

Executive Summary

The Tomorrow River Community Charter School is being developed in the District of the Tomorrow River, a progressive area in central Wisconsin that currently has no charter schools. The district is faced with classrooms that are bursting at the seams and no space to expand; the Charter School will take some of the pressure off. Not all students' learning styles fit within the traditional school setting; the Charter School will provide schooling options for students and families in the Tomorrow River and surrounding districts. The school will span Pre-Kindergarten up to sixth grade and students will be taught in a Waldorf-inspired style of whole child education. The Charter School will be non-competitive learning environment, fostering creative, compassionate and confident children with a lifelong love of learning. The doors will open in the fall of 2013 offering schooling to all students free of charge.

The Tomorrow River Community Charter School is working with local environmental and sustainable living organizations, organic farms and a local camp creating partnerships; providing students and the schools community a greater connection to local food and their environment. The students and their families can participate in food production for school lunches in the onsite organic garden. Students will be prepared to become stewards of the earth; graduating with the skills to create and change the world around them, not just fit into what already exists.

Some highlights of the Charter School's Waldorf-inspired non-traditional educational model:

- Music, art, and movement are greatly employed in the learning process. Those emphasized are dance/eurythmy, water colors, flute/recorder and in later years violin/cello, songs in the round, knitting and crocheting, wood carving and nature crafts.
- Story-telling is used to awaken imagination, retain attention and teach subjects such as math, history, geography, social studies, writing and reading.
- Emphasis is put on nature and environmental stewardship. Children will spend much time outside exploring the world around them gaining a deeper understanding of science and nature studies.
- Children are taught real-life tasks such as housekeeping, cooking, fiber arts and gardening.
- Technology is de-emphasized in the early years at school and at home. Parents of enrolled children will be expected to greatly limit their children's exposure to computers, TV, and video games.
- Spanish immersion begins for students in first grade.
- Teachers follow their students from first grade until middle school. This allows teachers to develop a stronger relationship with their students, giving them the knowledge to create curriculum based on their students' needs and strengths.
- Main lessons (which include all traditional subjects) are typically taught in 6 week sessions. Children gain a deep and personal relationship with the material therefore retaining it longer.
- Seasonal studies and festivals are taught and celebrated throughout the year.

The mission of the Charter School is expressed perfectly by Liv Helmericks of Mountain Sage Community School, a Waldorf-inspired charter school in Colorado. "Our intention is to present the world as a beautiful and wonder-filled place where anything is possible. Math IS music, science IS art, and the totality of the way the world works IS poetry. This powerful method provides all children, despite their differences, the opportunity to completely participate in their own education, cultivating compassion and respect for self, others and the natural world." The community of the Tomorrow River School District has demonstrated its' desire for a school of this kind and families, students and teachers are all excited, enthusiastic and ready for this school to open for the school year of 2013/2014.

The Charter School Vision for Innovation

1. Describe the educational vision and philosophy which will drive your Charter School planning effort including the underlying theories and research which support that vision. Include the following:

a. Describe how the concept of a Charter School was introduced. Who initiated the concept and why? The idea for the Tomorrow River Community Charter School came from a number of mothers in the community who were exploring how they would like to educate their children and searching for an alternative to current options in the area. Since that time, the concept has grown in detail and in involvement, with dozens of individuals stepping up to express interest, dedicate time, and reaching out to the community.

A number of mothers attending a Holistic Mothers Group in Stevens Point began to develop the idea of educating their children in an alternative way. One of the mothers in the group has slightly older children and introduced the group to Enki, a teaching method she was using to home school her children. At the same time there was a similar group nearby called Natural Waupaca and they were utilizing some Waldorf approaches in their play group as well as for some of the older home schooled children. Through mutual friends Chamomile Nusz from Waupaca was introduced to Tina Giombetti, Shannon Korger and Rebecca Towne from the Holistic Mothers Group.

Chamomile had attended a Waldorf school in the 1980's started by her parents and other community members in the Tomorrow River School District (located between Waupaca and Stevens Point). Because the Waldorf School was very well received by the community previously, the above-mentioned Waldorf/alternative mothers decided to target the Tomorrow River School District for their efforts. It was decided that forming a Charter School made the most sense; the group wanted to make sure the school would be available to families of all economic backgrounds. They began the research necessary to determine what it would take to start a Charter School and found that there were 44 other Waldorf-inspired public schools around the United States. They also knew Waldorf was the fastest growing educational style and that this would draw a larger number of families than some other educational methods they were exploring, such as Enki.

This part of central Wisconsin has a very progressive foundation. Much of it stems from the University of Stevens Point and its' amazing natural resources program. People migrate here who care deeply for the earth and once here set roots in this beautiful place. There are organizations like the Midwest Renewable Energy Association who have been putting on the nations' longest running educational energy event. In addition there is a rich music and arts movement along with many organic farms and CSA's which help to draw progressive families to the area. These types of families have an intimate relationship with where their food and energy come from, they also want to have the same relationship with how their children are educated. Waldorf will fill this educational gap, giving parents already on this path a place to send their children to school. These parents will play a large role in the school and the school will play a large role in the community.

b. Include a vision or mission statement. Recognizing that traditional school settings work well for most children but not all, our goal is to diversify the educational opportunities for students and parents in the Tomorrow River School District. The Tomorrow River Community Charter School will encourage and develop a love of learning in every child. Students will be lead along this path by teachers dedicated to incorporating curriculum that weaves together ideas, principles, movement, art, music languages and nature, giving students an understanding of each subject and its' direct relation to the world around them.

The educational philosophy will be inspired by Waldorf, Enki and other non-traditional academic styles giving teachers the freedom to explore and identify methods that work best for their students. There will be an emphasis on giving children the tools to explore their creative side during younger developmental years. This whole child education fosters the skill set necessary to become creative, confident and compassionate individuals. In our non-competitive learning environment children will flourish, working together to reach educational excellence.

c. Describe why a charter is needed to achieve the vision. How is the school innovative or unique and how will it differ from the schools now currently available to students in the district? Why can't the vision be accomplished by merely adding a program to existing offerings? The Tomorrow River Community Charter School will use an adapted form of the Waldorf method. The Waldorf method is a tried and true method of education with 94% of students attending college or university. It was first established by Rudolph Steiner in 1919 at the Waldorf-Astoria Cigarette Factory in Austria. Rudolph Steiner observed through his practice that children tend to learn through their hands and heart, meaning that if children can manipulate something or use hand movements like those seen in dance and art and if something affected them emotionally, the lesson or concept would get implanted in their mind. He also observed that children have an innate attraction to nature. When in natural settings, children were amazed and yearned for explanations of the animals and insects, the seasons and climate, and the vegetation around them. He used these elements as a foundation of learning adding in more conceptual elements as the children's mind advanced. This is one of the innovations of Waldorf: its integrated approach to learning.

A second unique characteristic of Waldorf is that teachers follow their students from first grade to as high as eighth. This long-term teacher/student relationship extends that level of trust, fostering a deep understanding of a child's individualism, abilities, and needs.

A third distinctive element of traditional Waldorf education bases what children are capable of learning on their physical bodies. For example, when children lose their baby teeth, Rudolph Steiner learned that a child was then able to learn more conceptual ideas, such as letters and numbers. However because Charter School students are still required to take standardized tests, the Charter School will teach an accelerated form of the Waldorf curriculum, sans religious or spiritual teachings. This is why we are referring to this school as a "Waldorf-inspired" school. We will not be accredited by the Association of Waldorf Schools of North America because only private schools can achieve this accreditation: <http://www.whywaldorfworks.org/>. We will be members of the Alliance for Public Waldorf Education: <http://www.allianceforpublicwaldorfeducation.org/>. Our teachers will all be DPI certified with additional training in Waldorf and other non-traditional educational methods such as Enki.

A fourth difference is that students will spend very little time sitting at their desks for lecture style learning, and they will be learning subjects in a hands-on method that we feel will give them a deeper understanding of the material. There is a huge focus put on movement, art, music and nature and they are intertwined with reading, math and history to become the student's core class (Main Lesson). The students will have music lessons and fiber arts (such as knitting) every day. Students will begin a Spanish immersion language course starting in 1st grade.

A final big difference is the de-emphasis on technology, preserving students' innocence and imagination and deepening their wonder of nature, particularly during a child's early years. During later years (5th and 6th grade) we will begin to introduce technology so that when they begin attending public school they will have the same understanding and skill sets as their peers. Standardized testing will follow state mandates and take place on computers; students

will be prepared ahead of time so they have the skills necessary to complete these tests to their full potential.

d. Explain how the Charter School provides its students' core academic subjects. Students in the Tomorrow River Community Charter School will learn all the of the core academics that students in the traditional setting learn; it is the approach to that learning that will be fundamentally different. The Charter School has a commitment to developing curriculum that applies to the common core standards. The Charter School plans to work closely with the public school so that when the Charter School's children transfer the transition is easy for students and teachers.

During Pre-Kindergarten and Kindergarten faculty focus on hands-on activities and experiences that promote students' physical development, sensory-motor skills, social development and creative play. In 1st through 6th grade, the curriculum emphasizes the development of imaginative thinking (key to problem solving and analytic reasoning), while helping students deeply understand and connect to what they learn. Students engage in artistic activities that are directly integrated into the academic curriculum, thus deepening their social and emotional connection to their subject matter.

Waldorf approaches learning with lengthy focused time where lessons are taught in two-hour blocks for up to six-week increments. These lessons are called Main Lesson blocks and are developed by the teacher with assistance of the Lead Teacher. Main Lessons are taught through stories that draw children into a world of imagination and learning. For instance, a teacher may teach children about ancient Egypt telling stories of pharaohs and their agricultural discoveries. During these lessons the children may erect pyramids (learning geometry, building techniques and teamwork), plant grains (learning gardening, weather patterns, geography and work ethics), make masks and head dresses (learning about art and hierarchy), and other practical, life-preparing lessons. Students are not given text books; they create their own as they learn.

Seasonal and daily rhythms help provide consistent structure to the Waldorf educational process. The integration of core subjects with arts, drama, painting, music, movement and handwork create the opportunity for children to better understand those subjects and directly relate them to themselves and the world around them. Our teachers will create a classroom environment that optimizes the learning ability of every student regardless of difficulties a student faces in learning.

Curriculum

Pre-Kindergarten and Kindergarten:

Kindergarten forms the foundation for academic success in later grades, promoting a child's physical development, language and sensory integration. The activities are structured to strengthen the child's imagination, creativity, social skills and sense of self-confidence. Teachers use storytelling to develop the students' attention span, concentration, vocabulary, speaking and listening comprehension skills to build the basis for reading comprehension. Through drama, rhythmic poetry, nursery rhymes and songs, the teacher further immerses the children in vivid and imaginative oral speech and literature.

Kindergarten introduces the fundamental concepts of mathematics through creative play and daily practical activities. Mathematics begins with sorting, counting from 1 to 30, patterning and identifying shapes. By the end of kindergarten, students understand small numbers, quantities, and simple shapes in their everyday environment. They count, compare, describe, and sort objects, and develop a sense of properties and patterns. They explore economics through imaginative play that involves sorting and trading objects of different sizes and properties.

The science curriculum gives the children a multiplicity of experiences with the natural world. In the physical sciences, students' creative play involves them deeply in exploring basic physics principles, such as mass, density, gravity, balance, and the creation of pulleys and levers.

Students experience the properties of heat and cold through time spent in the kitchen cooking with the teacher, as well as observing seasonal changes. Life science and earth science start with students observing common objects using their five senses. Students learn to communicate observations orally and through drawings. Nature tables as well as frequent nature walks provide an awareness of the seasons and a connection to the natural environment. The students experience the cycle of growth through gardening, from seed to harvest to transformation through cooking.

Other activities involve students directly in the transformation of colorful natural materials into useful and beautiful creations. These activities include combining colors in watercolor painting, carding and felting raw wool, and making dolls from garden grasses. Finger knitting develops fine-motor skills and nurtures children's ability to focus and concentrate, while fostering hand-eye coordination. Students' development of fine motor skills and focus is essential for learning to read and write, as well as for doing mathematics and other academic work. A feeling of warmth and security is created by using only natural materials in the construction of the decor and toys; wood, cotton, and wool.

Waldorf curriculum sequencing and content by grade level, first through sixth grade:

First Grade:

- **Math:** Qualities of numbers, introduction to the four operations of arithmetic, geometric forms, whole number processes, counting rhythm and times tables 1 through 6 and 10
- **Literature and Grammar:** Pictorial and phonetic introduction to the alphabet, word recognition, writing, poetry recitation, and fairy and folk tales from around the world
- **Science:** Nature stories, nature walks, observations, gardening, local environment, seasons and visits to local farms and an indoor greenhouse
- **Performing Arts and Music:** Recorder (which develops finger coordination and concentration), singing songs, poetry memorization, in-class drama and marionette performances
- **Art:** Watercolor (which has an emphasis on working with color rather than creating formed pictures), beeswax modeling and crayon illustrations
- **Handwork:** Knitting (which promotes hand-eye coordination, fine motor skills, arithmetic skills, sequencing, patience, perseverance and self-esteem), seasonal crafts
- **Spanish:** Introduced through plays, songs, rhythms, poems and games
- **History and Social Studies:** Fairy and folk tales, rhymes, poems and songs
- **Geography:** Spatial orientation and body geography
- **Physical Education:** Circle games, eurhythmy and outside play

Second Grade

- **Math:** Continue with four operations of arithmetic, story problems, number patterns, times tables 7 through 12, two digit multiplication, carrying and borrowing, written calculations
- **Literature and Grammar:** Reading and writing, phonetics, elements of grammar, spelling, punctuation, animal fables, myths and legends of heroic people from around the world
- **Science:** Nature stories, nature walks, observations, gardening, local environment, seasons, visits to local farms and an indoor greenhouse and animals
- **Performing Arts and Music:** Recorder, singing songs, poetry memorization, in-class drama and marionette performances

- **Art:** Form drawing, watercolor painting, beeswax modeling, crayon drawings
- **Spanish:** Continuation of 1st grade adding vocabulary, counting, animals and colors
- **Handwork:** Knitting patterns with multiple stitches, crocheting and seasonal crafts
- **History and Social Studies:** Fairy and folk tales, legends, poems, songs and stories of heroic people
- **Geography:** Natural studies
- **Physical Education:** Rhythmic games, line games, eurhythmy and outside play

Third Grade

- **Math:** Memorization of multiplication tables 1 through 12 continued and strengthened, weight, measure, length, volume, money, time, continued two and three digit multiplication and long division
- **Literature and Grammar:** Elements of grammar (nouns, verbs, adjectives, adverbs), spelling, compositions, stories from ancient history and continued reading
- **Science:** Gardening, soil, nature studies, animal husbandry, conservation, cooking, house building and visits to local farms and an indoor greenhouse
- **Performing Arts and Music:** Recorder, singing in rounds, in-class skits, performance of annual class play and music notation
- **Art:** Continue form drawing, painting, beeswax modeling, crayon and pencil drawing
- **Spanish:** Integration into the core curriculum in songs, plays, poetry, conversations and vocabulary
- **Handwork:** Crocheting patterns, hand sewing and seasonal crafts
- **History and Social Studies:** Study of practical life to include house building, clothing and cooking around the world
- **Geography:** History of farming and house building around the world
- **Physical Education:** Traditional games, dancing, eurhythmy and outside play

Fourth Grade

- **Math:** Continuation of long division, fractions, averages, factoring
- **Literature and Grammar:** Elements of grammar, spelling and punctuation, book reports, creative writing, composition, Norse and Finnish mythology, Indian Legends and local history
- **Science:** Zoology, animals in their environment, continuation of gardening and nature studies
- **Performing Arts and Music:** Singing and recorder in rounds, possible addition of violin/cello, music theory, choir, reading music notation
- **Art:** Advanced form drawing, painting and clay modeling
- **Spanish:** Continued songs, plays, poetry, conversations, cultural activities, vocabulary, beginning writing and reading
- **Handwork:** Cross-stitch, embroidery, knotting and braiding
- **History and Social Studies:** Local Wisconsin history
- **Geography:** Local Wisconsin geography and map making
- **Physical Education:** Folk dancing and relay races

Fifth Grade

- **Math:** Decimals, fractions, metric system, geometry as it developed in ancient cultures
- **Literature and Grammar:** Spelling, sentence structure, descriptive writing, punctuation and compositions, Greek, Indian, Persian and Egyptian myths; business letter writing and report writing
- **Science:** Botany, inductive method, continuation of garden and nature studies
- **Performing Arts and Music:** Recorder, violin/cello and 3-part choir
- **Art:** Freehand geometric drawing, painting, clay modeling and drawing

- **Spanish:** Continued songs, plays, poetry, conversations, cultural activities, vocabulary, writing and reading
- **Handwork:** Knitting in rounds, knitting socks, hats and mittens and woodcarving
- **History and Social Studies:** Mythology and life in ancient civilizations from ancient India through ancient Greece, Greek history through Alexander the Great
- **Geography:** North American geography as related to vegetation, agriculture, culture and economics
- **Technology:** Computer skills and use will be part of the Main Lesson
- **Physical Education:** Greek Olympic games preparations

Sixth Grade

- **Math:** Percent, beginning algebra and negative numbers, ratios, proportions, geometric drawing with instruments and proofs and business math
- **Literature and Grammar:** Advanced grammar, descriptive compositions, expository writing, spelling, biographies, the Roman Empire and Medieval literature, research methods and report writing
- **Science:** Mineralogy, physics (acoustics, electricity, magnetism, optics and heat), beginning astronomy, continuation of garden and nature studies
- **Performing Arts and Music:** Singing in parts, recorder, violin/cello and choir
- **Art:** Geometry with compass/ruler, painting, clay relief modeling, woodcarving
- **Spanish:** Reading and translation of stories
- **Handwork:** Pattern making and 3-D construction
- **History and Social Studies:** The Roman Empire and Medieval history
- **Geography:** World geography with an emphasis on European and South American geography
- **Technology:** Computer skills and use will be part of the Main Lesson
- **Physical Education:** Team sports

Adapted from the Mountain Sage Community School's Charter Application

2. Provide a description of:

a. The grade levels of children to be served:

The school will cover pre-kindergarten up to 6th grade. An expansion to 8th grade may be considered; this will be determined by the interest of our parents and our location's ability to house more grades. There will be 15 to 20 students per class/grade following the same class size limits the district has set, with a total of 120 to 180 students (two smaller Pre-K classes that meet twice a week each). There will not be these numbers in the first couple years and the plan to combine grades for those with lower enrollment.

It is understood that many students will come from out of district and this has been calculated into the budget. In communicating with similar schools around the country, it is known that families attend Waldorf-inspired Charter Schools have moved sometimes great distances and/or commute up to an hour so that their children can attend these schools. Some have reported as much as 90% of their enrollment from outside the district. In talking to Dr. Long, Principal of Mt. Phoenix, a Waldorf Charter School in Wheat Ridge, CO, her district only has 9% of the students coming from in-district. Amherst, being centrally located, coupled with the fact it is a small, progressive community, makes this a very appealing area for these types of families.

b. The primary educational model to be used (see page 7 of these instructions); Waldorf

c/d. The measurable goals of the Charter School and means of measuring the Charter School goals in each year of the charter; (*means of measurement follow each goal in italic*)

- To develop and administer Waldorf-inspired curriculum and teaching practices. *This will be supported by professional development and will be measured by records and teacher portfolios as well as student progress and end of year narrative reports.*
- Continued support for teachers, administrators and the parent community in fostering an understanding of the pedagogy and developmental theory that are the foundation of the school. *Fulfilled through professional development, school programs and community outreach; measured by attendance.*
- Employing and retaining highly effective teachers with both formal Waldorf teacher training and certification by Wisconsin's Department of Public Instruction. *Maintained with professional development and continued trainings in Waldorf and other non-traditional educational methods as well as touring other schools employing these methods; measured by attendance.*
- All teachers maintain a professional learning plan which is overseen and supported by the schools Lead Teacher and Director. *Learning plans are reviewed by-annually by the Lead Teacher and periodic consultations between teachers and Lead Teacher: documentation of meeting notes and amendments to learning plans will be recorded. Measured by records and teacher and student evaluations.*
- Faculty consent to an evaluation system supported by the school and district. *Measured by a Principal from the public school utilizing the same evaluation system used for all teachers in the district.*
- Clear and transparent on-going formative assessments of student progress within an articulated framework of Waldorf standards co-aligned to recognize the common core standards at the state and federal level. *Maintain verifiable records of student progress: Student Progress Reports (Whole-Child Rubric), End of Year Narrative Report and Individual Student Portfolio (Main Lesson Book Review). Files reviewed by the Lead Teacher annually.*
- Commitment to developmentally appropriate high academic standards informed by the state student achievement standards. *Measured through student testing: WKCE and NWEA MAP.*
- Ongoing professional development for teachers, Governance Board and administrators in governing practices, curriculum and working toward a constant renewal of Waldorf pedagogy. *Measured by attendance, curriculum documents and minutes of curriculum during Governance Board Meetings. The schools success in Waldorf pedagogy will be reviewed annually at the board retreat.*
- A rigorous effort to co-align 21st century skills within the framework of the school's Waldorf-inspired curriculum. *Measured by meeting the goals set for WKCE and NWEA MAP test scores and the ease of integrating 7th grade students into the traditional public school system.*
- Academic freedom wherein curriculum can be uniquely designed by teachers in his or her on-going effort in meeting the evolving learning needs of the students. *Measured by Student Progress Reports (Whole-Child Rubric), End of Year Narrative Report, Individual Student Portfolio (Main Lesson Book Review) and teacher reviews and evaluations.*
- An articulated and inclusive approach to school governance that involves teachers, administration and parents as reflected in the school policies and procedures. *Measured by Governance Board make up and attendance of board meetings by parents and teachers. Annual Governance Board member peer and personal reviews and continued adherence to the schools policies and procedures.*
- A cooperative, non-competitive environment in and out of the classroom engaging the children intellectually, emotionally, socially and physically. *Satisfaction will be measured*

by student and parent surveys done annually, 2 parent focus groups compiled by-annually, student interviews and student progress and end of the year narratives.

- Equal access for all. *Measured by a comparable student to community demographic*
- A partnership between home and school giving parents the opportunity to become deeply involved in their children's education; promotion the creation of a culturally rich and meaningful life which expands to the larger community creating a healthy childhood. *Satisfaction will be measured by surveys done annually, 2 parent focus groups compiled by-annually, and promotional materials and attendance records of community events.*

Adapted from the Alliance for Public Waldorf Education

e. The measurable student achievement goals for each year not to exceed five years;

- Literacy: *measured WKCE and NWEA MAP testing and Student Progress Reports (Whole-Child Rubric), End of Year Narrative Report and Individual Student Portfolio (Main Lesson Book Review).*
- Ability to communicate clearly both orally and in writing: *measured by Student Progress Reports, End of Year Narrative Report and Individual Student Portfolio.*
- Ability to communicate in more than one language: *measured by Student Progress Reports, End of Year Narrative Report and Individual Student Portfolio.*
- Understanding of various cultures: *measured by Student Progress Reports, End of Year Narrative Report and Individual Student Portfolio.*
- Understanding of scientific process and disciplines: *measured by Student Progress Reports, End of Year Narrative Report and Individual Student Portfolio.*
- Knowledge of history: *measured by Student Progress Reports, End of Year Narrative Report and Individual Student Portfolio.*
- Ability to think creatively, analytically and logically: *measured by Student Progress Reports, End of Year Narrative Report and Individual Student Portfolio.*
- Ability to observe, gather, organize, analyze and synthesize information: *measured by Student Progress Reports, End of Year Narrative Report and Individual Student Portfolio.*
- Understanding of the mathematical process including application: *measured WKCE and NWEA MAP testing and Student Progress Reports, End of Year Narrative Report and Individual Student Portfolio.*
- Lifelong learner who has developed competence, self-motivation, confidence and responsibility: *measured by Student Progress Reports, End of Year Narrative Report and Individual Student Portfolio.*

Adapted from Mountain Sage Community School's Charter Application

f. The means of measuring the student achievement goals each of the first five years.

Assessment Tools	Purpose for Administering	Grades Assessed	Season to be Administered	Goals for the first 5 years
Wisconsin Knowledge and Concepts Examination (WKCE)	• Measure student performance against State and National schools.	• 3 rd -6 th	• Fall of each year	• A 5% increase in proficiency each year up to 97%
NWEA MAP	• Assess reading and math skills	• K-6 th	• Fall and Spring	• A 5% increase in proficiency up to 97%
First Grade	• Assess students'	• K-1 st	• Spring of K	• We believe that

Tomorrow River Community Charter School's Application Narrative

Assessment Tools	Purpose for Administering	Grades Assessed	Season to be Administered	Goals for the first 5 years
Readiness Assessment	developmental readiness for entering first grade		for continuing students; spring of summer before 1 st grade for new students	students coming from our K will more likely be ready for 1 st grade, benchmark achievements
Second Grade Assessment	<ul style="list-style-type: none"> Evaluate student development in terms of motor skills, ability to cross midline and other developmental abilities that contribute to a student's academic learning 	<ul style="list-style-type: none"> 2nd 	<ul style="list-style-type: none"> Middle of 2nd grade 	<ul style="list-style-type: none"> A benchmarks achievements
Student Progress Reports (Whole-Child Rubric)	<ul style="list-style-type: none"> Assess student progress in academic, social and motor skills based on teacher observation 	<ul style="list-style-type: none"> Pre-K through 6th 	<ul style="list-style-type: none"> October and April 	<ul style="list-style-type: none"> Reports will show a continued increase in depth & understanding of the student and his/her needs and accomplishments
End of Year Narrative Report	<ul style="list-style-type: none"> Provide teachers and parents with an annual, in depth individualized report of student progress in all areas of study, social interactions etc. 	<ul style="list-style-type: none"> Pre-K through 6th 	<ul style="list-style-type: none"> At the end of the school year 	<ul style="list-style-type: none"> Reports will show a continued increase in depth & understanding of the student and his/her needs and accomplishments
Individual Student Portfolio (Main Lesson Book Review)	<ul style="list-style-type: none"> Provide teachers and parents with annual, individualized report of student progress based on samples of student work 	<ul style="list-style-type: none"> Pre-k through 6th 	<ul style="list-style-type: none"> 2 times per year as part of the Whole-Child Rubric 	<ul style="list-style-type: none"> Reports will show a continued increase in depth & understanding of the student and his/her needs and accomplishments

Other demonstrations of student progress:

- Oral recitations, presentations, reports, performances, exhibits and demonstrations which will take place periodically during the school year.

- Student projects: Both individual and group projects will be exhibited at school wide and/or public events which 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.

3. Describe the Charter School's two- to three-year professional development plan:

a. What specific competencies, skills and knowledge do teachers and administrators need to successfully implement the proposed primary educational model at the Charter School? Waldorf teachers recognize that their role is to inspire, mentor, and facilitate the learning process. They are trained to identify the best response to the changing interests and needs of each unique child and they adjust their strategies and timetable to fit the development of each of their pupils.

Practices of Waldorf teachers as developed by the Alliance for Public Waldorf Education:

I. Planning, curriculum and assessment

- The annual block rotation is comprehensive and appropriate to accomplish established curriculum core standards.
- Curriculum planning evidences knowledge of both Waldorf methodology and child development.
- Ongoing and periodic assessments are appropriate, recorded and in evidence. This includes empirical verification of student ability in all core strands of knowledge.
- Lessons are planned with clear objectives, established rhythm and guiding images.
- Lessons are planned to meet all learning modalities and temperaments.
- Lessons are inclusive of practical life experiences and enhance the students' sense of wonder at world phenomena.

II. Lesson delivery

- Teacher uses inductive and deductive reasoning skills in teaching methodology. In the early years, teaching from the vantage point of synthesis toward analysis, whole to part, (deductive skills) and through the middle school years from part to whole, analysis to synthesis, or (inductive reasoning skills).
- The teacher recognizes cognitive differentiation and personal individuation when delivering instruction.
- Lessons are balanced in the realm of academic skill, artistic expression and kinesthetic engagement.
- Lessons include social/emotional aspects; relate to student interest and experience.
- Lessons stimulate student engagement.
- Differentiated instructional approaches are a part of every teacher's skill set.
 - The teacher knows the core subjects skill strands and can assess the placement of a child along a continuum of growth in competency.
 - The teacher is able to adjust student learning outcomes such that students are provided scaffolding for stepping into the next zone of proximal development.

III. Classroom management and Delivery

- The teacher aspires to being worthy of imitation for the early years student and strives to be an authority of what is essentially human when teaching children passing through the middle and later years of childhood.
- Establishes authority, maintains control and anticipates and responds to problem situations and specific needs as they arise.
- Teacher is fair, consistent, and keeps proper perspective.

IV. Classroom management and delivery

- Teacher evidences strength, striving and intent in all artistic disciplines: drawing, painting, form drawing, modeling, storytelling, speech, drama, vocal and instrumental music.

V. Collaboration

- Main Lesson teachers and single subject (specialty) teachers share content and key generative images given within the Main Lesson block:
 - Increasing student practice of and thus reinforcement of academic, artistic and practical skills.
 - Providing for different avenues of expressing the unique individual's intelligence, style and modality of learning.
 - Core academic content is taught through the use of compelling and empowering imaginations wherein the child experiences implicit learning which moves to explicit in practice.
- Main Lesson teachers collaborate between grades with the Director, Lead Teacher and Governance Board

Lead Teachers responsibilities for pedagogy as developed by the Alliance for Public Waldorf Education:

- Ensuring review, evaluation, and development of the curriculum on a regular basis.
- Providing an assessment process for all students' progress (written narrative and empirically based) in addition to state and federal mandated testing.
- Inclusion of strategies to meet the needs of a diverse community of learners and learning styles, and recognition of a process of collaboration to develop the resources to serve and enhance capacities of the learners.
- On-going study and support of colleagues to meet the learning styles, cultural backgrounds and developmental needs of the students.
- Support personnel who provide for access to services for special needs learners.
- Identifying and fostering of the principles of Waldorf Education.

The School's Director is responsible for all financial reporting, legal documents and records of the organization. They will be responsible for building, property and maintenance of all goods and services. They will, along with the Governance Board, be responsible for all outreach, fundraising, events coordination and student recruitment. It is their responsibility to make sure the school adheres to all governing policies and that the school is in alignment with the Waldorf philosophy, principles and pedagogy. The Director attends bi-monthly meetings of the District's School Board.

b. Provide a two- to three-year professional/curriculum development plan on how you intend to develop the required competencies, skills and knowledge for teachers and administrators to achieve the innovations envisioned for the Charter School.

Planning year: Summer 2012 through summer 2013:

- Chamomile Nusz, the teachers and the Governance Board will work closely with the Great Lakes Waldorf Institute, Enki Education and other existing Public Waldorf Schools to create the curriculum.
- Chamomile Nusz and members of the Governance Board will visit Waldorf Schools in Wisconsin as well as five Charter Schools.
- Teachers will attend a summer intensive courses by the Great Lakes Waldorf Institute.
- Enki Education will provide individualized training.
- The Governance Board will attend at least one workshop specifically on board duties and procedures.

- Chamomile Nusz and up to 3 Governance Board members will attend the WI Charter School Conference.
- Chamomile Nusz and one Governance Board member will attend the National Charter School Conference.

Year One: September 2013 through 2014

- The Lead Teacher, Director and all current and incoming teachers will attend a summer intensive course (or three if they are new) by the Great Lakes Waldorf Institute.
- Enki Education will provide an on-site training that includes a morning intensive for new teachers and an afternoon workshop for current administration, faculty and board members.
- The Governance Board along with administration and faculty will attend a one day retreat with multiple professional development workshops.
- At least 3 tours of Waldorf and Charter Schools will be arranged.
- There will be options to attend professional development days at the Amherst Public School; sessions will be examined to see if they apply to the Charter School.
- The Lead Teacher, Director, and board members who would like to come will attend the WI Charter School Conference.
- The Director and one board member will attend the National Charter School Conference.

Year Two: September 2014 through 2015

- The Lead Teacher, Director and all current and incoming teachers will attend a summer intensive course (or three if they are new) by the Great Lakes Waldorf Institute.
- Enki Education will provide an on-site training that includes a morning intensive for new teachers and an afternoon workshop for current administration, faculty and board members.
- The Governance Board along with administration and faculty will attend a one day retreat with multiple professional development workshops.
- At least 1 tour of a Waldorf and Charter School will be arranged.
- There will be options to attend professional development days at the Amherst Public School; sessions will be examined to see if they apply to the Charter School.
- The Lead Teacher, Director, and board members who would like to come will attend the WI Charter School Conference.
- The Director and one board member will attend the National Charter School Conference.

We will continue with the schedule as stated in year two for all years to come adding or subtracting learning activities as they are annually assessed by the Governance Board, administration and faculty.

c. Describe how the necessary training will be provided each year for new employees or employee transfers. Teachers will be trained through the Great Lakes Waldorf Institute as well as by Enki Education. The Lead Teacher will work with the teachers to develop curriculum for the school. As new teachers are hired, they will attend trainings from both facilities and then will participate in an on-site training from our Lead Teacher. The Lead Teacher will assist in any way necessary for curriculum and professional development.

d. Describe efforts that will be undertaken to retain teachers in the Charter School. Teachers hired will be passionate about the Waldorf methodology of education. Some will already be trained in Waldorf and will know this is the teaching environment for them. Because teachers stay with their class from 1st to 6th grade teachers will sign a contract for that length of time and understand the commitment prior to accepting the job. There will be annual trainings and professional development to support teacher growth and learning, teachers will help decided the focus of those trainings giving them an increased commitment and interest in the

material. Because this is a Charter School, the teachers will have more freedom to create a classroom environment and teaching materials. Teachers' active engagement in creating the environment and materials will likely create an added investment in the school and students. There will be annual raises and a base wage in-line with state averages for our area.

Governance and Autonomy

1. Identify which exemptions from state law the school will take advantage of in order to maximize the flexibility afforded to Charter Schools by state law. The Tomorrow River Community Charter School will voluntarily comply with many of the statutes outlined in chapter 118, but the following list outlines the statutes from which it will be most important to be exempt. Wis. Stat. 118.045 Commencement of school term. Wis. Stat. 118.16 School attendance enforcement (4) (a). Wis. Stat 119.18 Board; powers (school calendar, school hours, schools closed). Wis. Stat 120.12 School Board duties (15). Wis. Stat 121.02 School District standards: timeframe for instruction may be different from state mandated minutes per discipline.

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. The Tomorrow River Community School does not feel it will be necessary to ask for any waivers from federal statutory or regulatory provisions.

3. Charter Schools should be provided maximum autonomy and flexibility. Please identify all school board policies that will be waived for this Charter School. The Tomorrow River Community School will voluntarily comply with many of the school board policies but will ask for exemption from 2210 – Curriculum Development, 2510 – Adoption of Textbooks, 2521 – Selection of Instructional Materials, 2522 – Supplementary Materials Selection, 5200 – Attendance, 8210 – School Calendar and 8500 – Food Services.

4. Charter Schools have a separate Governance Board that is legally able to contract with the authorizer. This board has autonomy and control over Charter School policies, procedures, personnel, instructional programs and the budget. The Tomorrow River Community Charter School will have its own Governance Board with autonomy and control of the Charter School. We will be an instrumentality of the school district; thus, the Tomorrow River School District will be the employer. The Charter School will follow the School District's hiring policies and the District will have the final say in employing faculty and staff. The Director, Lead Teacher and at least one representative from the Governance Board will be involved in the hiring process and give their hiring and firing recommendations to the district for consideration.

a. Describe your plans to establish an independent Charter School governing board if you have not done so. The Governance Board will provide the direction of the school. The operational procedures of the Governance Board will be defined within the bylaws of the Tomorrow River Community Charter School. Agendas and minutes will be posted on the schools website. All full board meetings will be open to the public. The Governance Board will consist of a minimum of seven people and will be comprised of parents, community members and up to two teachers. The board will have a chair, vice-chair, and treasurer. Teachers will not be able to serve as officers. There will be no term limits for board members to create an environment of stability and maintain knowledgeable and dedicated members; officers will be up for renewal annually. All members of the board will be required to serve on at least one committee. Committees will consist of board members as well as non-board members. New members of the Governance Board will be trained on the schools educational model and school history. Trainings for the Governance Board will happen during an annual retreat.

The executive committee will meet every two weeks to assist the Director in dealing with day to day decisions including staffing, facilities and the budget. The president, treasurer, one teacher

and the school's Director are required to serve on the executive committee. This committee is responsible for creating the agenda for the by-monthly full Governance Board meetings.

The operations committee will be responsible for recruiting people to participate on the board; open positions are filled through a board vote. They oversee curriculum and the Lead Teacher is required to serve on this committee.

The resource committee is responsible for fundraising, organizing volunteers and donations. In addition they are responsible for public relations and recruitment of students.

b. Describe the authority this governing board will have to make decisions regarding budgets, personnel, curriculum, Charter School policies and the overall operation of the Charter School. The Tomorrow River Community Charter Schools Governance Board will have full authority to develop policies and procedures that work to meet the schools mission and educational philosophies. They will approve the school's annual budget prior to final approval by the district's school board, oversee grant monies and dedicate funds gained through fundraising. They will provide recommendations on hiring and firing to the districts' school board which has the final decision in personnel matters. The Governance Board will have the authority to make all decisions pertaining to the facilities, grounds and resources owned or rented by the school if the money used came from funds raised through donations to the schools 501c3. Many of these decisions will be made on the recommendation of the Charter School's Director. The Governance Board will work with parents and community members to garner these funds organize school festivals and fundraisers and obtain resources necessary to meet the goals of the school.

c. Provide a description of the administrative relationship between the Charter School and the authorizer and describe how the Charter School will be managed. If sharing a principal with a traditional school, indicate how the management of the Charter School will be impacted. The Tomorrow River Community Charter School will be an instrumentality of the Tomorrow River School District. School staff will be employees of the District. The Governance Board of the Charter School will make all operational decisions and provide leadership for the Charter School following all charter agreements made with the District. The school's Director will attend all district board meetings to provide updates and help facilitate any decisions pertaining to the Charter School. The school's Director will be in charge of the school and responsible for the staff and students along with the Lead Teacher who will be responsible for the schools' curriculum and teacher and student support. A principal at the Amherst Public School will complete all teacher evaluations.

d. Describe the specific 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, fund raising, parent involvement etc. The Governance Board of the Tomorrow River Community Charter Schools Governance Board will be comprised during spring of 2012. Board Members will be trained in effective shared leadership governance models, Robert's Rules of Order, the state's Charter School Law, the board's legal responsibilities, and fiscal matters. New members coming onto the Governance Board after year one will receive the same training as first year Board Members and have additional training on the school's educational model and history. Continued professional and governance/leadership development for the Governance Board will happen at an annual retreat taking place every summer.

The Planning Process

1. Provide a description of how parents and other members of the community have been involved in the planning and design of the Charter School. The founders, Tina Giombetti, Shannon Korger, Chamomile Nusz and Rebecca Towne have been working together to accomplish the tasks necessary to open the school by 2013. They made a presentation to the

Tomorrow River School Board on January 9th, 2012 and gained support to petition the teachers in the District. Presentations were made to the Elementary, Middle and High School faculty about the Charter School, its impact on the district and Waldorf education. During this time a website and Facebook page were created to share information about the Charter School and to answer frequently asked questions from teachers and the public. In doing so the community demonstrated great support and before the school board passed the resolution to have a Charter School in their District there were over 25 families who had signed their children up for the school. A final voluntary presentation to the district's faculty was made and the 10% signatures necessary to bring a resolution to the school board were garnered. Prior to presenting the resolution to the board a public forum was held. The event was publicized and thirty-six (36) people attended. A PowerPoint was presented by the founders and questions were answered. Attendees were very enthusiastic about the school, including the 3 board members, the District Administrator and the Elementary Principal. On March 12th, 2012, the school board passed a resolution to have a Waldorf-inspired Charter School in their district.

Planning is currently taking place for the first seasonal festival on April 15th, 2012. Many families are very excited about the school and are willing to volunteer their skills and time. Kate Lewellyn created the event posters and is making a new website for the school. Sarah Beversdorf, a grant writer, offered her services for the grant review process.

There is not yet a location for the school. A proposal for an addition is being made to the Lettie Jensen Community Center's Board on April 9th, 2012. The Jensen Center is in close proximity to the Amherst Public Schools and they have a multipurpose room, kitchen and theater that could be used by the charter school. The Stevens Point YMCA owns a camp in Nelsonville (about 3 miles from Amherst and still in the District boundaries) and is very receptive to the school using their space, but all buildings would have to be winterized.

During the spring of 2012 the school's Governance Board will be formed. Once grant monies are received, the 501(c) 3 status will be applied for. Chamomile Nusz will be contracted by the school district to complete many of the planning tasks. She will work closely with LeAnn Chase, the District Administrator, and Mike Toelle, the Elementary School Principal. Chamomile will attend all District School Board meetings, providing updates on the Charter School's progress.

Shannon Korger and Chamomile Nusz attended the WI Charter School Conference and gained valuable knowledge and connections to administrators, board members, DPI employees and those from the WI Charter School Association. Chamomile Nusz will attend the National Charter Schools Conference, taking place in Saint Paul Minnesota in June, 2012. Both Conferences will be attended in 2013 along with the Alliance for Public Waldorf School's Conference in California in January of 2013. Chamomile Nusz will also visit two Public Waldorf-inspired schools in Colorado in May, 2012. The founders/Governance Board plan to visit a few Charter Schools in Wausau, Appleton and Oshkosh. Over the next year and a half a location will be secured, students enrolled, the Governance Board will be established and lots and lots of fundraising and community outreach will take place. Teachers and staff will be hired in spring of 2013. Teachers will attend a Waldorf intensive three week training in Milwaukee during July of 2013 and begin working 3 weeks prior to school opening to determine the curriculum and set up their classrooms.

2. Attach three letters of support for the proposed Charter School from parents and community members.

Jenny Knade
1932 Church Street
Stevens Point, WI 54481

March 20, 2012

Letter of Support for the Tomorrow River Community Charter School

I am writing in support of funding for a Waldorf Charter School in the Tomorrow River School District. I believe the school would provide an alternative educational opportunity that will benefit diverse learners but the surrounding community as well.

Teaching preschool at UWSP I have seen the way hands on investigation inspires children's desire to learn. I believe the School will provide children of different learning styles like, bodily-kinesthetic, musical-rhythmic, and naturalistic, a place to flourish in a way the traditional classroom cannot. I am also excited for the practicum opportunity the school would provide for the future teachers attending UWSP. Establishing a Charter School would provide an opportunity for students of all ages to reach their full potential.

As a mom I questioned if changing schools is best for my son. Holden has established friendships and is adjusting to the environment. When I told Holden about the school and asked how he would feel about going to the new school my questions were answered. "I want to go to that school!" Holden goes to a great public school but he is not engaged the teaching methods used in the current setting. I am hopeful for a school that will ignite his curiosity and critical thinking.

Thank you for the opportunity to share my support of the Tomorrow River Waldorf Charter School.

Sincerely,
Jenny Knade

Paul and Kathleen Cibaric
9646 Damrau Road
Amherst, WI 54406

20 March 2012

Letter of Support for Tomorrow River Community Charter School

As parents, we are enthusiastic about the opportunity for our children to attend the Tomorrow River Community Charter School. We believe a Waldorf-inspired/Enki education will provide our young children with a supportive and nurturing class community.

We have three children with completely different personalities, abilities and needs. Because the Waldorf-inspired/Enki approach focuses on the whole child- heart, body and head- we believe our children's strengths will be celebrated. It is refreshing to know their struggles will also be embraced as opportunities for growth.

As educators, we value the growth of a trusting and enduring relationship between teacher and student. This type of environment fosters individual development at each new grade level, while building confidence, compassion and resilience in every child.

In an atmosphere where emotions are combined with intellect, children will be encouraged to experience the world through their own eyes. In today's fast paced world, too much time and energy can be spent worrying about the future success of our children. Often times, we miss out on amazing opportunities for each child to enjoy being a child as they

develop a deep love of learning. The Waldorf-inspired/Enki approach respects the developmental stages of each student and honors their unique qualities and characteristics. This builds a strong foundation for true success.

As taxpayers, we encourage our school district to take innovative approaches to education. We believe the Tomorrow River Community Charter School is a wise and effective use of educational resources. While any change in the existing educational system must be carefully considered, we feel this is an exciting opportunity not only for the youth of our community, but those from other school districts in the state.

Paul Cibaric, MST, History
Kathleen Cibaric, MSE, School Counselor

Louise Pease
6580 County Road K
Amherst, WI 54406
March 18th, 2012

In Support of the Tomorrow River Community Charter School

As a long term resident of the Amherst community, as an even longer term enthusiast for Waldorf education, and as a current elementary teacher, it is my great pleasure to speak on behalf of the foundation of the Tomorrow River Community Charter School in the Amherst (Tomorrow River) School District.

When my husband, Tom Pease, a children's musician, and I moved to this area in 1976 so that he could attend UWSP, many people encouraged us to move to the Amherst area, because of its natural beauty, and, more importantly, because of the community of people that live here. We are grateful to have been part of this community for more than 35 years.

I was first introduced to Rudolf Steiner's work, which includes Waldorf education, in 1969, via his work with agriculture/horticulture. During the 1972-73 school year I attended the Steiner-based Emerson College in England where I received an in depth introduction to Waldorf education. The following year I taught in a residential Camphill school/home (the Steiner work with special need children). When I returned to California to get my teaching license I also helped start the Santa Cruz Waldorf School. Almost 40 years later this K-12 school continues to thrive in the Santa Cruz community. A few years after moving to Amherst I was also enthusiastically involved in the Waldorf-inspired River Valley School (1980-1985), as a school member, and as a teacher.

Now, 25 years later, one of our fine River Valley students, Chamomile Nusz, in conjunction with other local residents in the Amherst area, has proposed, and received great support for, starting the Waldorf-inspired Tomorrow River Community Charter School. I am very excited, and intend to do all I can, to support this new school.

I currently teach in the Wisconsin Rapids School District as a K-3 Title 1 Reading Intervention Teacher. I believe that teaching is powerful, vital work, and that children learn in a great variety. The two Charter Schools in WI Rapids have been invaluable additions to the district, as the Tomorrow River Community Charter School will be an invaluable addition to the Amherst community.

Louise Pease

Equal Access (Admissions and Lottery)

- 1. Provide a description of how your plan will assure equal access for all students regardless of gender, race, national origin, color, disability or age factors.** Enrollment is voluntary and there will be no tuition. The Tomorrow River Community Charter School is committed to promoting equal opportunities for all students, regardless of age, race, color, national origin, religion, creed, handicap, disability, sex, sexual orientation or physical condition.
- 2. Provide a description of how students with disabilities will be served.** Students with special educational needs will be evaluated and an Individualized Educational Plan will be created. The Tomorrow River Community Charter School will work with district personnel such as a school psychologist, speech and language clinician, school social worker, physical and occupational therapists, and special education teachers to create this plan. We believe that because our teachers stay with their students from 1st through 6th grade they will have the opportunity to develop long term relationships with students and encourage their strengths. All students with disabilities will undergo the same application process for admission as any other student applying to the school; if there are more applicants than spaces they will enter the lottery.
- 3. Provide a description of how students and parents in the community will be informed about the Charter School and given an equal opportunity to attend.** The Tomorrow River Community Charter School will make every effort to achieve a student body representative of the racial and cultural diversity of the community. There is a website, Facebook page and email list to keep people informed of progress, events, volunteer opportunities and student enrollment. There have been articles in two local papers and posted notifications of upcoming meetings and events in the local papers, radio stations and local TV stations, as well as posters in business. There has been great community response so far and plans to continue these marketing/outreach methods. Great relationships have been developed with the local monthly paper and they have committed to write an article on our progress each month. Brochures and business cards are being created and they will be placed in business and schools throughout the community. The initial interest has shown that students will come from the Tomorrow River and surrounding districts and outreach will reflect this interest. A school newsletter will be published quarterly and will be available by print, via email and our website. The goal is to involve not only families interested in sending their children to the Charter School but the whole community and this will happen through festivals, volunteer opportunities, sale of Waldorf goods, plant sales and other fundraising opportunities.
- 4. Describe the admissions policy and any qualifications for admission that will be established.** All enrollment requests will be entirely voluntary. There will be presentations and written information so an informed choice is made by parents and students.
- 5. Provide a description of a random lottery process to be implemented if more students apply for admission than can be accommodated in the Charter School.** There will be an enrollment window, if applications do not exceed the established cap all students will be accepted for admission and no lottery will be held. Additional students will be accepted with the date of application being the establishment of priority. If more than the established cap enroll during the window all applicants will make up the lottery pool. The totally random selection will ensure fairness and equal access. The Governance Board will perform the lottery and it will be part of school record. Those not accepted will be placed on a priority waiting list in the order drawn. An automatic enrollment preference shall be extended to siblings of students currently attending the school or alumni, children of founding members and children of teaching staff (not more than 10% of the student population).

Assurances

- 1. As required by section 427 of the General Education Provisions Act (GEPA).** The Tomorrow River Community Charter School will not discriminate in admission or retention on the grounds of gender, race, national origin, color, disability, sexual orientation or age. We will work to retain a student demographic aligned with our community and make special efforts to reach families who are typically underrepresented.
- 2. Provide an assurance that the Charter School will not charge tuition.** The Tomorrow River Community Charter School assures that no tuition will be charged.
- 3. Provide an assurance that the Charter School will be nonsectarian.** The Tomorrow River Community Charter School assures that it will be nonsectarian in its programs, curriculum, admissions policies, employment practices, and all other operations.

The Budget

- 1. Describe the methods by which controls over expenditures and records of expenditures will be maintained.** The Executive Committee will review budget reports prepared by the Director and will present these to the Governance Board. The Governance Board will approve the schools' annual budget and the budget is then presented to the district school board for final approval. The Governance Board has 100% authority over all funds garnered through fundraising. The Director will maintain day-to-day records and exercise controls over school revenues and expenses with support of the treasurer, all transactions excluding those pertaining to monies garnered through fundraising and held in a separate account are approved through the district administrator and the district school board. The Charter School's budget and records of expenditures will be available to the public with total transparency; the school will be audited annually by the same auditor used by the Tomorrow River School District.
- 2. Provide a list of itemized expenditures in the Local Plan For Use of Discretionary Funds including specific items and the cost of items that will be purchased.** See Section VII-A of form PI-9600-P
- 3. Provide a plan on how the school's innovative offerings including professional development will be sustained and continued after the Charter School grant expires.** Continued professional development will be budgeted for and continue for all teachers, administrators and Governance Board members. In addition to utilizing the Waldorf training facility in Milwaukee and Enki Education we will participate in professional development organized by the district for the traditional public school faculty and staff if it applies.