and immediately recognized the mutual benefit achieved by locating the school within the nature center. The founders continued developing the proposal for the school and met again with ALNC, this time with ALNC board of directors president, John Hecht. Mr. Hecht was also supportive of the school, and conversations turned to planning messaging to introduce the concept to the rest of the ALNC board members. The founders then consulted with the director of the OEO and discussed the benefits of revising the timeline for opening in Fall of 2019, including the potential to locate the school within ALNC and ensuring the school's sustainability by including ample time for preparation of the curriculum and other logistics if we applied for and received planning year funding through this grant.
February 2018	The founders submitted the complete application for the school to the Office of Educational Opportunity for authorization.

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.

Summer 2018

- Contract with school design coach
- Establish core design team – founders, teachers, community, coach
- Establish Governance Council
- Develop facility partnership

Fall 2018

- Hire teacher(s)
- Establish community partnerships
- Execute charter school contract
- Execute facility contract

Winter 2018

- Professional Development: School Design Essentials (ISN)
- Establish team norms and expectations
- Establish bylaws, meeting schedule, financial and auditing procedures
- Complete initial training as required by authorizer, DPI
- Establish communications and marketing action plan – create logo, media presentation and materials
- Complete School Visits (Wildlands, TRCCS)
- Implement communications plan
- Set up community informational meetings
- Reach out to underrepresented groups

Spring 2019

- Professional Development: Curriculum and standards alignment (ISN)
 - Professional Development: Formative and summative assessment (ISN)
 - Professional Development: Inclusive special education
 - Determine process for purchasing, accountability, operations.
 - Accept applications and determine enrollment – hold lottery
 - Select student information and parent communication system(s)
 - Professional Development: ISN conference
 - Professional Development: Holacracy, self-organization
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VI. THE PLANNING PROCESS—RECORD OF ACTIVITIES (cont'd)

Summer 2019

- Professional Development: conflict resolution (Peace Learning Center)
- Professional Development: Developing school culture (ISN)
- Professional Development: Responsive Classroom
- Professional Development: Implementing nature-based educational approaches (Aldo Leopold Nature Center)
- Finalize curriculum and standards alignment
- Determine behavior expectations and consequences – develop plan
- Content management systems – electronic portfolios
- Complete any training required by DPI
- Hire additional staff
- Purchase initial supplies and equipment
- Final school design (handbook, forms, policies, schedule, etc.)
- Develop school surveys – student, parent, community

AY 2019-2020

- Host all-school family and community picnic
- Open School
- Professional Development: ISN conference
- Complete school visits (Namaste charter school)
- Professional Development: Teacher-Powered Schools National Conference
- Professional Development: Teacher renewal (Academy for the Love of Learning)
- Training to understand Wisconsin Professional Educator Standards

Summer 2020

- Professional Development: Professional learning community (ISN)
- Curriculum Development: Inquiry-based learning strategies
- Professional Development: Kindness Curriculum (Center for Healthy Minds)
- Breathe for Change workshop

AY 2020-2021

- Professional Development: ISN conference
- Develop community partnerships
- Host community picnic
- Survey community to gauge program understanding and needs
- Host diversity events to build community

Summer 2021

- Curriculum Development: Inquiry-based learning strategies
- Professional Development: Kindness Curriculum (Center for Healthy Minds)
- Curriculum Development: Implementing nature-based educational approaches

AY 2021-2022

- Professional Development: ISN conference
- Foster community partnerships
- Host family education events
- Host community outreach events

Summer 2022

- Professional Development: Restorative Justice (MG21)
- Curriculum Development: Inquiry-based learning strategies
- Curriculum Development: Implementing nature-based educational approaches

AY 2022-2023

- Professional Development: ISN conference
 - Foster community partnerships
 - Host family education events
 - Host community outreach events
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VI. THE PLANNING PROCESS—RECORD OF ACTIVITIES (cont'd)

Summer 2023

- Professional Development: Implicit bias
 - Complete school visits (OSC, others as required)
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VII. BUDGET SUMMARY
See Application Instructions

Authorizer		Charter School Name					Grant Period	
Office of Educational Opportunity		Arbor Community School					Begin July 1, 2018	End June 30, 2023
WUFAR Function	WUFAR 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) <i>Subs/Extended Contracts</i>		\$45,000	\$42,000	\$42,000	\$52,500	Extended contracts for teachers for IQ-PBL development, collaboration and planning, organizational planning, and scheduled PD. Y2: 50 days 3 teachers, Y3: 35 days 4 teachers, Y4: 35 days 4 teachers, Y5: 35 days 5 teachers @ \$300/day	
	b. Fringe Benefits (200s)							
	c. Purchased Services (300s)							
	<i>Coaches and Consultants</i>	\$4,500	\$7,000	\$4,500	\$4,500	\$4,500	Y1-Y5: Naturalist to help develop nature-based curriculum @ \$2,500; Nutrition education specialist to create food-based curriculum @ \$2,000. Y2 only: Consultant to advise on layout/materials for indoor and outdoor classrooms @ \$2,500	
	<i>Others, Specify:</i>							
	d. Non-Capital Objects (400s) <i>Supplies & Materials</i>		\$5,000	\$7,000	\$7,000	\$9,000	Classroom supplies and curriculum materials (books, manipulatives, art materials, maps, etc.) to support varying learning modalities for increasing numbers of students and increasing ages	
	e. Capital Objects (500s) <i>Equipment</i>	\$5,000	\$1,400	\$3,200	\$3,500	\$8,500	Laptops for classrooms @ \$2,500 each, purchased as number of classrooms increase. iPads with ruggedized cases (2 per classroom K-5; 1:1 in 6th-8th) @ \$350 each	
	TOTAL Instruction	\$9,500	\$58,400	\$56,700	\$57,000	\$74,500	FIVE-YEAR TOTAL INSTRUCTION	
Support Services— Pupil and Instructional Staff Services (210 000 and 220 000)	a. Salaries (100s) <i>Subs/Extended Contracts</i>	\$56,000	\$3,500	\$1,500	\$1,500	\$1,500	Y1: Pay 2 teachers for 90 days in-house IQ-PBL curriculum development @ \$300/day. Recruitment & placement expenses @ \$2,000. Y2: Recruitment & placement expenses @	

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

Authorizer Office of Educational Opportunity	Charter School Name Arbor Community School	Grant Period Begin July 1, 2018 End June 30, 2023
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WUFAR Function	WUFAR Object	Year 1	Year 2	Year 3	Year 4	Year 5	Explanation and Justification
Series) Support Services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development and supervision.							\$2,000. Y2-Y5: Pay for 1 sub for 5 days to allow for teachers to perform community outreach, school visits, and sharing best practices with other schools @\$300/day.
	b. Fringe Benefits (200s)						
	c. Purchased Services (300s)	\$16,150	\$13,525	\$12,000	\$12,450	\$19,875	Y1: ISN conference (2 teachers, 1 founder, and 6 governance board members @\$500 plus \$250 travel & expenses): \$7,500. Breathe for change 200-hour yoga workshop (2 teachers @ \$2,650): \$5,300. Holacracy/self-organization workshop (2 teachers, 1 project manager @ \$1000): \$3,000. WRCCS conference & DPI mandatory reporting t&e (2 founders @ \$175) Y2: ISN conference for 3 teachers and 5 governance board members: \$6,000. Academy for Love of Learning teacher renewal conference (3 teachers @ \$675 plus \$600 t&e): \$3,825. Teacher-powered schools national conference (3 teachers @ \$400 plus \$600 t&e): \$3,000. WRCCS conference & DPI mandatory reporting t&e (4 members @ \$175). Y3: ISN conference for 4 teachers and 4 governance board members: \$6,000. Breathe for change workshop for 2 teachers: \$5,300. WRCCS conference & DPI mandatory reporting t&e (4 members @ \$175) Y4: ISN conference for 4 teachers and 5 governance board members: \$6,750. Teacher-powered schools national conference for 2 teachers: \$2,000. Holacracy/self-organization workshop for 3 teachers: \$3,000. WRCCS conferences & DPI mandatory reporting t&e (4 members @ \$175) Y5: ISN conference for 5 teachers and 5 governance board members: \$7,500. Breathe for

VII. BUDGET SUMMARY (cont'd)

See Application Instructions

Authorizer Office of Educational Opportunity	Charter School Name Arbor Community School	Grant Period Begin July 1, 2018 End June 30, 2023
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WUFAR Function	WUFAR Object	Year 1	Year 2	Year 3	Year 4	Year 5	Explanation and Justification
							change workshop for 2 teachers: \$5,300. Academy for Love of Learning teacher renewal conference for 5 teachers: \$6,375. WRCCS conferences & DPI mandatory reporting t&e (4 members @ \$175).
	<i>Coaches and Consultants</i>	\$57,000	\$38,700	\$39,500	\$20,500	\$21,700	Y1: 20 days with ISN school design coach: \$20,000. 5 days with classroom culture consultant (conflict resolution, responsive classroom, developing school culture): \$5,000. 5 days with curriculum specialist (standards alignment, assessment, inclusive special education methods): \$5,000. 5 days with IQ-PBL consultant: \$5,000. 2 days with Anti-bias curriculum consultant: \$2,000. Hire project manager to set up school administration services (records, finances, communication, etc.) and coordinate grant activities: \$15,000. Hire food service consultant for healthy menu creation and vendor setup: \$5,000. Y2: 2 days with ISN school design coach: \$2,000. 3 days with classroom culture consultant: \$3,000. 5 days with curriculum specialist: \$5,000. 3 days with Center for Healthy Minds consultant (Kindness curriculum): \$3,000. 5 days with IQ-PBL consultant: \$5,000. 2 days with Anti-bias curriculum consultant: \$2,000. Hire project manager for 50 hours coordination: \$15,000. 2 days with restorative justice consultant: \$1200. Hire food service consultant: \$2,500 Y3: 2 days with ISN school design coach: \$2,000. 3 days with classroom culture consultant: \$3,000. 5 days with curriculum specialist: \$5,000. 3 days with Kindness Curriculum consultant: \$3,000. 2 days with ISN

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

Authorizer Office of Educational Opportunity	Charter School Name Arbor Community School	Grant Period Begin July 1, 2018 End June 30, 2023
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WUFAR Function	WUFAR Object	Year 1	Year 2	Year 3	Year 4	Year 5	Explanation and Justification
							professional learning community consultant: \$2,000. 5 days with IQ-PBL consultant: \$5,000. 2 days with Anti-bias curriculum consultant: \$2,000. Hire project manager for 50 hours coordination: \$15,000. Hire food service consultant: \$2,500 Y4: 2 days with ISN school design coach: \$2,000. 3 days with classroom culture consultant: \$3,000. 5 days with curriculum specialist: \$5,000. 3 days with Kindness Curriculum consultant: \$3,000. 5 days with IQ-PBL consultant: \$5,000. Hire food service consultant: \$2,500 Y5: 2 days with ISN school design coach: \$2,000. 3 days with classroom culture consultant: \$3,000. 5 days with curriculum specialist: \$5,000. 3 days with Kindness Curriculum consultant: \$3,000. 5 days with IQ-PBL consultant: \$5,000. 2 days with restorative justice consultant: \$1200. Hire food service consultant: \$2,500.
	<i>Others, Specify:</i>						
	d. Non-Capital Objects (400s) <i>Supplies & Materials</i>		\$3,000	\$1,000	\$1,000	\$1,000	Start-up food service supplies
	e. Capital Objects (500s) <i>Equipment</i>		\$41,000	\$5,000	\$30,000	\$5,000	Y2: Purchase van for transporting up to 9 students to community partnerships: \$25,000, furniture to support learning environment: \$8,000, food service equipment (small electrics, etc.): \$3,000, and removable outdoor classroom structures: \$5,000. Y3: Purchase additional furniture: \$5,000 Y4: Purchase second van: \$25,000 and additional furniture: \$5,000. Y5: Purchase additional furniture: \$5,000.

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

Authorizer Office of Educational Opportunity	Charter School Name Arbor Community School	Grant Period Begin July 1, 2018 End June 30, 2023
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WUFAR Function	WUFAR Object	Year 1	Year 2	Year 3	Year 4	Year 5	Explanation and Justification
	TOTAL Support Services	\$129,150	\$99,725	\$59,000	\$65,450	\$49,075	FIVE YEAR TOTAL SUPPORT SERVICES
Support Services Administration* (Associated with functions in the 230 000 series and above) Includes general; business; and central service administration.	a. Purchased Services (300s)	\$10,350	\$8,000	\$7,850	\$4,000	\$5,000	Y1: Purchase legal services for OEO and facility contract and 501c3: \$4,650. Purchase graphic design services for marketing materials: \$700. Purchase Board on Track package for governance and reporting infrastructure: \$3,000. Purchase administrative technology services: \$2,000. Y2: Legal services for partner contracts: \$2,000. Board on Track package: \$3,000. Administrative technology services: \$3000. Y3: Legal services for partner contracts: \$2,000. Board on Track package: \$3,000. Administrative technology services: \$2,850. Y4: Board on Track package: \$2,000. Administrative technology services: \$2,000. Y5: Legal services for partner contracts: \$3000. Administrative technology services: \$2,000.
	b. Non-Capital Objects (400s) <i>Supplies & Materials</i>	\$1,000	\$2,000		\$2,300		Marketing and community outreach materials in years 1 and 4 and printer ink and office equipment in years 2 and 4.
	c. Capital Objects (500s) <i>Equipment</i>		\$1,000				Printer and phone.
	TOTAL Support Services	\$11,350	\$11,000	\$7,850	\$6,300	\$5,000	FIVE YEAR SUPPORT SERVICES ADMINISTRATION TOTAL
TOTAL BUDGET	\$150,000	\$169,125	\$123,550	\$128,750	\$128,575	FIVE YEAR BUDGET TOTAL	

DPI Approval	Signature of DPI Reviewer 	Date Signed <i>Mo./Day/Yr.</i>
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* 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.

Application Narrative Arbor Community School

Executive Summary

The focus of Arbor Community School is to foster strong wellbeing in its students through an education that is predicated on its purpose and meaning in the lives of its students and their families and neighbors. Our goal is to provide an education with equity that prepares children of all backgrounds to be active, resilient, and successful participants in our rapidly changing world.

Arbor Community School will open to serve 40 students in grades K-3, growing each year to eventually accommodate 90 students in grades K-8. The educational model is inquiry-based and problem-focused learning (IQ-PBL), where to a large extent, students decide what projects and problems they want to tackle. Teachers will provide scaffolding, guidance, and support, as well as monitor progress. In younger children, more support and guidance is necessary, but our goal is to develop self-direction and reflection from the earliest ages. Multi-age classrooms provide opportunities for students to explore different roles - leading and following at different times, and to routinely notice growth in themselves and their peers. Multi-age classrooms also provide continuity, which is helpful for students who have a difficult time with transitions, and especially effective for disadvantaged students who may benefit from a consistent role model in their life, as evidenced by the success of multi-year mentorship programs.

In an IQ-PBL model, students learn to advocate for themselves and their ideas, to cooperate and communicate clearly and effectively, and to problem solve. They will be invited to apply these skills beyond their projects to contribute to developing and articulating learning goals and to fostering peace, justice, and equity in the school environment and governance decisions.

Learning will take place outside the classroom as much as inside; moving, exploring the natural world and interacting with the community. Located in a natural setting, with a focus on wellbeing, Arbor Community School will have the opportunity to reduce nature and achievement gaps and be an exemplar for wellbeing in the community.

Further, the IQ-PBL model, coupled with a focus on wellbeing, increases student engagement and directly addresses obstacles to learning, such as difficulty maintaining attention and impulse control, that frequently hinder learning progress for children from disadvantaged backgrounds. The project/problem focus of the curriculum provides agency and meaning to the acquisition of otherwise traditional skills, resulting in greater motivation and intrinsic value as students learn to tackle problems and projects that are important and culturally relevant to them.

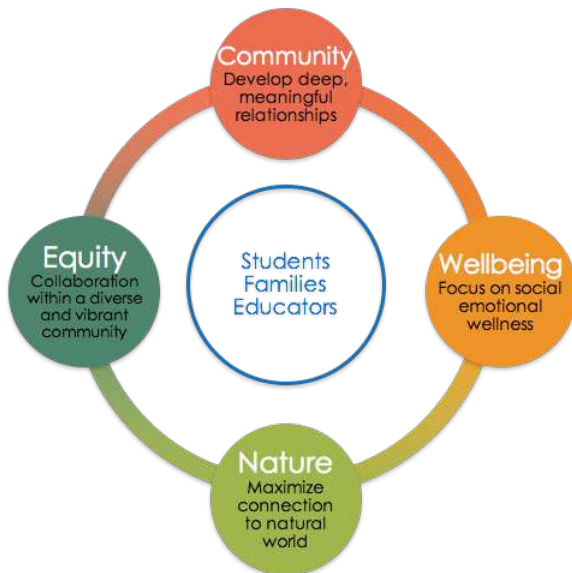
Many schools introduce projects, personalized learning, or mindfulness practices alongside existing curriculum, but access is limited by classroom or building, and often these “extras” are only available to very advanced or struggling students. Moreover, these approaches are not infused into students’ education, but rather are occasionally sprinkled into an otherwise prescribed and rigid curriculum. ACS seeks to immerse students in these opportunities in a public school setting at no additional burden to families, beginning in Kindergarten.

Much like an arbor provides plants a strong support on which to grow, Arbor Community School supports students, families, and educators through four pillars of strength: 1) Community; a strong sense of community will be fostered, both within and beyond the boundaries of school, 2) Wellbeing; Purpose and meaning, critical thinking, social connections, resilience and mindfulness will build strong mental wellbeing, while physical activity, nutrition and time spent outside will build strong physical wellbeing, 3) Nature; Maximizing time students learn and play outdoors improves concentration and builds a lifelong connection with the natural world, and 4) Equity; With a strong commitment to cultural, racial and economic diversity, students will learn to appreciate the similarities and unique challenges faced by members of their community. Those that traditionally face barriers to the natural world, educational opportunities and high wellbeing will especially benefit.

I. Program Description/Mission (10 points)

1. State the mission of the charter school. Describe how the mission directly relates to at least two of the following:
 - a. Increasing access to educationally disadvantaged students
See below
 - b. Reducing and eliminating the achievement gap for educationally disadvantaged students

The mission of Arbor Community School is to build an enduring foundation of wellbeing for all learners through education of the mind, brain, and body, in preparation to become citizens of a global future and a changing world.



The school is founded on four pillars that support students, families, and educators, and are developed in the context of a student-led, inquiry-based educational environment. Teachers will have great flexibility to design hands-on, project-based, student-inspired lessons in multi-age classrooms. Students will learn to set and reach goals to promote lifelong learning and self-management.

Academic curriculum will be folded into a school day that creates a strong sense of community, integrates movement with learning, encourages healthy eating and living, maximizes time in nature and reduces the use of technology.

One of the 4 pillars of Arbor Community School is equity. Through this pillar, we aim to eliminate not only the achievement gap, but also the wellbeing and nature gaps associated with economic disadvantage. According to a recent report issued by the Annie E. Casey Foundation, Wisconsin has the largest wellbeing gap between White and African

American children of any state in the nation. Relatedly, severe class- and race-based inequalities in access to the natural environment exist here and have long-term deleterious effects on cognitive (including academic), psychological, and physical wellbeing (Strife & Downey, 2009). Indeed, achievement, wellbeing, and nature gaps are intimately related and our education model aims to address them simultaneously.

Decades of research examining the components of psychological wellbeing have converged on the following dimensions: (1) positive relations with others, (2) autonomy (self-determining and independent; confident in one's abilities), (3) environmental mastery (able to manage a complex array of activities and make effective use of opportunities; able to choose or create contexts suitable to personal needs and values), (4) purpose in life (a sense of directedness; feeling that there is meaning in present and past activities and pursuits), (5) personal growth (a sense of continuous development and realizing one's potential; changing in ways that reflect more self-knowledge and effectiveness), (6) self-acceptance, and (7) resilience (Mayordomo, Viquer, Sales, Satorres, & Meléndez, 2016; Ryan & Deci, 2001; C.D. Ryff, 1989; Carol D. Ryff, 2014).

Similarly, the factors that contribute to overall physical wellbeing are well established. These factors include healthy diet, exercise, sufficient sleep, clean water, access to medical care, and safe and clean living and working environments (Banspach et al., 2016; Dashti, Scheer, Jacques, Lamon-Fava, & Ordovas, 2015; Hale et al., 2015; Reis et al., 2016). In addition, tobacco, alcohol, and drug use substantively affect physical wellbeing (see CDC Chronic Disease and Health Promotion Data and Indicators; <https://chronicdata.cdc.gov/>). Importantly, psychological and physical wellbeing are intimately related, such that high psychological wellbeing (as defined above) is protective for and can buffer challenges to physical health and vice versa (Kim, Kubzansky, Soo, & Boehm, 2016; C.D. Ryff et al., 2006). Unfortunately, psychological and physical wellbeing can also synergize in negative ways (Kiecolt-Glaser, Derry, & Fagundes, 2015). For example, a lack of positive relations with others (i.e. loneliness) confers as large a risk for all-cause mortality as cigarette smoking (Cacioppo, Cacioppo, Capitano, & Cole, 2015; Hawkey & Cacioppo, 2003) and lack of self-efficacy predicts decreased longevity (Penzel, Persich, Boyd, & Robinson,

2016). This association is particularly striking in relation to chronic, endemic stressors, such as poverty and racism (for review, see Rubin, 2015).

The goal of public education - to equip children with the ability to contribute meaningfully to society - is predicated, to an extent, on psychological and physical wellbeing. This ability also depends on how well the skillset of the individual matches the current demands of society. To this end, leaders in business, education, and public policy communities came together to identify the skills that are essential for success in the current and emerging environment (ie. 21st century skills). This skill-set includes creativity and innovation, critical thinking and problem solving, planning and organization, communication and collaboration, and information and media literacy, in addition to core content (reading, writing, math, science, history, civics, etc.). The development of personal qualities is also emphasized, which include flexibility, adaptability, resilience, and self-efficacy, the ability to take initiative and self-direct, emotional and cultural intelligence, and a sense of responsibility and leadership. (For more information see (Bell, 2010; National Research Council, 2013) and Partnership for 21st Century Learning: <http://www.p21.org/about-us/p21-framework>).

To what extent do our current educational models and structures promote the conditions that lead to meaningful contribution and high psychological and physical wellbeing? The answer to this question is complicated, and at best, it is clear that there is wide variation across schools, districts, and states. What we can say definitively is that the current structure and model of public education is not optimal in achieving these goals (see National Research Council, 2013). In the words of Dr. Gloria Ladson-Billings on educating diverse students and improving educational engagement for children of color, "For kids, it's the 'so what' question, and we typically don't have good answers for them. Our answer typically is, 'You're going to need this next year,' and kids figure out by 4th or 5th grade that we're lying." On the other hand, the educational model we propose - inquiry- and problem-focused learning (IQ-PBL) - intentionally cultivates these conditions and, in doing so, leads to high levels of self-efficacy (Kaldi, Filippatou, & Govaris, 2011). Because IQ-PBL incorporates the interests and passions of students to guide content in the pursuit of core proficiency, it fosters imagination and creativity, self-reflection and cultivation of meaning and purpose, self-initiation and direction. IQ-PBL relies on projects and problems with real-world applications as the vehicle for learning. Because the outcomes of these projects have real value and meaning, learning becomes a primary reward with intrinsic value, rather than a task to be accomplished in exchange for a grade or token. Projects are completed in groups, building collaboration and emotional intelligence. By nature of the "project" or "problem" focus, they also incorporate planning and organization skills. When a project does not go as planned, problem solving, creativity and flexibility are necessary. Ultimately, some projects will fail, providing opportunities for critical thinking and resilience building. These skills provide the experience and tools that allow students to act on their self-efficacy (for review see Bell, 2010; Thomas, 2000). This *well-equipped* self-efficacy provides the basis for achieving the components of high psychological wellbeing, educational performance, and making meaningful contributions in the modern world. It will also serve to protect against the depression, anxiety and apathy that have become endemic in young adults (Bandura, 1993; Komaraju & Nadler, 2013; Newman, Dantzler, & Coleman, 2015; Nie, Lau, & Liao, 2011; Wurdinger & Rudolph, 2009; Zuffianò et al., 2013). This is in contrast to the current model of education, which provides the content without the opportunity to apply it in meaningful and impactful ways on a daily basis (Blumenfeld, Hamilton, Bossert, Wessels, & Meece, 1983).

While these models do not necessarily promote physical health directly, they do directly entrain habits that promote physical health, such as self-regulation, self-efficacy, critical thinking, and resilience (Galla & Duckworth, 2015). For example, these habits of mind are important for maintaining a healthy diet and exercise routine and for avoiding abuse of drugs and alcohol. Further, these models of education can incorporate content related to physical health in a much more comprehensive and experiential way than current models, which has been shown to lead to increased translation of this knowledge into student's health-related choices (Dudley, Cotton, & Peralta, 2015). For example, in our proposed school, a food-based curriculum could be incorporated in which students plan, grow, and harvest food, and then plan, prepare, and share meals using that food. This one example incorporates healthy eating, movement, planning and organizing, problem solving, and relationship building. Finally, psychological wellbeing and ability to contribute meaningfully have well documented impacts on physical wellbeing (Kemp & Quintana, 2013; Patton et al., 2016; Steptoe, Deaton, & Stone, 2015), and in these ways, problem, project, and

inquiry-based models of education foster the conditions for all 3 domains of success. Moreover, students educated in this way often improve in conventional metrics of academic success (grades, standardized test scores), as well (Bell, 2010; Geier et al., 2008; Komarraju & Nadler, 2013; Newman et al., 2015; Zuffianò et al., 2013).

- c. Serving students at-risk of dropping out or who have previously dropped out
See narrative above regarding student engagement and investment in projects that they chose and have meaning to them.
- d. Increasing the overall graduation rate
See narrative above regarding resilience, self-motivation, and intrinsic value of education.
- e. Increasing career and college readiness
See narrative above regarding 21st century skills.

2. Provide the grades served, projected enrollment by grade level, and breakout of the student population by ethnicity/race and by educationally disadvantaged student subgroups.

Arbor Community School will be a K-8 school open to all students in the greater Madison area. It’s location, at the site of Aldo Leopold Nature Center, was chosen strategically for its proximity to diverse communities and public transportation in order to serve disadvantaged children. It is expected that the ACS student population would reflect the demographics of the surrounding area. The nearest public elementary school to ALNC currently enrolls approximately 40% Hispanic or Latino, 25% White, 20% Black or African American, 8% Two or more races, 6% Asian, and 1% American Indian students. Approximately two-thirds of the currently enrolled students in that school are classified as low income. Further, 15% are classified as receiving special education and 43% are classified as English Language Learners. Recruitment efforts will focus on achieving a population of learners with diversity similar to that of nearby schools.

By year 6, we aim to serve 90-100 students, grades K through 8. Our aim is to enroll a fairly even number of students from each age range, so if necessary, lotteries will be held at each of the grade range sections described in the table below.

Year	Grades Served	Students per classroom	Total Students	Teachers*	Student: Teacher Ratio
2019-2020	K-3	2 classrooms K-3: 20 students each (10 students each in K-3)	40	2	20:1
2020-2021	K-4	2 classrooms K-2: 15 students each, 1 classroom 3-4: 20 students	50	3	K-2: 15:1, 3-4: 20:1
2021-2022	K-5	2 classrooms K-3: 20 students each, 1 classroom 4-5: 20 students	60	3	K-5: 20:1
2022-2023	K-6	2 classrooms K-2: 15 students each, 1 classroom 3-4: 20 students, 1 classroom 5-6: 20 students	70	4	K-2: 15:1, 3-6: 20:1
2023-2024	K-7	2 classrooms K-3: 20 students each, 1 classroom 4-5: 20 students, 1 classroom 6-7: 20 students	80	4	K-7: 20:1
2024-2025	K-8	2 classrooms K-2: 15 students each, 2 classroom 3-6: 20 students each, 1 classroom 7-8: 20 students	90	5	K-2: 15:1, 3-8: 20:1

* Additional staff will be employed for educational and community engagement support as necessary.

3. Describe how the school plans to attract, recruit, admit, enroll, serve and retain educationally disadvantaged students equitably and meaningfully.

ACS will attract, recruit, and enroll students that reflect the racial, ethnic, socioeconomic, and neurological diversity of the greater Madison area by providing families information on the school's objectives, the IQ-PBL model, and the mission and pillars of the school. ACS will ensure families understand the ways in which IQ-PBL naturally provides inclusive avenues to learning for educationally disadvantaged students so that, rather than solely modifying the expectations of the disadvantaged student, their needs are accommodated in an inclusive way that honors their abilities, strengths, interests, and culture. IQ-PBL naturally develops student engagement and investment. Coupled with the focus on community and collaboration, democratic culture, and justice-oriented behavior management strategies, students are likely to be retained at higher rates than would be expected in a traditional school.

4. Describe the charter school curricular model. Discuss how student body diversity will be incorporated into best practices and how the charter school will promote diversity of educational choices.

Arbor Community School is modeled around the research of personalized learning with purpose and meaning, in a democratic environment, in order to optimize student engagement. We define personalized learning as a model in which students have a voice in setting their own goals and learning pathways in addition to how, when, and what they learn and how it's represented and assessed. This will be accomplished through an IQ-PBL curriculum. The full IQ-PBL model will be carried out in a multi-age and nature-based setting, requiring students to be "in the field", working hand in hand with community members, as they expand their understanding and demonstrate a strong ability to meet the Common Core Standards. Collaboration with the local and global community will be vital to student growth. Students will explore the world through interest-based play, learning both independently and collaboratively, with the flexibility to address questions of importance and relevance to them, at their own pace. The focus of learning will be centered around alternative skill sets first and traditional content second. Teachers will act as facilitators and supports to the learners. In addition, students will utilize creative approaches to prepare and present what they have learned. Technology will be used with discretion in order to provide students more diverse, interactive, experiential ways of gathering information and learning.

All learning will be connected directly to the Common Core Standards rather than relying on a program to make the connections. Further, the development of 21st Century Skills during student collaboration, presentations, and assessments will serve as a cornerstone of our instruction; ensuring students are prepared to participate skillfully in the world around them. Students will develop strong non-cognitive skills, including but not limited to: mindfulness, compassion, agency, autonomy, self-regulation, perseverance, planning, goal-setting, resilience, reflection, cooperation, perspective-taking, communication, and organization.

Students will apply their knowledge and conceptual understanding to problems and questions that are meaningful to them, including in ways that benefit local and global communities. A multi-age setting allows students to collaborate with peers of different ages and abilities, thus establishing an authentic societal setting in the classroom. Given the age of these students, special attention will be paid to core educational concepts, helping to scaffold projects, and build application of learning strategies. As students meet benchmarks and demonstrate proficiency in the Common Core Standards, there will be a gradual increase of personal responsibility for the selection, completion, and application of projects, while still receiving instructor guidance and support. Through carrying out projects, students will develop an ability to manage and organize tasks within a selected timeframe.

Teachers will serve multiple roles within the project-based multi-age setting. Students new to ACS will require more individualized core instruction than those further along in the program. Thus, teachers will provide additional guided instruction in basic reading, math, and science skills to first year pupils. As students progress, the teachers' roles will shift to include more facilitation of projects, mentoring and providing students with project appropriate resources. A key role of the teachers will also include helping students understand ways in which they learn and communicate best, preparing them for future success. In each phase of learning, teachers will guide students in selecting rigorous projects, set high levels of expectation and ensure proficiency in the Common Core Standards.

5. Describe the role of the governance board in planning/operations of the charter school. Under federal policy, no employees or officers of the authorizing entity may hold membership on the charter school's governing board.

The ACS Governance Board will collaborate with the Office of Educational Opportunity (OEO) to ensure the quality and sustainability of the school and to support the mission through the following:

- Promote diversity and equitable access
- Establish policies for the conduct of business by the school
- Establish policies to ensure health and safety of students and teachers
- Ensure equity of admissions policies and employment practices
- Monitor enrollment and course completion
- Hire personnel
- Ensure compliance with charter contract and school policies
- Plan for long term sustainability of the school
- Approve an annual budget
- Conduct annual audits of the financial and programmatic operations of the school
- Ensure adherence to academic and operational performance standards
- Supervise and evaluate teacher(s)
- Monitor the climate and culture of the school
- Establish procedures to facilitate communication between and among staff, parents, and students, including procedures to proactively and equitably allow for parents to raise issues and ensuring family-teacher conferences are held at least once annually.
- Take corrective measures if ACS fails to meet performance standards
- Complete ACS board orientation training and any training required by the OEO director
- Establish policies and procedures to advance the vision of Arbor Community School

6. Describe how the authorizer will monitor school performance and compliance with the contract and the quality controls agreed to between the charter school and the authorizer including any performance agreements.

Monitoring: It is the responsibility of the governance board to provide the authorizer with all information necessary for the authorizer to assemble the reports required by Wis. Stat. § 118.40(3m)(f).

The educational program of ACS will be assessed according to the progress made toward school goals as reflected in the four pillars:

Pillar	Indicators
Equity	Diversity - Appreciation and celebration of diversity among students, families, and staff; diverse cultures, histories, and perspectives reflected in curriculum Equality - Fairness of ACS processes and policies Inclusion - Inclusion of all students, especially those with educational, physical, mental, emotional, or developmental challenges Family Involvement - Degree to which ACS helps families support their student's education
Community	Procedures - The degree to which ACS procedures facilitate participation Communication - The effectiveness of communication strategies to allow flow of information between and among ACS students, teachers, governance board, and ALNC and the larger community Opportunities - The degree to which community partnerships are enhancing student learning Cohesion - The degree to which ACS creates a sense that students feel like part of a larger whole
Wellbeing	Wellbeing indicators, (e.g. perseverance, autonomy, agency, etc) will be assessed with behavioral and both self-report, as well as teacher or parent report measures such as the

	Strengths and Difficulties Questionnaire, non-cognitive measures of Social/Emotional Learning and self-regulation (such as those reviewed in Halle & Darling-Churchill, 2016).
Nature	Knowledge - Awareness of, comfort in, and sensitivity to nature Attitude - Enthusiasm and concern for the natural world Behavior - Understanding of how environmental problems can be prevented or mitigated Connection - Sense of interconnectedness/place Participation - Increased use of natural areas, participation in environmental improvement and protection

The authorizer has the right to revoke the contract if the University finds that any of the following events have occurred:

- (1) The pupils enrolled in the Charter School have failed to make sufficient progress toward attaining the educational goals under Wis. Stat. § 118.01;
- (2) For three consecutive years, the School's overall average for the academic performance framework is less than the minimum target as outlined in the contract;
- (3) The Grantee has failed to comply with generally accepted accounting standards of fiscal management with respect to the Charter School;
- (4) The Grantee's current liabilities exceed current assets, or the Grantee is insolvent (i.e. total liabilities exceed total assets), has been adjudged bankrupt, or has received a qualified audit opinion regarding its inability to continue as a growing concern;
- (5) The Grantee's directors, officers, employees, or agents provided the University false or intentionally misleading information or documentation in the performance of this Contract;
- (6) The Charter School has failed materially to comply with Applicable Law;
- (7) The Charter School has violated Wis. Stat. § 118.40 et seq.;
- (8) The Grantee has defaulted materially in any of the terms, conditions, promises or representations contained in or incorporated into this Contract; or
- (9) The Charter School has insufficient enrollment to successfully operate or enrollment below the projected minimum established in the contract;
- (10) The Grantee fails to submit the documentation required of this Contract and is, therefore, unable to commence operations, or the Grantee fails to commence operation of its Charter School by September 15 following initial grant of its Charter.

7. Describe the roles and responsibilities of the charter school, any potential partners (if applicable), and charter management organizations (if applicable).

Arbor Community School is responsible and accountable for performing the duties and responsibilities as assigned under contract with the University of Wisconsin System Administration Office of Educational Opportunity, as a designee of the Board of Regents of the University of Wisconsin System.

ACS has been planned by a community. These partnerships will be maintained and extended as necessary to meet the goals of the school. ACS will foster active, coordinated partnerships dedicated to improving student achievement, exposure to the natural world, equity, and well-being. Each partnership will establish a common mission and vision, mutually agreed-upon goals and shared decision making. The following are a list of partnerships the founders have initiated or explored:

Partner	Nature of Work
Formed partnerships	
Aldo Leopold Nature Center	School location (contract pending), nature-based curriculum, instruction, reciprocal non-voting board membership, combined research, community outreach
Innovative Schools Network	School design consultation, professional development, and school review

Partnerships in development	
Bridge Lakepoint Waunona Neighborhood Center	Recruitment of families, ELL support
Center for Healthy Minds	Professional development, curriculum guidance, outcomes research
MG21 (Monona Grove Liberal Arts Charter School)	Multi-age project collaboration, share best practices, social/emotional projects, restorative justice training
UW School of Education	Research partnership
Vitruvian Farms	Sustainable agriculture curriculum
Wisconsin Green Schools Network	Resources for environmental education enablement
Potential partnerships	
Access Community Health Centers	Health services
Fired Up Pottery	Arts programming
Goodman Community Center	Recruitment of families
Joining Forces for Families	Recruitment of families
Monona Senior Center	Intergenerational programming
Monona Yoga Center	Yoga
Monroe Street Art Center	Music and arts programming
REAP Food Group	Meal program support, food curriculum

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

The founders will negotiate transportation contracts with an independent transportation company.

II. Proposed Activities (15 Points)

1. Describe the present state of the planning process or present state of the charter school if already in operation; 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.

AYs 2014-2016	The founders (Melissa Rosenkranz and Lynn Munsinger Brown) and several other Madison-area parents discussed an alternative school model focused on wellbeing over the course of 2014-2016. They met extensively with members of Innovative Schools Network (ISN) and area educational influencers and teachers, and annually attended the ISN conference on innovation to learn about other innovative school models. They also met with teachers and other successful charter school founders, including Chamomile Nusz (Tomorrow River Community Charter School) and Bryn Orum (Clark Street Community School) to understand the process for proposing a charter school. The founders were not successful in their attempts to contact MMSD leadership. However, the Monona Grove School District (MGSD) leadership team, including Superintendent Dan Olson and incoming Curriculum Director Lisa Heipp welcomed exploration of a potential charter school. The founders met extensively with MGSD school board members, city council officials, community members, local business owners and policy makers, and in the Spring of 2016, the MGSD voted 5-2 to authorize
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	allocating resources and \$20,000 to determine the feasibility of developing such a school.
May-August 2016	Over the summer of 2016, the founders and a group of 24 MGSD teachers, administrators (including Lisa Heipp and Jennifer Smith (current MGSD school board president), community members (including the program director at Aldo Leopold Nature Center), parents from both Cottage Grove and Monona, and experts from ISN, were part of a planning team that focused on exploration of an "Innovation Zone" school concept in the MGSD. This group met onsite for more than 40h during the summer of 2016 in dozens of meetings and spent hundreds of hours off-site to complete the work they shared with the MGSD Board of Education on August 24, 2016. Additionally, a survey was sent on August 1, 2016 to registered families of elementary-age children in MGSD in 2016-17 school year. The survey showed great interest in this model, and parents turned out at nearly every school board meeting that summer to voice their support.
AY 2016-17	The founders and several members of the planning team visited 4 similarly-modeled charter schools to gain insight and inspiration: Ouisconsin School of Collaboration, Waukesha STEM Academy, MG21, and Tomorrow River Community Charter School. Additionally, the founders continued to meet with community members, school district administrators, and school board members. MGSD board members were familiar with the process of starting a charter school, as was done with the project-based MG21 high school. Since no grant funds were available from the DPI, and 3rd party agencies required a school or program be in place in order to apply for grant funding, no funding could be obtained to implement the school. As an alternative, a pilot project was conducted during the summer of 2017.
June 2017	Three pilot programs were scheduled for the MGSD summer school session using experiential, multi-age, and project-based methods. 2 teachers from the planning team developed a K-1 PBL program with a STEAM focus at Taylor Prairie. Another multi-age PBL program ran at Cottage Grove School for grades 2-4 with a focus on environmental education, utilizing the school forest. The program at Winnequah School most closely matched the proposed program and utilized resources and environmental educators at Aldo Leopold Nature Center (ALNC). The program included 2 sessions (K-2 and 3-5) of multi-age, project-based learning with an emphasis on nature, mindfulness, movement, and community. Students researched ways to better their community and developed ideas for constructing a dock for exploring the Winnequah Park lagoon, building a chicken coop near the school garden, and building a wheelchair ramp from the school to the playground at Winnequah school. The pilot included yoga and breathing exercises, engagement with the community, including working with MG21 students to build cardboard models of their ideas, and much exploration at Aldo Leopold Nature Center, including long hikes and exercises designed to heighten awareness of self and nature, including "draw what you hear." Additionally, Melissa met with Superintendent Tony Evers in June to discuss the need for wellbeing based education in Wisconsin.
July 2017	In the last days of the summer school session, a survey of families with children who attended the pilot programs indicated great satisfaction with student engagement in a hands-on, nature-based, inclusive environment. Additionally, several members of the planning team visited each of the 3 pilot programs and marveled at the engagement of the students and the creativity they demonstrated. However, it was made clear during that meeting that the district would not be furthering work on development of an elementary "innovation zone, as it had come to be called. Undeterred, the founders met with several educational innovators including Rich Halverson, Sarah Archibald, Erica Halverson, Sarah Hackett, and Heather Terrill Stotts to discuss options for authorization, including the OEO.
August 2017	The MMSD school board voted to rescind the proposal for Isthmus Montessori Academy to become a public charter school and it was now more clear than ever that it would be quite difficult to garner support for developing the charter school as an instrumentality of a school district. The founders and Sarah Hackett met to discuss options, and Sarah met with Gary Bennett, director of the OEO (Lynn and Melissa had previously met with him months earlier) to

	understand the process of applying for authorization through the OEO. The group ultimately resolved to continue developing the model and to apply for authorization through the OEO. Sarah Hackett joined the application effort and writing began.
September 2017	Lynn met with Deb Gilpin, President and CEO of Madison Children's Museum, to provide her information on the project, discuss equitable access issues in the Madison area, and to identify potential sources for location and funding.
October 2017	At the MGSD annual board meeting, residents approved the purchase of 40 acres of land in Cottage Grove, for the purposes of constructing a new elementary school to address increasing enrollment in the district. During informal conversations with school board members before and after this meeting, it became apparent that while supportive of the idea, and even after learning about the possibility of planning and implementation funding available through DPI sub-grants, board members would not be able to invest the political capital required to develop the innovation zone while simultaneously promoting the development of a new, traditional elementary school. The founders toured and met with community members and business owners to locate a suitable facility for the school including a church, a commercial building, and a technical college.
November 2017	Sarah Hackett stepped aside from working on the school. Allie Stone (Ouisconsing School of Collaboration) and Bryn Orum (formerly of Clark Street Community School) joined the team as co-authors for the OEO application. The founders contacted Latoya Holiday to understand the types of grants for which we would be eligible.
December 2017	The founders completed the foundational model for the school and submitted a prospectus to the OEO, with intention to open in Fall of 2018. The prospectus was approved with comments that encouraged a delay in opening until Fall of 2019 to ensure a suitable facility for the school could be secured.
January 2018	Lynn met with the program director at Aldo Leopold Nature Center and was informed of the center's plans to remodel existing space to incorporate 7 classrooms with attached outdoor classrooms and 2 additional preschool classrooms, to be completed in the Summer of 2019. This initiated conversations with the executive director of ALNC, who was incredibly supportive of the school model and immediately recognized the potential mutual benefit of locating the school within the nature center. The founders continued developing the OEO proposal and met again with ALNC, this time with ALNC board of directors president, John Hecht. Mr. Hecht was also supportive of the school, and conversations turned to timelines and strategy for the introduction of the concept to the rest of the ALNC board members. The founders then consulted with the director of the OEO and discussed the benefits of revising the timeline for opening in Fall of 2019, including the potential to locate the school within ALNC, and ensuring the school's sustainability by including ample time for preparation of the curriculum and other logistics if we applied for and received planning year funding through this grant.
February 2018	The founders submitted the completed application to the OEO for authorization.

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.

Date	Activity	People and Resources
Fall 2018	<ul style="list-style-type: none"> ● Hire teacher(s) ● Contract with school design coach ● Establish core design team – founders, teachers, community, coach ● Establish Governance Council ● Establish community partnerships 	School founders

	<ul style="list-style-type: none"> Execute charter school contract 	Core Design Team, Governance Council, Authorizer
Winter 2018	<ul style="list-style-type: none"> Professional Development: School Design Essentials (ISN) Establish team norms and expectations 	Core Design Team
	<ul style="list-style-type: none"> Establish bylaws, meeting schedule, financial and auditing procedures Complete initial training as required by authorizer, DPI 	Governance Council
	<ul style="list-style-type: none"> Establish communications and marketing action plan – create logo, media presentation and materials 	Core Design Team, Governance Council, marketing consultant
	<ul style="list-style-type: none"> Complete School Visits (Wildlands, TRCCS) Implement communications plan Set up community informational meetings Reach out to underrepresented groups for enrollment 	Core Design Team
Spring 2019	<ul style="list-style-type: none"> Professional Development: Curriculum and standards alignment (ISN) Professional Development: Formative assessment (ISN) Professional Development: Summative Assessment Professional Development: Inclusive special education 	Teachers
	<ul style="list-style-type: none"> Determine process for purchasing, accountability, operations. Accept applications and determine enrollment – hold lottery Select student information and parent communication system(s) 	Core Design Team
	<ul style="list-style-type: none"> Professional Development: ISN conference Professional Development: Holacracy, self-organization 	Core Design Team, Governance Council
Summer 2019	<ul style="list-style-type: none"> Professional Development: conflict resolution (Peace Learning Center) Professional Development: Developing school culture (ISN) Professional Development: Responsive Classroom Professional Development: Implementing nature-based educational approaches (Aldo Leopold Nature Center) Finalize curriculum and standards alignment Determine behavior expectations and consequences – develop plan Content management systems – electronic portfolios Complete any training required by DPI 	Teachers
	<ul style="list-style-type: none"> Hire additional staff Purchase initial supplies and equipment Final school design (handbook, forms, policies, schedule, etc.) Develop school surveys – student, parent, community 	Core Design Team
September 2019	<ul style="list-style-type: none"> Host all-school family and community picnic Open School 	All
AY 2019-2020	<ul style="list-style-type: none"> Professional Development: ISN conference 	Teachers, Governance Council
	<ul style="list-style-type: none"> Complete school visits (Namaste charter school) Professional Development: Teacher-Powered Schools National Conference Professional Development: Teacher renewal (Academy for the Love of Learning) 	Teachers
	<ul style="list-style-type: none"> Training to understand Wisconsin Professional Educator Standards 	Governance Council

Summer 2020	<ul style="list-style-type: none"> ● Professional Development: Professional learning community (ISN) ● Curriculum Development: Inquiry-based learning strategies ● Professional Development: Kindness Curriculum (Center for Healthy Minds) ● Breathe for Change workshop 	Teachers
AY 2020-21	<ul style="list-style-type: none"> ● Professional Development: ISN conference 	Teachers, Governance Council
	<ul style="list-style-type: none"> ● Develop community partnerships ● Host community picnic ● Survey community to gauge program understanding ● Host diversity events to build community 	Outreach & Diversity Committees
Summer 2021	<ul style="list-style-type: none"> ● Curriculum Development: Inquiry-based learning strategies ● Professional Development: Kindness Curriculum (Center for Healthy Minds) ● Curriculum Development: Implementing nature-based educational approaches 	Teachers
AY 2021-2022	<ul style="list-style-type: none"> ● Professional Development: ISN conference 	Teachers, Governance Council
	<ul style="list-style-type: none"> ● Foster community partnerships ● Host family education events ● Host community picnic 	Outreach & Diversity Committees
Summer 2022	<ul style="list-style-type: none"> ● Professional Development: Restorative Justice (MG21) ● Curriculum Development: Inquiry-based learning strategies ● Curriculum Development: Implementing nature-based educational approaches 	Teachers
AY 2022-23	<ul style="list-style-type: none"> ● Professional Development: ISN conference 	Teachers, Governance Council
	<ul style="list-style-type: none"> ● Foster community partnerships ● Host family education events ● Host community picnic 	Outreach & Diversity Committees
	<ul style="list-style-type: none"> ● Professional Development: Implicit bias ● Complete school visits (OSC, others as required) 	Teachers

3. Describe how the activities will lead to improved student academic achievement and are grounded in evidence based research and data.

IQ-PBL pedagogies have repeatedly been shown to increase the intrinsic value of learning and the self-motivation and effort regulation of students (Sungur & Tekkaya, 2006). Compared to traditional teaching methods, IQ-PBL methods increase critical thinking skills in elementary school students (Shepard, 1998). While there is ongoing debate about the superiority of IQ-PBL over more traditional methods (e.g. Kirschner, Sweller, & Clark, 2006; Hmelo-Silver et al., 2007), when looking at the metrics for which IQ-PBL methods *should* out-perform traditional methods, such as application of knowledge (Dochy et al., 2003), extension of knowledge to new problems (Derry et al., 2006), complexity of thinking (Patel et al, 1993), and solving multi-step problems (Cognition and Technology Group at Vanderbilt, 1992), the data generally does favor IQ-PBL. Nonetheless, in studies where IQ-PBL methods are not found to be superior to traditional methods, they are typically not inferior (i.e. they lead to comparable outcomes). Further in one large-scale study of urban middle schoolers, IQ-PBL instruction led to significantly better performance on standardized testing, which persisted far beyond the end of the IQ-PBL period and scaled with exposure, where those students who spent more time immersed in the IQ-PBL method showed bigger performance gains (Geier et al., 2008).

Psychological wellbeing and ability to contribute meaningfully have well documented impacts on physical wellbeing (Kemp & Quintana, 2013; Patton et al., 2016; Steptoe, Deaton, & Stone, 2015), and in these ways, problem, project, and inquiry-based models of education foster the conditions for success. Moreover, students educated in this way often improve in conventional metrics of academic success (grades, standardized test scores), as well (Bell, 2010; Geier et al., 2008; Komarraju & Nadler, 2013; Newman et al., 2015; Zuffianò et al., 2013).

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

As a public school, Arbor Community School is committed to serving children with known existing or newly identified disabilities. We will utilize alternative assessment procedures that follow state and federal special education laws and policies. Through its policies and procedures, ACS will comply with the requirements set forth by the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act, and applicable provisions of Subchapter V of Ch 115, WI Statutes, including but not limited to identifying, evaluating, planning programs and services, and providing a free and appropriate public education, as required by law.

Any student with an IEP will be served in the same manner and quality as any other student. IEP teams will be created and will meet to discuss modifications necessary to best meet the individual needs of the student. ACS is set up in a way that supports the framework for effective special education. The use of IQ-PBL as the primary educational model incorporates student choice and motivation in selection of projects. For example, students with special needs will use their project outline to address specific goals within their IEP, further allowing this population to work at their level to maintain steady progress.

Because of the individualized nature of the IQ-PBL curriculum, IEPs and related services can be woven seamlessly into the goals of students without separating them from their learning environment or drawing attention to their needs as different from their classmates. In fact, in IQ-PBL schools, every student is essentially learning according to their own individualized plan, where student strengths are highlighted and strategies to help the student overcome challenges and struggles are incorporated into the classroom environment, routine, and teaching style. ACS teachers will meet with families and students as often as necessary to ensure accommodations and modifications are met for students of all learning styles, in a way that is equitable and inclusive, and values the overall long-term wellbeing of the student.

The ACS governance board will develop policies for complying with all federal laws and regulations relating to English Language Learners, including but not limited to:

- Surveying all students upon enrollment to determine languages used at home, the language they first learned, and the language they use most often.
- Evaluating needs of Limited English Proficiency (LEP) students, on an individual and ongoing basis, to determine the appropriate support and services the student may need to be successful.
- Ensuring ELL students receive the tools they need to learn English in a timely manner and receive meaningful access to the rest of the school's instructional program.

Again, the IQ-PBL model normalizes individuality and allows for teachers to scaffold learning to meet the needs of students in an equitable way. In the context of an interdisciplinary model, it is not necessary to pull LEP students out of core subjects in order to take part in English lessons. Instead, projects provide authenticity for students, which can be more engaging than studying words and skills in an abstract way. Further, the collaborative aspect of IQ-PBL allows LEP students to be supported by their peers and provides opportunities to practice vocabulary and other language structures and functions. Additionally, as a school that celebrates cultural diversity, students might leverage their bilingual or multilingual status as an asset. Perhaps they could create a project product in English as well as another language, broadening the audience and impact. Or perhaps a project's meaning could be deepened by exploring it through the lens of a different language and culture, bringing cultural relevance to the project that would not be attainable if not for the student's language abilities.

5. 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 educational program of ACS is based on academic and non-academic standards. The Kindness curriculum standards center around “A to G”: Attention, Breath and Body, Caring, Depending on Others, Emotions, Forgiveness, and Gratitude. In the IQ-PBL model, students will learn all the of the core academics that students in the traditional setting learn; it is the approach to that learning that is fundamentally different. Common Core Standards will serve as reference for academic goals for students and will be explored in innovative, multi-disciplinary, and culturally relevant ways.

ACS will use both traditional and non-traditional forms of assessment and accountability to gauge student learning. The school will minimally provide summative, benchmark, and formative assessments each year. Assessments will include the MAPs test twice each year in Fall and Spring and may also include any of the following to measure progress over time:

- Student Performance on the Forward Exam or any other mandatory State testing
- Annual Review of Student Personal Learning Plan
- Parent Satisfaction Survey
- Timely progress reports
- Student Attendance Data
- Student Discipline Data
- Parent/Teacher/Student led Conferences
- Ongoing teacher evaluation of student progress
- Student self-evaluation of progress
- DIBELS
- K student testing: PALS
- Comprehensive Student Portfolio
- Performance-based assessment through Project Learning
- Subject area and Skill based tests
- Presentation of capstone projects

In addition, testing described in Wis. Stat. §§ 118.30(1r) and 121.02(1)(r) will be administered.

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 how community and parent support for the charter school has been assessed.

The founding members of ACS, Lynn Munsinger Brown and Melissa Rosenkranz, are members of the community who embarked on this endeavor in response to a perceived need in the community for options in elementary public education. Over the course of several years in developing the mission and vision, we have consulted with and listened to a wide swath of the community including educators, school board members, community center directors, naturalists, parents, and mental health experts. Our model has been thoroughly advised by a team of experts, including 4 education researchers and professors, 2 leaders from the Innovative Schools Network, 3 leaders from the WCER Network, and 2 experienced charter school developers, Bryn Orum and Allie Stone. Parents have voiced their support for this school through private conversations, surveys during initial planning and pilot stages, and by speaking in support of the model at school board meetings.

7. Provide a description of how the charter school will solicit and consider input from parents and other community members on the implementation and operation of the charter school including how parents and other members of the community are currently involved/will be involved in the implementation and continued operation of the charter school.

ACS will work to involve parents and families at all levels, starting as early as possible, through vigorous outreach efforts. Parents are treated as true partners in their children’s education. They are encouraged to visit the school often, to learn and socialize, to serve as volunteers or guest speakers, to attend governance board meetings, and to advocate for their children and the school. Frequent communication among teachers, parents, and community members keeps everyone informed, motivated and involved, and provides opportunity

to give feedback, address areas of concern, and celebrate successes. The governance board will annually survey families and teachers to assess and monitor family engagement within ACS.

As a community school, the intention at ACS is for a symbiotic, mutually beneficial relationship between the school and the community.

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

Student Outcomes	Measurement	Year Two By end of 2019-2020	Year Three By end of 2020-2021	Year Four By end of 2021-2022	Year Five By end of 2022-2023
Students will be proficient in reading	MAP for Primary and MAP (Fall and Spring)	70% of students will score in the Average or High-Average range for their age group.	75% of students will show an increased RIT score from the 2019-2020 year.	80% of students will show an increased RIT score from the 2020-2021 year.	85% of students will show an increased RIT score from the 2021-2022 year.
Students will be proficient in math	MAP for Primary and MAP (Fall and Spring)	70% of students will score in the Average or High-Average range for their age group.	74% of students will show an increased RIT score from the 2019-2020 year.	78% of students will show an increased RIT score from the 2020-2021 year.	82% of students will show an increased RIT score from the 2021-2022 year.
Students will be proficient in science	MAP for Primary and MAP (Fall and Spring)	70% of students will score in the Average or High-Average range for their age group.	74% of students will show an increased RIT score from the 2019-2020 year.	78% of students will show an increased RIT score from the 2020-2021 year.	82% of students will show an increased RIT score from the 2021-2022 year.
Students will see themselves as learners	Teacher observation, student surveys	70% of students will show 2% increase in growth mindset	75% of students will show 2% increase in growth mindset	80% of students will show 2% increase in growth mindset	85% of students will show 2% increase in growth mindset
Students will believe in their ability to achieve an outcome or reach a goal	Teacher observation, student surveys	70% of students will show 2% increase in self-efficacy	75% of students will show 2% increase in self-efficacy	80% of students will show 2% increase in self-efficacy	85% of students will show 2% increase in self-efficacy
Students will regulate their emotions, thoughts and behaviors	Teacher observation, student surveys	75% of students will will show 2% increase in self-management and resilience	80% of students will will show 2% increase in self-management and resilience	85% of students will will show 2% increase in self-management and resilience	90% of students will will show 2% increase in self-management and resilience
Students will understand others' perspectives and empathize with them	Teacher observation, student surveys	75% of students will will show 2% increase in social awareness	80% of students will will show 2% increase in social awareness	85% of students will will show 2% increase in social awareness	90% of students will will show 2% increase in social awareness
Each student goal above (reading, math, science, SEL indicators) will be broken out by ethnicity, poverty (free and reduced lunch), gender, ELL, and SPED to identify disparities between various student groups and indicate academic outcomes for educationally disadvantaged students					
Families will		70% of families	72% of families will	74% of families	76% of families will

feel they can support their child's learning		will feel confident in their ability to support their child's learning	feel confident in their ability to support their child's learning	will feel confident in their ability to support their child's learning	feel confident in their ability to support their child's learning
Families will feel the school provides an inclusive and culturally responsive environment		75% of families will feel the school is inclusive and have opportunity to influence decision making	78% of families will feel the school is inclusive and have opportunity to influence decision making	81% of families will feel the school is inclusive and have opportunity to influence decision making	84% of families will feel the school is inclusive and have opportunity to influence decision making

Other demonstrations of student progress: presentations, reports, performances, and exhibits will take place periodically during the school year. In addition to the assessment tools above, the daily, weekly and monthly teacher monitoring and observation of students provides ongoing formative and summative assessments.

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

Staff will attend the annual Innovative Schools Network Conference on Innovative Education where they will be able to share best practices among IQ-PBL schools across the state and be exposed to new methodologies. Further, active involvement with the Wisconsin Resource Center for Charter Schools will drive ongoing collaboration and sharing best practices with potential charters, existing charters, and traditional schools.

10. Provide a detailed 2-3 year professional and curriculum development plan to ensure teacher and administrator competencies.

All staff members will receive ongoing training in IQ-PBL education, including focus areas: activating prior knowledge, providing background knowledge, defining outcomes for which students will be held accountable, modeling design product outcomes and providing frameworks, how to establish a general topic or inquiry, empowering students to teach one another, reflecting on what worked and what did not, and the process of revision. Additionally, staff will receive training on restorative justice practices, wellness-based education, culturally responsive instruction, literacy development, and authentic assessment techniques. All staff will participate in ongoing job-embedded professional development. New staff members will work with veteran staff in taking up current and best practices.

Staff will model democracy, agency, empowerment, resilience, curiosity, compassion, and mindfulness for students, using resources and training described above to support their intrinsic capacities. The ACS teaching circle will develop and sustain itself as a professional learning community, modeling lifelong learning. The specifics of the three-year professional development plan are as follows:

Subject Area	2018-19 (planning)	2019-20	2020-21
Innovation	ISN conference on school innovation	ISN conference on school innovation	ISN conference on school innovation
Inquiry-based learning	5 days w/ consultant: implementing inquiry-based learning strategies in the classroom 5 days visiting other charter schools utilizing Inquiry-Based Learning	2 days w/ consultant: continued development of inquiry-based learning strategies in the classroom 2 days visiting other charter schools utilizing Inquiry-Based Learning	2 days w/ consultant: continued development of inquiry-based learning strategies in the classroom 5 days curriculum development for IQ-PBL

	10 days curriculum development utilizing IQ-PBL	5 days curriculum development for IQ-PBL	
Wellbeing	16 day Breathe for Change Workshop 2 days visiting Namaste Charter School	5 days w/ Center for Healthy Minds consultant: Kindness Curriculum 3 day Academy for Love of Learning conference	2 days w/ Center for Healthy Minds consultant: Kindness Curriculum
Environmental Education	5 days w/ Aldo Leopold Nature Center naturalist: implementing nature-based educational approaches 2 days visiting Wildlands School 2 days visiting Tomorrow River Community Charter School	5 days w/ Aldo Leopold Nature Center naturalist: implementing nature-based educational approaches 1 day visiting Wildlands School 1 day visiting TRCCS	5 days w/ Aldo Leopold Nature Center naturalist: implementing nature-based educational approaches School visits as required
Classroom culture	3 days w/ MG21 or other field expert on developing and implementing restorative justice strategies 2 days visiting other charter schools utilizing Responsive Classroom strategies	3 days w/ Responsive Classroom consultant 4 days workshop: implicit bias, restorative justice	Ongoing responsive classroom school collaboration 3 days visiting other charter schools utilizing Responsive Classroom strategies
Collaborative Leadership	3 day Holacracy self-organization training	3 day Teacher-Powered Schools Conference	2 days w/ consultant: teacher-led schools
Governance	5 days w/ Board on Track to set goals, develop policies 2 days w/ consultant: shared leadership model DPI training: WI Professional Educator Standards Attend OEO governance trainings Attend ISN conference on school innovation	5 day workshop: fiscal, student, staff accountability, school sustainability, community partnerships, Robert's Rules of order Attend OEO governance trainings Attend ISN governance trainings Attend ISN conference on school innovation	1 day review of shared leadership model Annual review of board duties, school policies Annual review of Educator Effectiveness Standards Attend ISN conference on school innovation

11. Provide an activity timeline that clearly articulates the specific activities related to opening and preparing for the operation of a new charter school and the expected outcomes of those activities for each year of the grant.

Activities	Goals
Planning Year (2018-2019)	
Establish Governance Board, policies, procedures, and communication infrastructure (\$20,250)	Orient board to model specifics, responsibilities, and duties. Ensure legal compliance and sustainability.

Partner with Aldo Leopold Nature Center (ALNC) for facility use and programming	Secure a facility for the school that enables and supports the ACS mission.
Develop healthy meal plans: \$2,500	Support wellbeing pillar with healthy eating habits infused into meal program.
Develop IQ-PBL curriculum in accordance with school pillars (nature-based, food-based, inclusive special ed, etc.) \$14,500	Partner with ALNC naturalists and nutritionists to develop nature-based and food-based curricula. Align curriculum and standards.
Recruit, interview, and hire staff and coach (\$59,000) Hire school design coach (\$20,000)	2 teachers, 1 project manager, 1 design coach to develop quality curriculum and school infrastructure.
Develop marketing and recruitment strategy (\$1,200)	Ensure access and equity.
Set up school administration infrastructure (\$18,000)	Provide for a smooth launch of school and most efficient use of grants funds.
Implement surveys and facilitate focus groups with key constituents, including teachers, parents, and students	Develop community pillar; Understand student, family, community needs and expectations.
Provide staff with knowledge, skills, and support to develop school culture and curriculum (\$14,550)	Build knowledge base for wellbeing and equity pillars and infuse into culture and curriculum of school.
Opening Year (2019-2020)	
Governance Board professional development and support (\$17,000)	Promote board engagement and skills; ensure accountability and sustainability of model.
Develop curriculum to support instruction and classroom culture for 2020 students (\$14,200)	Prepare learning environment and curriculum for additional and advancing students.
Purchase van, furniture, equipment, and supplies for opening year (\$47,150)	Prepare indoor and outdoor learning environments and provide mobility for community engagement.
Set up school administration and self-organization framework, administer grant activities (\$29,000)	Ensure quality of school administration, organizational development, and grant program. Empower teachers and support collaboration. Support teacher leadership.
Create meal plans and equip kitchen (\$8,500)	Infuse healthy eating habits into meal program.
Provide professional development to support teachers in development of curriculum and school culture, implement measures of wellbeing (\$26,525)	Develop culture and curriculum to reduce achievement gaps and underpin pillars. Steady, intentional progress toward student, staff, parent wellbeing.
Continue development of classroom instruction and community involvement in accordance with school pillars (\$28,000)	Align curriculum, pillars, and objectives. Reduce achievement gaps. Deepen partner relationships.
Develop community partnerships and host community events - open house, nature fair, etc.	Minimum of 2 critical partners in addition to ALNC. Foster community and parent involvement.
Year 3 (2020-2021)	
Governance Board professional development and support (\$15,000)	Promote board engagement and skills; ensure accountability and sustainability of model.
Develop curriculum, meal plan, and purchase additional furniture, supplies, and technology for 2021 students and teachers (\$35,200)	Prepare learning environment, curriculum, meals, and technology for additional and advancing students. Equip incoming teachers.

Extend school administration framework (\$23,000)	Support efficacy and efficiency of administrative function and grant program.
Continue development of classroom instruction and community involvement in accordance with school pillars (\$28,500)	Align curriculum, pillars, and objectives. Reduce achievement gaps. Deepen partner relationships.
Provide professional development to support positive classroom culture in accordance with school pillars (equity, wellbeing, social-emotional learning, 21st century skills, etc.) (\$25,300)	Develop culture and curriculum to reduce achievement gaps. Ensure teachers' capacities to guide students, build healthy and resilient habits of mind, infuse wellbeing pillar into culture and curriculum of school.
Year 4 (2021-2022)	
Governance Board professional development and support (\$8,000)	Promote board engagement and skills; ensure accountability and sustainability of model
Develop curriculum, meals, and purchase additional furniture and supplies for 2022 students (\$35,500)	Prepare learning environment, curriculum, and meals for additional and advancing students.
Finalize school administration framework (\$13,000)	Ensure sustainability of school administrative function.
Continue development of classroom instruction and culture in accordance with school pillars (\$43,750)	Support teachers as they infuse wellbeing pillar into culture and curriculum to reduce achievement gaps.
Purchase second van, increase community partnerships and funding streams (\$26,500)	Increase student access to community partners, identify 3 additional funding sources that support pillars.
Year 5 (2022-2023)	
Governance Board professional development and support (\$6,000)	Ensure sustainability of governance council and ability to remain autonomous.
Develop IQ-PBL curriculum, meal plan, and purchase additional furniture, supplies, and technology for 2023 students (\$50,500)	Align curriculum, pillars, and objectives. Reduce achievement gaps. Prepare learning environment, technology, and meals for new students and teachers.
Provide professional development for incoming staff and support final years of curriculum and culture development for full K-8 school (65,875)	Ensure teachers' capacities to guide and scaffold student projects. Create structures that support continued learning and collaboration.
Provide opportunities for sharing best practices with other school communities (\$3,500)	Broaden reach of innovative education methods. Develop into full-service community school.

12. Potential subcontracts that might be part of the school's operation:

The Innovative Schools Network will provide professional development to our staff and board.

The Center for Healthy Minds and The Academy for the Love of Learning will provide professional development to our staff.

The Aldo Leopold Nature Center may provide nature-based curriculum and professional development for staff.

The Breathe for Change organization will provide yoga teacher training for our staff.

Godfrey Dadich Partners may provide self-organization training for the governance board and staff.

Board on Track may provide training and/or services to support the governance board.

Vitruvian Farms may provide fresh produce for meals and education and the Vitruvian Foundation may provide programming for sustainable farming, food pantry support, and a school garden.

III. Governance and Autonomy (10 Points)

1. Describe how the charter school will take advantage of the flexibility afforded it under state law.

It is anticipated that Arbor Community School will coordinate its calendar with that of MMSD due to facility considerations, but in the case that additional flexibility becomes possible, ACS seeks waiver for start of the school year (Wis 118.045) and to allow for an any time, any place progression of academic attainment.

2. If applicable, submit a request and justification for waivers of any federal statutory or regulatory provisions that the applicant believes are necessary for the successful operation of the charter school.

N/A

3. Please identify school board policies that will be waived for this charter school and how the waiver(s) will support the operation of the charter school.

Independently authorized school; N/A

4. Provide a description of the charter school governing board including membership names and roles of the board members, election of members and terms of office and how frequently the board meets throughout the year.

The governance board will consist of not less than five nor more than seven voting members with expertise that supports the vision of the school, including members from the private and public sectors both within and outside of the field of education, parent(s) or guardian(s) of ACS students, and community members. The governance board will strive to maintain a diverse and non-discriminatory board that represents the greater Madison community, and as per state statute, no more than a minority of the governing board's members may be employees of the charter school [§118.40(4)(ag), Wis. Stats.]. Board membership shall require attendance at all but 2 monthly board meetings, but shall NOT require financial contribution to the school or it's campaigns. Additionally, volunteer committees chaired by governance board members will be formed to support school goals including Diversity and Equity, Community Outreach, and Finance. Parent and community directors shall serve 2 year terms, staff representatives serve 1 year, and there is a two-term limit to the number of terms any director may serve. Officers include President, Vice-president, Secretary, and Treasurer and shall be elected by the board each year. The board shall meet a minimum of 9 times per academic year.

5. Describe the authority this governing board has to make decisions regarding the operation of the charter school including personnel, curriculum, local assessments and policy development. Indicate if the charter board is a non-stock corporation or non-profit organization and describe how the governance board of the charter school has control over the charter school's budget and expenditures, charter school personnel, and daily operations.

Arbor Community School, Inc, is a non-stock corporation. The ACS Governing Board will oversee charter school grant monies, and will obtain funding from the state on a per pupil basis. The ACS Governing Board will work to secure additional financial support from local businesses and community members to assist in providing the necessary resources to meet the goals of the school. Daily operations and expenditures will be the responsibility of the teachers and staff of the school, with the governing board ensuring that the school's budgetary and sustainability needs are being met through policies and procedures it enacts, and through annual audits and teacher evaluations.

Personnel: ACS Governance board will be responsible for staffing the school. A hiring committee comprised of two or more board members and one or more teachers will be responsible for interviewing and recommending candidates, and a majority vote by the board will be required to hire staff. In the case of firing staff, a 2/3 vote is required.

Curriculum: ACS teachers will recommend curriculum and the ACS governing board will have authority to verify the curriculum is meeting the needs of students.

Assessments: The governance board will be given the authority to objectively assess how ACS is meeting the needs of students through its mission and educational philosophies.

Policy Development: ACS Governance Board will develop policies and procedures that are in alignment with Applicable Law, including Wisconsin Charter School laws and the contracted obligations with the OEO. The board will further ensure that the policies and procedures developed are in alignment with and in support of the pillars and mission of Arbor Community School.

The governance board will have the autonomy to carry out the terms of the contract, including:

- Receiving and disbursing funds for school purposes;
- Securing appropriate insurance;
- Entering into contracts, including contracts with institutions of higher education for technical or financial assistance, academic support, curriculum review, or other services.
- To incur debt in reasonable anticipation of the receipt of funds.
- Pledging, assigning or encumbering its assets to be used as collateral for loans or extensions of credit;
- Soliciting and accepting gifts or grants for school purposes;
- Acquiring real property for its use;
- Suing or be sued in its own name. §118.40(4)(d)

6. Include a description of the administrative relationship between the charter school and the authorizer and describe how the charter school will be managed.

The school will be an independent public charter school, authorized by the University of Wisconsin System Administration Office of Educational Opportunity. This falls under the 2x charter school law as per §118.40(2x), Wis. Stats. As such, a contract to operate Arbor Community School will include all of the provisions under §118.40 (1m)(b) 1 to 14 Wis. Stats., and specify the establishment of the school on the liability of the University of Wisconsin System, including all the terms under which the school will operate and be held accountable. Arbor Community School, Inc. shall remain a non-stock corporation in good standing under Wisconsin law for the duration of the charter. As a teacher-powered school, the teachers at ACS will be directly in charge of day-to-day operations and responsible for the staff and students.

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

The governance board will participate in board orientation and other training as required by the OEO. Initially, the board will participate in a multi-day workshop from ISN and/or Board On Track to establish norms, bylaws, goals, and timelines for the work to be done, including policy making, fundraising, and support of the pillars of the school. The board will complete subsequent training as required by changes to the board personnel or laws.

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

ACS is designed to develop a culture of belonging and to use community relationships to facilitate learning. This includes community within the classroom, in the school as a whole, among all the families involved and between the school and the greater community. Co-locating the school with Aldo Leopold Nature Center creates a strong partnership for providing seamless, multi-dimensional learning within and on ALNC grounds. It is the intention that ACS and ALNC not only coordinate, but collaborate. Non-voting board membership may be extended reciprocally so that each organization can see where it can help the other advance their strategic initiatives and achieve their goals. On a more tactical level, ALNC will certainly benefit ACS nature-based education objectives, and in turn, ACS stands to enhance the nature education experience for ALNC visitors. Additionally, locating the school in a public space creates a norm that enables additional community partnerships with other organizations and public schools, to enable deep exploration of a broad range of subjects with support from area experts. See I.7 for a listing of the partnerships we have already begun forming.

Family engagement is critical for student success in all schools. At ACS, the intention is for a symbiotic, mutually beneficial relationship between the school and its families. Families will be encouraged to be actively involved in more and different ways, as suits their interests and availability. In addition to including parents on the governance board, parents, relatives, friends, and neighbors will be invited to provide input and support for ACS curriculum initiatives and projects. Parents and family members might also serve as professional partners in education. For example, a statistician could come into the classroom to work with students on math and baseball. The school will build community and aspire to become a community hub and a gathering place by hosting educational offerings, discussions, speakers and events.

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

Conversations in the community have been thorough. We have met with leaders from 2 school districts, 3 private schools, 5 location options, and have held listening sessions. Parents and community members alike have expressed dissatisfaction with their options for public education and support a focus on wellbeing. We maintain a mailing list of over 60 Madison-area parents and community members who are interested in this model of education for their children. To date we have not initiated a social media campaign in order to tightly control the flow of information. However, when the model was presented to the Monona Grove School District in 2016, a survey was sent to all district families and the results of that survey indicated overwhelming support of this model, regardless of location. The survey is property of MGSD but further information may be available upon request.

Further, the school's tenets are supported by many members of the community, spurring letters to the editor of the Herald-Independent News like this one:

"...Although many children can survive and thrive in traditional public school settings, the optimal learning environment will naturally vary from child to child. The environment that is most successful for the largest number of children will nevertheless fail to serve the unique needs of some individuals. Similarly, different families may have different priorities and values that they wish to see emphasized in their children's education. This diversity is of great importance and should be valued rather than homogenized, and providing support and opportunities for this diversity is one of the most pressing issues for 21st century public schools to address. ...I cannot speak from any personal experience, but by all metrics we are blessed to have tremendous public schools in Monona and Cottage Grove. We cannot afford to rest on our laurels and assume that what has worked in the past will continue to serve all of our learners in the future. I am proud to support the opportunity before us to explore a progressive and forward-thinking model for elementary education, and I hope that other community members and our School Board also recognize the value that this opportunity holds."

- Dan Grupe, Monona, Wisconsin

IV. Equal Access (5 Points)

1. Provide a description of how the charter school will assure equal access for all students regardless of gender, race, national origin, color, disability or age factors.

Arbor Community School shall not discriminate in admission or deny participation in any program or activity on the basis of a student's sex, race, religion, national origin, ancestry, creed, socioeconomic status, pregnancy, marital or parental status, sexual orientation, gender identity, language, learning style, or physical, mental, emotional or learning disability.

2. As required by section 427 of the General Education Provisions Act (GEPA), describe proposed steps that will be taken to ensure equitable access to, and participation in, the charter school.

Given the popularity of the model in even its very earliest form, it is anticipated that there will be more applicants than enrollment spots available. Thus, to promote diversity in the school for years to come, great care will be taken to ensure diversity of the community groups to which the school is marketed, so that the application pool reflects the greater Madison population. We will recruit in schools, preschools, and neighborhood community centers with high percentages of students that qualify for free and reduced lunch, and high populations of non-white students, to inform families of the educational opportunity available for their children. Information will be provided to community organizations that serve disadvantaged children and their families, as well as those that already serve racially diverse groups. For example, we will use our existing community connections to host information sessions at Bridge Lakepoint Waunona Neighborhood Center, Goodman Community Center, Warner Park Community Center, and we will set up informational tables at events that draw racially and economically diverse attendees, such as free events at Aldo Leopold Nature Center, fundraisers for Big Brothers Big Sisters of Dane County, and free attendance nights at the Madison Children's Museum.

By publicizing the availability of the school throughout the greater Madison area and in multiple languages so as to promote and encourage the racial/ethnic balance of the school, and by using the methods described above to ensure diversity of all types in the application pool, the school population should reflect other area

public schools currently serving the community. The ACS governance board diversity committee shall track diversity of teacher and student populations to ensure continued progress toward diversity goals .

3. Provide a description of how the charter school will serve students with disabilities.

See section II.4 above

4. Provide a description of how students and parents in the community are informed about the charter school and given an equal opportunity to attend.

See answer 2 above

5. Provide the admissions policy for the school including how the admissions 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.

Arbor Community School will serve 40 students in the greater Madison area in multi-age classrooms with students in grades K-3 during the first year and 10 additional students in each subsequent year, up to 90-100 students in year 6. To establish enrollment consistency during the 2019-2020 school year and beyond, ACS will enroll about 10 students in each grade level (K, 1, 2, 3). In subsequent school years, there will typically be 10 kindergarten vacancies.

- Enrollment in ACS is voluntary
- The enrollment period for students will be open for applicants not earlier than the first Monday in February and not later than the last weekday in April of the school year immediately preceding the school year.
- All interested families must submit an application online or in person at Arbor Community School. This applies equally to board members, employees, founders, and siblings of currently enrolled students.
- All applicants must be residents of Wisconsin, and all valid applications are eligible and cannot be screened out.
- Applications are only valid for the specific school year to which the application applies.
- Applicants will be required to attend an informational meeting with a parent or guardian as part of the application process. The meeting will provide an overview of inquiry-based learning and additional components of the charter school. It will also inform families about student and parent expectations as members of ACS.
- If at the end of the enrollment window, the number of applicants does not exceed the number of open seats in a given grade level, enrollment will be offered to all eligible applicants in that grade level and recruitment efforts modified in subsequent years to ensure consistency in grade levels going forward.
- If the number of applicants for a grade level exceeds enrollment spots available for that grade, a lottery process will be used.
- If and when openings occur, eligible applicants will be offered enrollment in the order established by the lottery, or if there was no lottery required, enrollment will be offered in the order applications were received during the enrollment period.

Equitable Application Process

- Several opportunities to attend the enrollment meeting will be offered at varying days and times, and childcare will be provided to reduce barriers to attend this meeting.
- Application forms, schedules and other school information will be easily accessed and submitted from a mobile device (not everyone has access to the internet from a computer, but more than 90% of adults 18-49 have access to an internet-enabled mobile device).
- All forms will be available in Spanish and translation services will be provided for families as needed.
- Arbor Community School shall not discriminate in admission or deny participation in any program or activity on the basis of a student's sex, race, religion, national origin, ancestry, creed, socioeconomic status, pregnancy, marital or parental status, sexual orientation, gender identity, language, learning style, or physical, mental, emotional or learning disability.

6. Provide a description of the random lottery process to be implemented if more students apply for admission than can be accommodated in the charter school.

If more applicants are received during the enrollment window than spaces are available, this initial group of applicants make up the lottery pool, less any exemptions. ACS Board will perform the lottery and it will be part of the school record. A random selection process will ensure fairness and equal access without regard to ethnicity, national origin, disability, gender, or income level. Those students not accepted by the lottery will be placed on a priority waiting list in the order drawn. If and when openings occur, students will be offered enrollment in the order established by the lottery.

Exemptions from the lottery shall be granted, in the following order:

1. Pupils enrolled in ACS in the prior year and their siblings
2. Children of founders of Arbor Community School (Melissa Rosenkranz and Lynn Munsinger Brown)
3. Children of full time employees of ACS

V. Budget (10 Points)

Complete the Budget Summary (Section VII) provided in the application form (PI-9600-P/I).

1. Describe how grant funds will be used for Training and Consultants

Training costs and consultant fees comprise the majority of the expenditures over the 5 year grant period, and are described in the Purchased Services and Coaches and Consultants itemizations below. The goal of the ACS grant budget is to provide extensive training to teachers, staff, and governance board members so that a high-quality program is developed in year 1, refined in years 2-5, and sustainably implemented year over year in perpetuity.

2. Provide a list of itemized expenditures and a budget narrative which provides a rationale for why the expenses are necessary and related to opening and preparing for the operation of a new charter school.

- Extended contracts for teachers to support IQ-PBL development, collaboration and planning, organizational planning, and scheduled PD during summer and teacher in-service days @ \$300/day. Y2: 3 teachers for 50 days, Y3: 4 teachers for 35 days, Y4: 4 teachers for 35 days, Y5: 5 teachers for 35 days.
- Coaches and Consultants to assist in development of instructional material. Y1-Y5: Naturalist to help develop nature-based curriculum @ \$2,500; Nutrition education specialist to create food-based curriculum @ \$2,000. Y2 only: Consultant to advise on layout/materials for indoor and outdoor classrooms @ \$2,500.
- Classroom supplies and curriculum materials (books, manipulatives, art materials, maps.) to provide varying learning modalities for each years' enrollment and grades served. Y2: \$5000, Y3&4: \$7000, Y5: \$9000.
- Laptops for classrooms @ \$2,500 each, purchased as number of classrooms increase. iPads with ruggedized cases (2 per classroom K-5; 1:1 in 6th-8th) @ \$350 each.
- Salaries/subs @ \$300/day Y1: Pay 2 teachers for 90 IQ-PBL curriculum development/planning days. Y2-Y5: Pay for 1 sub for 5 days to allow teachers to do community outreach and share best practices.
- Purchased Services: ISN Conference on Innovation @ \$500 plus \$250 travel & expenses each. Y1: 2 teachers, 1 founder, 6 governance board members; Y2: 3 teachers, 5 governance board members; Y3: 4 teachers and 4 governance board members; Y4: 4 teachers and 5 governance board members; Y5: 5 teachers and 5 governance board members. Breathe for change 200-hour yoga workshop @ \$2,650 each. 2 teachers in each of years 1, 3, and 5. Holacracy workshop for self-organization @ \$1,000 each. Y1: 2 teachers and 1 project manager; Y4: 3 teachers. Academy for Love of Learning teacher renewal conference @ \$675 plus \$600 t&e each. Y1: 3 teachers; Y5: 5 teachers. Teacher-powered schools national conference @ \$400 plus \$600 t&e each. Y2: 3 teachers; Y4: 2 teachers.
- Coaches and Consultants @ \$1,000/day: School design coach to assist with implementation of instruction, policy, and operations according to school pillars - Y1: 20 days; Y2-Y5: 2 days. Classroom culture consultant to assist teachers in developing school culture, responsive classroom techniques, and norms around conflict resolution - Y1: 5 days, Y2-Y5: 3 days. Curriculum specialist to consult on standards alignment, assessment, inclusive special education methods at each grade level - 5 days each Y1-Y5. IQ-PBL consultant to assist teachers in implementing student-led, pillar-compliant, interdisciplinary projects of high quality - 5 days each Y1-Y5. Anti-bias consultant to provide guidance on identity, diversity, justice, and empowerment throughout the curriculum and culture - 2 days each Y1-Y3. Governance consultant to assist

board in defining board duties, developing policy, etc. - 2 days each Y1-Y3. Wellbeing consultant to assist with implementation of Kindness Curriculum - 3 days each Y2-Y5. Coach to assist teachers in fostering a professional learning community - 2 days in Y3. Restorative justice consultant to aid in classroom management policy - \$1200 fee in Y2 and Y5.

- Project manager @ \$300/day to set up school administration services (records, finances, communication, etc.) and coordinate grant activities. 50 days each Y1-Y3.
- Food service consultant @ \$500/day to develop healthy menu plans and initiate vendor relationships. 5 days each Y1-Y5.
- Capital and non-capital objects: Food service supplies and non-permanent fixtures to equip kitchen for food service initially and as enrollment grows. Y2: \$6,000; Y3-Y5: \$1,000/year. Passenger vans (2) @ \$25,000 each for transporting up to 9 students to community partnership outings, purchased in years 2 and 4. Non-permanent indoor furniture and removable outdoor structures to support the learning environment. Y2: \$13,000; Y3-Y5: \$5,000.
- Administrative support services for starting up school: Board on Track governance, reporting framework package: \$10,000 each year Y1-Y3, \$5,000 Y4. Legal services for OEO and facility contract and 501c3: \$3,000. Legal services for partner contracts: \$2,000 in Y2, \$3,000 in Y5. Graphic design services for marketing materials: \$500. Marketing and community outreach materials in Y1 (\$700) and printer ink and office equipment (\$500) and printer and phone in Y2 (\$450).

3. Describe how other federal program funds available to the charter school; e.g., Title I and IDEA funds, will be used.

Arbor Community School will serve all students at at least the same level as they would be served by other public schools, including assessing and reporting student needs and applying for Title I and IDEA funds as necessary to support reading interventions, special education, etc. In the case that Arbor Community School is eligible for other federal program funds, they will be applied as described throughout this application to improve equity and educational outcomes for disadvantaged children.

4. Describe the method by which controls over expenditures and records of expenditures will be maintained.

Arbor Community School will contract with a third party such as Designs For Learning which provides accounting and bookkeeping, audit preparation and payroll services, tailored to non-instrumentality charter schools. The ACS governance council will still be responsible for interpreting and ensuring compliance of finances and audits, but outsourcing day-to-day record keeping will ensure third party oversight and accountability.

5. Please complete the **Expense and Revenue worksheets in Appendix C** to indicate the total projected cost of operating the charter school for each of the next five years.

Worksheets are attached.

6. Provide a sustainability plan and explain how the school's innovative offerings and professional development will be sustained and continued after the charter school grant expires, including a multi-year financial and operating model.

ACS will continue to identify sustaining funding streams and submit Letters of Intent to foundations that support well-being, educational innovation, and environmental education, such as the Chan Zuckerberg Initiative, Bill & Melinda Gates Foundation, Robert Wood Johnson Foundation, Templeton Foundation, and Carnegie Foundation for the Advancement of Teaching. These global and national organizations are preferred because their funding streams are consistent and impactful. Success in these funding initiatives will be bolstered by the research partnership with the Center for Healthy Minds at the UW-Madison, mentioned to in the letter of support from Dr. Richard Davidson, as well as nascent research partnerships with experts in improving outcomes for disadvantaged students at Cornell University and Stanford University.

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	\$ -	\$ -	\$ -	\$ -	\$ -
2	CLASSROOM STAFF SALARIES & WAGES		\$ 140,000	\$ 193,800	\$ 223,686	\$ 281,220
3	EXTENDED CONTRACT-STAFF SALARY AND WAGES	\$ 54,000	\$ 46,500	\$ 43,500	\$ 43,500	\$ 54,000
4	BUILDING MAINTENANCE STAFF SALARIES AND WAGES					
5	SECURITY STAFF SALARIES AND WAGES					
6	FOOD SERVICES STAFF SALARIES AND WAGES		\$ 25,000	\$ 25,500	\$ 26,010	\$ 26,530
7	PUPIL TRANSPORTATION STAFF SALARIES AND WAGES					
8	TOTAL SALARIES AND WAGES	\$ 54,000	\$ 211,500	\$ 262,800	\$ 293,196	\$ 361,750

	FICA AND MEDICARE TAXES					
9	ADMINISTRATIVE STAFF FICA & MEDICARE TAXES					
10	CLASSROOM STAFF FICA & MEDICARE TAXES	\$ 10,710		14,826	17,112	21,513
3	EXTENDED CONTRACT-STAFF FICA & MEDICARE TAXES	\$ 3,443		3,213	3,213	4,016
11	BUILDING MAINTENANCE STAFF FICA & MEDICARE TAXES					
12	SECURITY STAFF FICA & MEDICARE TAXES					
13	FOOD SERVICES STAFF FICA & MEDICARE TAXES	\$ 1,913		1,951	1,990	2,030
14	PUPIL TRANSPORTATION STAFF FICA & MEDICARE TAXES					
15	OTHER STAFF FICA & MEDICARE TAXES					
16	TOTAL FICA AND MEDICARE TAXES	\$ -	\$ 16,065	\$ 19,990	\$ 22,315	\$ 27,559

	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	\$ -	\$ -	\$ -	\$ -	\$ -

	EMPLOYER PAID BENEFITS					
25	ADMINISTRATIVE STAFF EMPLOYER PAID BENEFITS					
26	CLASSROOM STAFF EMPLOYER PAID BENEFITS	\$ 42,000	\$ 58,140	\$ 59,303	\$ 76,407	
27	BUILDING MAINTENANCE EMPLOYER PAID BENEFITS					
28	SECURITY STAFF EMPLOYER PAID BENEFITS					

Charter School Expenses Annual Five Year Projections

55	TOTAL FACILITY OCCUPANCY CHARGE		\$	43,200	\$	54,000	\$	64,800	\$	75,600

	SUPPLIES										
56	ADMINISTRATIVE SUPPLIES	\$	700	\$	2,950	\$	2,000	\$	2,000	\$	2,000
57	CLASSROOM SUPPLIES	\$	5,000	\$	18,400	\$	17,200	\$	15,500	\$	25,500
58	BUILDING MAINTENANCE SUPPLIES										
59	SECURITY OPERATIONS SUPPLIES										
60	FOOD SERVICE SUPPLIES			\$	7,000	\$	2,250	\$	2,500	\$	2,750
61	PUPIL TRANSPORTATION SUPPLIES										
62	OTHER SUPPLIES										
63	TOTAL SUPPLIES	\$	5,700	\$	28,350	\$	21,450	\$	20,000	\$	30,250

	INSURANCE										
64	INSURANCE	\$	2,000	\$	7,500	\$	8,000	\$	10,000	\$	10,500
65	TOTAL INSURANCE	\$	2,000.00	\$	7,500.00	\$	8,000.00	\$	10,000.00	\$	10,500.00

	OTHER										
66	OTHER EXPENSES (ATTACH ITEMIZATION IF AMOUNT ON LINE IS			\$	41,000	\$	5,000	\$	30,000	\$	5,000
67	TOTAL OTHER			\$	41,000.00	\$	5,000.00	\$	30,000.00	\$	5,000.00
68	INTEREST EXPENSE CURRENT CASH FLOW DEBT										
69	TOTAL OPERATING EXPENSES	\$	150,000	\$	512,740	\$	554,430	\$	611,264	\$	717,991

	Itemization: Capital Objects (Equipment)										
	Passenger Van			\$	25,000			\$	25,000		
	Furniture			\$	8,000	\$	5,000	\$	5,000	\$	5,000
	Outdoor classroom structures			\$	5,000						
	Food service equipment			\$	3,000						

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	\$ 150,000	\$ 170,375	\$ 127,000	\$ 126,750	\$ 125,875
2	OPERATORS' SUBSIDY or CONTRIBUTION		\$ (10,074)	\$ (12,593)	\$ (15,111)	\$ (17,630)
3	FUND RAISING OR EXTERNAL CONTRIBUTIONS					
4	TOTAL TUTION & CONTRIBUTIONS	\$ 150,000	\$ 160,301	\$ 114,408	\$ 111,639	\$ 108,245
	SCHOOL FEES					
5	BOOK & SUPPLY FEES					
6	PERSONAL USE ITEMS					
7	SOCIAL AND EXTRA-CURRICULAR FEES					
8	TOTAL SCHOOL FEES	\$ -	\$ -	\$ -	\$ -	\$ -
	FOOD SERVICE REVENUES					
9	MEAL AND OTHER FOOD SERVICE CHARGES		\$ 12,204	\$ 15,255	\$ 18,306	\$ 21,357
10	GOVERNMENT FUNDED FOOD SERVICE ASSISTANCE					
11	TOTAL FOOD SERVICE REVENUES	\$ -	\$ 12,204	\$ 15,255	\$ 18,306	\$ 21,357
	OTHER GOVERNMENT PAYMENTS: List Below					
12a	State Aid - General		\$ 335,800	\$ 419,750	\$ 503,700	\$ 587,650
12b	IDEA Funding		\$ 4,600	\$ 5,750	\$ 6,900	\$ 8,050
12c						
13	TOTAL OTHER GOVERNMENT PAYMENTS	\$ -	\$ 340,400	\$ 425,500	\$ 510,600	\$ 595,700
14	INVESTMENT INCOME					
15	RENTAL OF FACILITIES TO OTHERS					
	OTHER: Describe Below					
16a						
16b						
17	TOTAL OTHER	\$ -	\$ -	\$ -	\$ -	\$ -
18	TOTAL REVENUES	\$ 150,000	\$ 512,905	\$ 555,163	\$ 640,545	\$ 725,302



OFFICE OF
EDUCATIONAL
OPPORTUNITY

March 7th, 2018

To the Wisconsin Charter School Program Grant Review Committee,

This letter declares the University of Wisconsin System Administration Office of Educational Opportunity's intent to authorize establishment of Arbor Community School as a Wis. Stat. § 118.40(2x) school, subject to ongoing internal approval. The school would be authorized to accept 40 K-3 students for the 2019-2020 academic year.

Sincerely,

A handwritten signature in black ink, appearing to read 'GAB', with a long horizontal line extending to the right.

Gary Allen Bennett, J.D., M. Ed.

Director, Office of Educational Opportunity

University of Wisconsin System



OFFICE OF
EDUCATIONAL
OPPORTUNITY

A RESOLUTION AUTHORIZING ARBOR COMMUNITY SCHOOL TO APPLY FOR AND ACCEPT CHARTER SCHOOL SUBGRANTS FROM THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

WHEREAS, The mission of the University of Wisconsin System Administration Office of Educational Opportunity is to incubate educational innovations, to improve known best practices, and to increase educational equity; and

WHEREAS, The Wisconsin Department of Public Instruction Charter School program is committed to supporting the growth of high-quality charter schools in Wisconsin; and

WHEREAS, Wisconsin Department of Public Instruction Charter School Subgrants are available for eligible applicants to open and prepare for the operation of new charter schools; and

WHEREAS, Arbor Community School has applied for authorization from the Office of Educational Opportunity to develop and operate a high-quality K-8 charter school for the purposes of increasing educational equity;

NOW THEREFORE, BE IT RESOLVED BY THE UNIVERSITY OF WISCONSIN SYSTEM ADMINISTRATION OFFICE OF EDUCATIONAL OPPORTUNITY, AS FOLLOWS:

RESOLVED, that Arbor Community School, Inc. is hereby authorized to apply for and accept a subgrant with the Wisconsin Department of Public Instruction for funding of activities related to the planning and implementation of Arbor Community School in the amount of \$700,000.

APPROVED BY THE DIRECTOR OF THE OFFICE OF EDUCATIONAL OPPORTUNITY THIS 7TH DAY OF MARCH, 2018.

A handwritten signature in black ink, appearing to read 'G. Bennett', with a long horizontal line extending to the right.

Gary Allen Bennett, J.D., M. Ed.
Director, Office of Educational Opportunity
University of Wisconsin System

February 28, 2018

To whom it may concern:

I am writing to express my strong support for the DPI Planning and Implementation Grant application for Arbor Community School. With a focus on wellbeing and equity, the founding of this school could not be more timely. According to the American Psychological Association, rates of mental illness in young people have increased sharply over the last several years, to the point of crisis. While this trend is present across demographic categories, there is a particularly striking negative impact on wellbeing associated with the endemic chronic stressors of poverty and racism. The emphasis on building a strong foundation of wellbeing, through a curricular model that pairs the development of 21st century skills (communication skills, confidence, leadership, problem solving, innovation, creativity, resilience) with the development of pro-social skills (perspective taking, compassion, cooperation, honesty, integrity) has enormous promise.

At the same time, the living laboratory of a small and agile charter school environment provides a unique opportunity to investigate and optimize this educational approach through research partnerships, and to determine how best to disseminate aspects of it more broadly. We are at the very beginning of a revolution in how we think about wellbeing in our society, with a shift from something that one either possesses or lacks, to a skill that can be learned and honed. The incorporation of these ideas into the foundation of an educational model, rather than as a periodic supplement, is both prescient and essential.

As both an expert on the nature, cultivation and measurement of wellbeing, and a member of the local community, I strongly endorse the establishment of the Arbor Community School. Moreover, I envision that the Center I direct, the Center for Healthy Minds at the University of Wisconsin-Madison, can partner with the Arbor Community School and that we can provide expertise and opportunities for highly novel evaluation and research to help nurture the most innovative and impactful strategies for the nurturing of wellbeing in the staff and students. I very much look forward to seeing the Arbor Community School grow and thrive.

Sincerely,



Richard J. Davidson

RICHARD J. DAVIDSON, Ph.D.
Founder and Director, Center for Healthy Minds
William James and Vilas Professor of Psychology and Psychiatry

608.265.8189
rjdavids@wisc.edu

Rhoda McKinney
4574 American Way
Cottage Grove, WI 53527
Monday, March 05, 2018

Dear Wisconsin Department of Public Instruction
Charter School Grant Reviewers:

I am writing to express my full support of the Arbor Community School, I am a long-time African American resident of Madison and Monona Grove (MG) School Districts, the mother of six. I currently reside in Cottage Grove with my husband and two children ages eleven and eight completely raised in the MG district. We have raised one child completely in the Madison Metropolitan School District (MMSD) and the other three in both districts.

In order to raise children who are ready to take on the big problems of our world, we need to teach them to solve problems and create new and innovative ways of doing things. We need kids to create information and content, not simply consume it. We need kids who are confident in new and unfamiliar situations because they've had educational experiences outside the walls of school. We need to prepare them so that as they reach young adulthood, they don't struggle when they realize that memorizing facts and passing tests is no longer good enough and they must find their own way.

Arbor Community School will provide support for all learners, allowing students to solve real-world problems. The model honors the diverse needs of students, facilitating an environment that all kids feel comfortable in, and can be excited to learn in. The multi-age aspect of the school provides a social component that encourages students to mentor one another and build strong relationships across peer groups. And the focus on wellbeing emphasizes self-awareness and emotional wellness - factors that all children desperately need, especially those kids who come from disadvantaged backgrounds.

While I know traditional school models can and have been successful for many students, I think having our choice of alternative schools and having it open to the public is critical. I am in support of Arbor Community School because it focuses on the development of the whole child, and because it challenges our community to continue to explore and improve and to implement new research-based ideas in a smaller-scale school. The best of these practices could then be more easily transferred to existing schools for the benefit of all students.

I don't believe that education is "one size fits all." There is no "right way" to teach and no "wrong way" to learn. We need to do all we can to provide the best possible ways of learning for our kids, so that we can produce the thought leaders of the future - the ones who will be making decisions for the world.

Please do not hesitate to contact me in regards of this letter of support.

Sincerely,

Rhoda McKinney



..... Transforming education one school at a time

TO: Arbor Community School
FROM: Dr. Heather Terrill Stotts, Executive Director
DATE: March 5, 2018
RE: Letter of support for proposed Arbor Community School

A handwritten signature in black ink that reads "Heather Terrill Stotts".

The Innovative Schools Network is thrilled to provide a letter of support to the Arbor Community School organizational team as you apply for a Charter School Planning Subgrant through the Wisconsin Department of Public Instruction. The plan for your school is everything we believe a school should be and we are excited about the opportunities Arbor Community School would give our public school students in the Dane County region.

We are encouraged by the Arbor Community School planned model of instruction and believe that the depth of preparatory work you have done will serve you well. It is clear that your planned inquiry-based school will offer an environment that is rich in collaborative, constructivist experiences that will serve the whole child. Your belief that learning can happen in a variety of settings is evident in your planning and this type of school would offer top-notch experiences for our children.

On behalf of the staff and board at the Innovative Schools Network, we endorse your desire to open Arbor Community School and are grateful for the opportunity to be able to support you throughout this exciting process.



Corporations Bureau

Form 102-Nonstock Corporation Articles of Incorporation

Name of Corporation

Name of Corporation: Arbor Community School, Inc.

Principal Office

Mailing Address: 5208 McKenna Road

City: Monona

State: WI

Zip Code: 53716

Registered Agent

Registered Agent Individual: Lynn Munsinger Brown

Name of Entity:

Street Address: 5208 McKenna Road

City: Monona

State: WI

Zip Code: 53716

Select Statement

Select one statement: The corporation will have members

Is this corporation authorized to make distributions under the statute?: Yes

This document was drafted by: Lynn Munsinger Brown

Incorporator

Name: Lynn Munsinger Brown

Street Address: 5208 McKenna Road

City: Monona

State: WI

Zip Code: 53716

Name: Melissa Rosenkranz

Street Address: 1854 Jenifer Street

City: Madison

State: WI

Zip Code: 53704

Incorporator Signature

I understand that checking this box constitutes a legal signature: Yes

Incorporator Signature:

Lynn Munsinger Brown

Optional Articles

The purpose(s) for which the corporation is incorporated:

Delayed Effective date:

Directors

Optional Contact Information

Name:	Lynn Munsinger Brown
Address:	5208 McKenna Road
City:	Monona
State:	WI
Zip Code:	53716
Phone Number:	6085569682
Email Address:	lmunsing@gmail.com

Endorsement

	FILED
Received Date:	02/01/2018