

**CHARTER SCHOOL CONTRACT  
BETWEEN THE  
TOMORROW RIVER COMMUNITY CHARTER SCHOOL, INC.  
AND THE  
TOMORROW RIVER SCHOOL DISTRICT**

*March, 11<sup>th</sup>, 2013*

**MISSION:** The Tomorrow River Community Charter School (TRCCS) wishes to develop the whole child through nature, art, movement, language and music in an innovative, collaborative, and supportive educational environment based on inspiration from Waldorf, Environmental Education and other proven pedagogy.

"Our highest endeavor must be to develop free human beings who are able, of themselves, to impart purpose and direction to their lives." Rudolf Steiner (1861-1925)

The vision 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."

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**THIS CHARTER SCHOOL CONTRACT (Contract)** is made by and between the Tomorrow River School District (District), 357 North Main Street, Amherst, WI 54406 and Tomorrow River Community Charter School, Inc., a non-stock, non-profit corporation responsible for the operation of Tomorrow River Community Charter School, referred to as TRCCS.

**WHEREAS**, Tomorrow River Community Charter School, Inc., has developed a feasible plan for the establishment of a charter school that would provide educational services for the betterment of students and the community; and,

**WHEREAS**, the District recognizes the benefits that the charter school would provide students and the community, and, therefore wishes, to grant a charter to Tomorrow River Community Charter School, Inc., to operate a charter school pursuant to Wis. Stat. § 118.40(2m)(a);

**WHEREAS**, the District is authorized pursuant to Wis. Stat. §118.40(2m)(a) to contract with an individual or group to operate a school as a charter school; and,

**NOW, THEREFORE**, the parties agree as follows:

1. **Establishment:** Tomorrow River Community Charter School, Inc. is the name of the person seeking to establish the charter school.
2. **Instrumentality:** The TRCCS will be an instrumentality of the District.
3. **Administration:** Administrative services will be provided in the same manner as other District schools, including but not limited to: accounting, bookkeeping, risk management, auditing, cash management, payroll, benefits, administrations, labor relations, enrollment pupil services, record keeping, reporting and other compliance monitoring, building and grounds maintenance(in a supervisory capacity), and general testing of students. The District will at all times remain the sole employer of all personnel engaged in providing such administrative services. Daily administrative duties shall be performed by the School Coordinator, Lead Teacher, and TRCCS staff. If the School Coordinator or Lead Teacher requires assistance, it will be provided by the assigned District principal.
4. **Description of the Educational Program:** The school will service pre-kindergarten through 6th grade. An expansion to 8th grade may be considered; this expansion will be determined by the interest of parents and the school location's ability to house more grades. The goal is to have 15 to 20 students per class/grade, but the charter school will follow the same class size limits the District has set. There will be a total of 120 to 180 students (including two smaller Pre-K classes that meet twice a week each). There will not be these numbers in the first couple of years, and the plan is to combine grades as needed for those with lower enrollment.

Waldorf Education: The TRCCS 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 post-graduation. It was developed by Rudolf Steiner in 1919 for the children of the employees of the Waldorf-Astoria Cigarette Factory in Austria. Waldorf has been called an education of the hands, heart and head. Rudolf Steiner observed through his practice that children tend to learn through their hands and heart, meaning that if children can manipulate something or use movements like those used in dance and art and if something affected them emotionally through story, music and art, the lesson or concept would get implanted in their minds. 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. Knowing the students allows teachers to deftly adjust their approach and choose their stories, activities and projects to best meet the needs and interests of his or her particular class.

A third distinctive element of traditional Waldorf education bases what children are capable of learning on the phases of human development. For example, Rudolf Steiner saw that after the first phase of development (birth to approximately age 7) when children generally lose their baby teeth, children were then able to put more energy into forming concepts and memorizing content. Consequently, traditional Waldorf schools do not teach academics prior to first grade. Then, starting in first grade, they teach academics in a way that allows for a gradual unfolding of the intellect. Because charter school students are required to take standardized tests, TRCCS will teach a slightly accelerated form of the Waldorf curriculum. 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. We are members of the Alliance for Public Waldorf Education. Our teachers will all be DPI certified with additional training in Waldorf and other non-traditional educational methods.

A fourth difference is that students will learn "main lesson" subjects in blocks of 3-6 weeks, going deeply into the particular subject matter in a multi-disciplinary way every morning for that period of time. For example, in first grade the blocks may rotate from language arts, to mathematics, to nature studies, and back through again. Other time during the days and weeks will be spent on these subjects as well, but the main lesson time will be focused on presenting new content in a holistic way, while other time will be spent on practice. In addition to main lessons, the students will have music lessons and fiber arts (such as knitting) every day. Students will begin a Spanish immersion language course

starting in 1<sup>st</sup> grade as well.

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 (5<sup>th</sup> and 6<sup>th</sup> grade), TRCCS will begin to introduce technology so that when the children 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.

Core Academic Subjects: Students in the 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 staff plans to work closely with the District staff so that when children transfer school settings, the transition is easy for students and teachers.

During Pre-Kindergarten and Kindergarten, faculty provides 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.

As stated previously, Waldorf approaches learning with lengthy focused time in which 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.

## TRCCS 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 1<sup>st</sup> 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

Curriculum is not limited to what is written in this contract; this is to give an idea of what will be taught and how the students will come to this knowledge.  
*Adapted from the Mountain Sage Community School's Charter Application*

TRCCS Student Achievement Goals: Measured by Student Progress Reports (Whole-Child Rubric), End of Year Narrative Report and Individual Student Portfolio (Main Lesson Book Review).

- Literacy (also measured by Wisconsin State Tests and NWEA MAP testing (or equivalent))
- Ability to communicate clearly both orally and in writing
- Ability to communicate in more than one language
- Understanding of various cultures
- Understanding of scientific process and disciplines
- Knowledge of history
- Ability to think creatively, analytically and logically
- Ability to observe, gather, organize, analyze and synthesize information
- Understanding of the mathematical process including application (also measured by Wisconsin State Tests and NWEA MAP testing (or equivalent))
- Lifelong learner who has developed competence, self-motivation, confidence and responsibility

*Adapted from Mountain Sage Community School's Charter Application*

- 5. Methods for Attaining Educational Goals:** 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:

#### 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 student 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.

#### 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.

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

#### 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 School Coordinator, Lead Teacher and Governance Board

## 6. Methods of Measuring Student Progress:

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

<b>Assessment Tools</b>	<b>Purpose for Administering</b>	<b>Grades Assessed</b>	<b>Season to be Administered</b>	<b>Goals for the first 5 years</b>
Wisconsin State Tests	Measure student performance against State and National schools.	3rd-6th	Per State guidelines	A 5% increase in proficiency each year up to 97%
NWEA MAP or Equivalent	Assess reading and math skills	K-6th	Fall and Spring	A 5% increase in proficiency up to 97%
First Grade Readiness Assessment	Assess students' developmental readiness for entering first grade	K-1st	Spring of K for continuing students; spring or summer before 1st grade for new students	We believe that students coming from our K will more likely be ready for 1st grade, benchmark achievements
Second Grade Assessment	Evaluate student development in terms of motor skills, ability to cross midline and other developmental abilities that contribute to a student's academic learning	2nd	Middle of 2nd grade	Benchmark achievements
Student Progress Reports (Whole-Child Rubric)	Assess student progress in academic, social and motor skills based on teacher observation	Pre-K through 6th	October and April	Reports will show a continued increase in depth & understanding of the student and his/her needs and accomplishments
End of Year Narrative Report	Provide teachers and parents with an annual, in depth individualized report of student progress in all areas of study, social interactions etc.	Pre-K through 6th	At the end of the school year	Reports will show a continued increase in depth & understanding of the student and his/her needs and accomplishments

Assessment Tools	Purpose for Administering	Grades Assessed	Season to be Administered	Goals for the first 5 years
Individual Student Portfolio (Main Lesson Book Review)	Provide teachers and parents with annual, individualized report of student progress based on samples of student work	Pre-k through 6 <sup>th</sup>	2 times per year as part of the Whole-Child Rubric	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.

**7. Measurable goals of the Charter School:** *(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 school’s Lead Teacher. *Learning plans are reviewed semi-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 use the evaluation system adopted by the District and supported by the TRCCS. *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 semi-annually.*
- Commitment to developmentally appropriate high academic standards informed by the state student achievement standards. *Measured through student testing: Wisconsin State Test and NWEA MAP (or equivalent.)*
- 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 during Governance Board Meetings. The school's success in Waldorf pedagogy will be reviewed annually at the board retreat.*
- A rigorous effort to co-align 21<sup>st</sup> century skills within the framework of the school's Waldorf-inspired curriculum. *Measured by meeting the goals set for Wisconsin State Test and NWEA MAP (or equivalent) test scores and the ease of integrating 7<sup>th</sup> or 9<sup>th</sup> 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 of meeting the evolving learning needs of the students. *Measured by Student Progress Reports, End of Year Narrative Report, Individual Student Portfolio 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 TRCCS By-laws, 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 semi-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; promoting 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 semi-annually, and promotional materials and attendance records of community events.*

*Adapted from the Alliance for Public Waldorf Education*



## 8. Governance Structure:

- a. The Governance Board of Tomorrow River Community Charter School, Inc., (Governance Board) shall manage and direct the affairs of the charter school. The Governance Board will have authority for independent control of the charter school, its vision, goals, and educational program, including curriculum, student progress, policies, procedures and action plans for improvement. The Governance Board will consist of up to 7 voting members with a chair and officers as well as additional non-voting members as fixed by the bylaws of the organization.
- b. The District will be the fiscal agent for the charter school. The Governance Board will be responsible for approving the charter school's annual budget prior to final approval by the Board of Education. The Governance Board will be responsible for decision making with regard to finances, which will include, but is not limited to: budgeting and expenditure of discretionary funds, charter grant funds, fundraising and/or foundation donation amounts. The Governance Board will have full authority regarding money to be spent from TRCCS, Inc.
- c. The Governance Board, on recommendation of the hiring/staffing committee, will provide hiring, firing and staffing recommendations to the Board of Education.

The hiring process will be facilitated by a hiring committee made up of Governance Board members, TRCCS staff, the District Administrator and the assigned District Principal for the TRCCS. The hiring committee will make a recommendation to the Governance Board. The Governance Board will make a recommendation to the Board of Education, who has the final say on all personnel matters.

- d. The Governance Board will work in partnership with the District on all decisions pertaining to the facilities, grounds and resources owned or rented by the District.
- e. The Governance Board will seek to make decisions through consensus, carefully considering the views of parents, students, and community members. Input may be requested from administration and District staff, as necessary.

9. **Parental Involvement:** Parental involvement is critical for the success of the TRCCS's students. Parent and community ties to the TRCCS will be strong. Parents of TRCCS students will develop a positive relationship with the school, its teachers and their children due to consistent school-home communication and support, and input on and/or through the school Governance Board. Contact with parents shall be frequent and all parents will be taught the school's culture of giving. Parents will be encouraged to offer 40 volunteer hours per year for the benefit of the school. This time may be donated in many ways including time in

the classroom, in the school's organic garden and in chaperone time on school trips, etc. Community and family experts will be utilized in delivering instruction in conjunction with the certified staff of the charter school.

There will be many opportunities for parents to attend seasonal festivals, fundraisers and Informational events. Prior to students beginning at the school, all parents will have a one-on-one meeting with the TRCCS's School Coordinator or a Teacher. This meeting will give the parents a full view of the educational environment at the TRCCS so they can determine if it is an appropriate fit for their child and family.

#### **10. Staff Qualifications and Personnel Issues:**

- a. **Licensure.** The District will ensure that all teachers hold a current license or permit as required by law.
- b. **Hiring or Employment of Faculty.** District teachers shall not have any rights to teaching positions at TRCCS. Candidates for teaching positions at the charter school must demonstrate passion for the Waldorf methodology of education. Because the philosophy is that teachers remain with their students from grade 1 through 6, every consideration will be made to assign teachers accordingly. There will be annual trainings and professional development to support teacher growth and learning; teachers will assist in determining the focus of those trainings giving them an increased commitment and interest in the material. All employees at the charter school will be employees of the District and employed pursuant to the District's standard individual employment contracts.
- c. **Evaluation.** The TRCCS staff will be evaluated by the District principal assigned to TRCCS. Staff Evaluations will be congruent with the TRCCS mission, vision and philosophy. The Governance Board will make recommendations to the District regarding individual employment contract renewals, non-renewals, and terminations, as applicable.
- d. **Teacher Training.** Teachers will be trained through the Great Lakes Waldorf Institute, conferences, seminars, and other non-traditional trainings. The Lead Teacher will work with teachers to develop curriculum for the school. As new teachers are hired, they will attend trainings and then will participate in an on-site training from the Lead Teacher. The Lead Teacher will assist in any way necessary for curriculum and professional development.

- 11. Student Health and Safety:** The TRCCS will rely upon District nursing staff and trained staff to provide the necessary resources. The TRCCS will abide by all local, state, and federal laws and regulations regarding health and safety standards. In addition, all health, safety, and wellness policies and procedures of

the District applicable to non-charter schools shall apply equally to the TRCCS. School nursing services shall be provided on a periodic and as needed basis.

**12. Non-Discrimination:** The TRCCS is committed to promoting equal opportunities for all students, regardless of their disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that could fall under the definition of hate crimes. "Hate crime" means a criminal act committed, in whole or in part, because of an actual or perceived characteristics of the victim or association with a person or group with actual or perceived characteristics. Children at the TRCCS are entitled to participate fully in the educational process free from discrimination, harassment, intimidation and bullying. We will take affirmative steps to combat racism, sexism and other forms of bias. We will work to prevent and respond to acts of hate, violence and bias-related incidents in an urgent manner. We will teach and inform students about their rights and rights of others in order to increase awareness and understanding to promote tolerance and sensitivity. The TRCCS will adopt and implement the District complaint process to receive, investigate and resolve complaints of discrimination, harassment, intimidation and bullying.

**13. Admission Procedures:**

a. **Admission/Enrollment.** TRCCS will not discriminate in admission or retention on the grounds of age, race, color, national origin, religion, creed, handicap, disability, gender, sexual orientation or physical condition. It will work to retain a student demographic aligned with the community and make special efforts to reach families who are typically underrepresented. Enrollment is voluntary and there will be no tuition. The TRCCS is open to all District students in grades Pre-K through 6<sup>th</sup> grade. Open enrollment students may also attend the school in accordance with state law and District policies. An application for all students is required as part of the admissions process.

b. **Admissions Lottery.** 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 (teaching staff's children shall not be more than 10% of the student population).

14. **Prohibition of Tuition:** There shall be no tuition fee for enrollment in the TRCCS, nor shall there be any application fee.
15. **Financial Audits:** Current practices for conducting the District's annual audits of financial and programmatic operations will be followed.
16. **Student Behavior and Discipline:** Every student has a right to an education. When a student becomes a major disruption to the classroom environment and keeps others from learning, corrective actions must be taken. Every effort will be made to counsel students and assist them with problems, with the majority of the discipline problems handled within the classroom setting. However, the student who shows a continued disregard for school rules, regulations and the rights of other students, will be subject to detention, suspension, or expulsion -- Wis. Stat. § 120.13(c), as determined by the District Principal assigned to TRCCS and/or District Administrator.
17. **Students with Special Needs:** 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, 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.
18. **Public School Alternatives:** No student will be required to attend TRCCS. Students who do not elect to attend the Charter School may attend a public school in the school district in which they reside in conformance with the enrollment policy of that district.
19. **Description of the Tomorrow River Community Charter School:** TRCCS will be located at the Central Wisconsin Environmental Station (CWES), 10186 County Road MM, Amherst Junction, WI 54407.
20. **Types and Limits of Liability Insurance:** The Board of Education will provide the same types and limits of liability insurance for the TRCCS that is provides for other public schools in the school district and its employees, board, volunteers, etc.
21. **The Effect of the Establishment of the Charter School on the Liability of the School District:** The Board of Education shall assume the liability of the TRCCS in the same manner and to the same degree the school board assumes the liability with regard to its other public schools, programs, employees, volunteers, etc.

**22. Transportation:** TRCCS students residing within the District will be provided transportation according to current transportation routes. Additional transportation needs will be negotiated with the District, such as picking up students from other districts at the District border and transportation for school outings and fieldtrips. TRCCS will follow the District's procedures for provisions of transportation.

**23. Nonsectarian Status:** The TRCCS is a public school that is nonsectarian in its practices, programs, admission policies, employment practices, and all other operations.

**24. Allocation of District Resources:**

a. Funding. The TRCCS clearly understands that the District support will not be greater or less than the same support given to other District schools. The District will be responsible for salaries and benefits of staff, as well as the per-pupil program fee and associated expenses of the TRCCS and CWES site agreement. In addition the TRCCS receives funding based on the per-pupil formula applied to all schools in the District.

b. Purchases. Tangible materials/equipment purchased by the TRCCS with grants or donor dollars from TRCCS, Inc., will be the property of TRCCS, Inc. Tangible materials/equipment purchased by the TRCCS with funds from the District or state grant funds will be the property of the District and will be labeled as such. If the materials/equipment purchased becomes outdated or inoperable, it will be the District's responsibility to maintain and/or replace this material/equipment according to the District's specifications, unless it was purchased with TRCCS, Inc.'s funds.

TRCCS will receive the same level of support for materials/equipment as other District schools. As such, when the District updates old technology or teaching materials with more current items, the District will do so for TRCCS at the same rate as all other schools in the District.

c. Personnel. Full-time Equivalents (FTE's) will be allocated to the TRCCS in the same manner as it does for all District schools. As the school's enrollment grows, the necessary FTE's will increase, based on current District class ratios. Specialists will be allocated as determined by the District. Pupil services will be provided through the District as determined by the District. Custodial and maintenance services will be provided by the owners of the program site. Any additional custodial and maintenance services required will be provided by the District. The District will provide staffing for special education staff based on students' individualized education plans. The District will provide staffing for a part-time or full-time School Coordinator whose hours will be determined by need and budget. The District will provide staffing for building maintenance when needed.

- d. **Curriculum.** A quality curriculum at the TRCCS will be sustained through the District at the same rate as other District schools: these funds will be for books, curriculum development, professional development, etc. Curriculum services/materials in addition to what the District supports will be purchased by TRCCS, Inc.
- 25. Co-Curricular Activities:** The TRCCS students may participate in co-curricular activities at the Amherst Elementary and Middle Schools, as appropriate.
- 26. Food Service:** The TRCCS may or may not provide food service, if food service is to be provided it will be on-site and paid for through the District at the same rate of expense incurred by other District food service programs. If the cost is above and beyond the District rate due to variance of menu requests, TRCCS is responsible for making up the difference with higher meal costs to the students and/or funds from TRCCS, Inc., while still providing free or reduced cost meals to eligible students at no additional cost to them. Full price (paid) meals prices will be set in a manner that will allow TRCCS to cover meal cost, while remaining a non-profit program.
- 27. Testing and Assessment:** The TRCCS students will undergo required state and federal testing and assessments as administered to the students in the District.
- 28. Allocation of Federal Funding:** The District shall allocate applicable federal funding for: Title I, part A; Title I, part C; Title II, part A; and Title IV, part A on a prorated student basis to the TRCCS. Participation will be determined as needs arise.
- 29. Aspects of School Operations Seeking Waiver:**
- State Waivers.** TRCCS will be exempt from 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.
- District Waivers.** TRCCS will be exempt from the following District policies: 2131.01, 2210, 2260, 2340, 2510, 2521, 2522, 3120, 3120.01, 3120.09, 3130, 3131, 3132, 3140, 4120, 4120.01, 4120.09, 4130, 4131, 4132, 4140, 5200, 5410, 5830, 6152, 6231, 6610, 7230, 8210, 8500, 9150, 9160, 9210, 9700, and 9700.01. Attached as Appendix A are the TRCCS's versions of the policies of the District policies from which they are exempt. The policies attached in Appendix A are current as of the date of the execution of this contract, but they may be modified by the Governance Board from time to time.



**30. Modification:** This contract may be modified during its term upon written agreement by both parties. Any modification shall be signed by both parties, dated, and attached to this original contract. Neither party shall be obligated to accept any request for amendment.

**31. Term, Renewal, Termination, and Revocation of this Contract:**

- a. Term.** The initial term of this Contract shall be for five (5) years commencing on July 1, 2013, and expiring on June 30, 2018, with a review after three (3) years, at which time TRCCS must prove financial sustainability. Further this contract may be terminated earlier pursuant to the terms hereof.
- b. Renewal.** Pursuant to Wis. Stat. § 118.40(3)(b), upon expiration of the initial term of this Contract, the Board of Education and the TRCCS, Inc., may mutually renew this Contract for such additional terms up to five (5) years each.
- c. Termination.** TRCCS, Inc., may terminate this Contract with written notice to the Board of Education no later than February 1 of the year in which operations shall cease on June 30. Said written notice shall be made by certified or registered mail and shall list the reason(s) for termination. In the event of termination of this contract, all funds and resources not part of TRCCS, Inc., shall revert to the District.
- d. Revocation.** This contract may be revoked by the Board of Education if any of the following have occurred:
  - i. The TRCCS has insufficient enrollment to support continued operation as a charter school;
  - ii. The TRCCS has materially breached this contract, and has failed to cure such breach within thirty days following written notification of such breach by the District;
  - iii. The TRCCS materially fails to comply with generally accepted accounting standards of fiscal management;
  - iv. TRCCS students have failed to make sufficient progress, as determined by using State of Wisconsin Tests, toward attaining the educational goals of their curriculum or there is not an acceptable explanation as to why certain goals were not met. If an extension of time to attain such goals is requested by the Governance Board in writing, such request shall include a written plan acceptable to the Board of Education. This plan will set out the additional steps that the TRCCS will take to attain such educational goals within a reasonable time frame. If the Board of Education accepts the written plan, or a modified plan, the TRCCS shall be allowed a reasonable time in which to correct the progress deficiencies;
  - v. The Governance Board members, officers, employees, or agents

- provide the Board of Education with false or intentionally misleading information or documentation in the performance of this Contract;
- vi. The TRCCS or any Governance Board member, officer, employee, or agent of TRCCS violates Wis. Stat. § 118.40;
  - vii. TRCCS does not prove financial sustainability, as determined by the Board of Education, as required upon its review after three (3) years.
- e. **Emergency Termination or Suspension.** If the Board of Education determines that any of the causes for revocation, set forth above, have occurred and the Board of Education reasonably determines that the health and safety of the students of the TRCCS is put at actual risk thereby, the Board of Education shall provide the TRCCS, Inc., written notice of such cause and, upon delivering such notice, may either terminate this Contract immediately or exercise superintending control of the TRCCS pending further action.
  - f. **Final Accounting.** Upon termination of this Contract, the TRCCS, Inc., shall assist the Board of Education in conducting a final accounting of the TRCCS by making available to the Board of Education all books and records that have been reviewed in preparing the TRCCS annual audits and statements.
  - g. **Equipment Disposition.** TRCCS, Inc., will respond to requests from the District and the Wisconsin Department of Public Instruction for inventory of equipment purchased with state or federal funds, including federal charter school funds, and the disposition of any individual item of equipment worth \$300 or more.

## 32. Miscellaneous

- a. **Assignment.** This Contract is not assignable.
- b. **Administrative Fees.** TRCCS, Inc., will not pay any administrative fees to the District in order to operate the charter school.
- c. **Governing Law:** This Contract shall be governed by, and construed, and interpreted under the laws of the State of Wisconsin.
- d. **Application of Statutes:** If, after the effective date of this Contract, there is a change in applicable law which alters or amends the responsibilities or obligations of any of the parties to this Contract, this Contract shall be altered or amended by the parties to conform to the change in existing law as of the effective date of such change.



- e. **Entire Agreement.** This Contract sets forth the entire agreement between the parties with respect to the subject matter of this Contract. All prior applications, agreements or contracts, representations, statements, negotiations, understandings and undertakings are superseded by this Contract.
  
- f. **Severability.** If any provision of this Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provisions of this Contract. If any provision of this Contract shall be or be determined to be in violation of any federal, state or local law, such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

**In Witness Whereof**, the parties have caused this Contract to be executed by their duly authorized representatives as of the date written below. Through their signatures the representatives of the parties confirm that they have full authority to execute this Contract.

Tomorrow River School District:

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Sandi Keener  
President, Board of Education

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Diana Bohman  
Clerk, Board of Education

Tomorrow River Community Charter School, Inc.

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Laurie Low  
Chair, Governance Board

By: \_\_\_\_\_ Date: \_\_\_\_\_  
Tina Giombetti  
Secretary, Governance Board

## APPENDIX A

### Tomorrow River School District Exemptions:

#### **Exempt from 2131.01 – Reading instructional goals**

The TRCCS Governance Board will develop its' own reading instructional goals aligned with the Waldorf pedagogy and common core standards.

#### **Exempt from 2210 – Curriculum Development**

- Curriculum shall be developed, evaluated, and adopted by the TRCCS Governance Board and Operations/Development Committee
- See TRCCS Version

#### **2210 - CURRICULUM DEVELOPMENT (TRCCS Version)**

The TRCCS recognizes its responsibility for the quality of the educational program. To this end, the curriculum shall be developed, evaluated, and adopted on a continuing basis and in accordance with a plan for curriculum growth established by the TRCCS Governance Board.

For purposes of this policy and consistent communication throughout the District, curriculum shall be defined as:

- A. the courses of study, subjects, classes, and organized activities provided by the school;
- B. all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group;
- C. learning activities approved by the Board for individuals or groups of students and expressed in terms of specific instructional objectives or class periods;
- D. the plan for learning necessary to accomplish the educational goals of the TRCCS and the School District;
- E. all the planned activities of the schools, including formal classroom instruction and out-of-class activity, both individual and group, necessary to accomplish the educational goals of the TRCCS and the School District.

The TRCCS Governance Board directs that the curriculum:

- A. Ensures, consistent with 115 Wis. Stats. and other applicable Federal and State laws and regulations, that special learning needs of students are provided for in the context of the regular program or classroom as determined appropriate by the IEP team and provides for effective coordination with

- programs or agencies that are needed to meet those needs that cannot be dealt with in the regular program or classroom;
- B. be consistent with the TRCCS's philosophy and goals and ensure the possibility of student achievement;
  - C. consistent with 118.30 Wis. Stats., incorporates State-recommended performance standards for students as the basis for determining how well each student is achieving curriculum objectives;
  - D. allows for the development of individual talents and interests as well as recognizes that learning styles of students may differ;
  - E. provides a strategy for continuous and cumulative learning through effective articulation at all levels, particularly of those skills identified as essential and life-role skills;
  - F. utilizes a variety of learning resources to accomplish the educational goals;
  - G. provides that, in the curriculum, instruction in the history, culture, and tribal sovereignty of Federally-recognized American Indian tribes and bands located in Wisconsin takes place;
  - H. provides for multi-cultural education by including, at each level, studies which help students understand the culture and contributions of various ethnic groups comprising American society, including, but not limited to Euro-Americans, African-Americans, Asian-Americans, Hispanic-Americans, and Native-Americans.
- The TRCCS Governance Board shall make progress reports to the District School Board semi-annually.
  - The TRCCS Governance Board encourages, where it is feasible and in the best interests of the students, participation in programs of educational research.
  - The TRCCS Governance Board will pursue actively State and Federal aid in support of the school's innovative activities.

**Exempt from 2260 – Nondiscrimination and Access to equal educational opportunity**

- Will follow the entire policy except A. Curriculum Content
  - The District Administrator will not need to review current and proposed courses of study and textbooks. The Curriculum Coordinator will develop a curriculum content review process and will train the Lead Teacher and Teachers in this process. Curriculum Content will be reviewed any time new curriculum is adopted. The TRCCS Governance Board, Lead Teacher and teachers will be responsible for this:

*Curriculum Content: review current and proposed courses of study and textbooks to detect any bias based upon race; color; age; pregnancy; marital or parental status; sex or sexual orientation; religion; national origin; ancestry; culture; creed; or physical, mental, emotional, or learning disability, ascertaining whether or not supplemental*

*materials, singly or taken as a whole, fairly depict the contribution of both sexes, various races, ethnic groups, etc. toward the development of human society;*

*provide that necessary programs are available for students with limited use of the English language;*

**Exempt from 2340 – Field and Other District – Sponsored Trips**

- See TRCCS version

**2340 - FIELD AND OTHER DISTRICT-SPONSORED TRIPS (TRCCS Version)**

The TRCCS Governance Board recognizes that field trips, when used for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Properly planned and executed field trips should:

- A. supplement and enrich classroom procedures by providing learning experiences in an environment outside the schools;
  - B. arouse new interests among students;
  - C. help students relate school experiences to the reality of the world outside of school;
  - D. bring the resources of the community - natural, artistic, industrial, commercial, governmental, educational - within the student's learning experience;
  - E. afford students the opportunity to study real things and real processes in their actual environment.
- For purposes of this policy, a field trip shall be defined as any planned journey by one or more students away from the TRCCS school premises, which is under the supervision of a professional staff member or approved volunteer.
  - Other TRCCS-sponsored trips shall be defined as any planned, student-travel activity which is approved as part of the TRCCS's total educational program.
  - The TRCCS Governance Board shall approve all student travel for overnight or out-of-state trips following District guidelines.
  - The Lead Teacher shall approve all other such trips.
  - Students may be charged fees for TRCCS-sponsored trips, but no student shall be denied participation due to financial inability.
  - Students on all TRCCS-sponsored trips remain under the supervision of the TRCCS certified staff.
  - The TRCCS Governance Board does not endorse, support, or assume liability in any way for any staff member, volunteer, or parent who takes students on trips not approved by the TRCCS Governance Board or Lead Teacher.

- The distance traveled outside the State and the use of non-district vehicles shall be consistent with Chapter 121 Wis. Stats and District Board Policy.
- 121.54(7), Wis. Stats.

**Exempt from 2510 – Adoption of Textbooks**

- The TRCCS will not use textbooks and thus will be exempt from policy 2510-Adoption of Textbooks.

**Exempt from 2521 – Selection of Instructional Materials**

- Change of first sentence to read as follows, the rest stays the same:

The responsibility for instructional materials used rests ultimately with the TRCCS Governance Board.

**Exempt from 2522 – Supplementary Materials Selection**

- We will be exempt from this policy entirely. Supplementary materials will be included within policy 2521 – Selection of Instructional Materials.

**Exempt from 3120 – Employment of Professional Staff**

- See TRCCS Version, will follow rules pertaining to Requirements for Title 1 Teachers

**3120 - EMPLOYMENT OF PROFESSIONAL STAFF (TRCCS Version)**

The TRCCS Governance Board recognizes that it is vital to the successful operation of the school that positions created by the Governance Board be filled with highly-qualified and competent personnel.

The District School Board shall approve the employment, fix the compensation, and establish the term of employment for each professional staff member employed by this District.

Such approval shall be given only to those candidates for employment recommended by the Hiring Committee whose members consist of the District Administrator, Charter School Principal, Charter School staff and Governance Board representatives.

Any professional staff member's intentional misstatement of fact material to his/her qualifications for employment or the determination of salary shall be considered grounds for dismissal.

The employment of professional staff members prior to approval by the District School Board is authorized when their employment is required to maintain continuity in the educational program. Employment shall be recommended to the District School Board at the next regular meeting.

There must also be verification that a satisfactory background check has been conducted by the Department of Public Instruction or appropriate State agency.

The TRCCS Hiring Committee shall prepare procedures for the recruitment and selection of all professional staff. The District Administrator will report newly hired employees to the Wisconsin Department of Workforce Development.

### **Exempt from 3120.01 – Job Descriptions**

- See TRCCS Version

### **3120.01 - JOB DESCRIPTIONS (TRCCS Version)**

The Board of Education recognizes that it is essential for District and employee accountability for each staff member to be fully aware of the duties and responsibilities of his/her position. Job descriptions document and describe the essential functions for professional and classified staff positions and thereby promote organizational effectiveness and efficiency. Therefore, the District Administrator and TRCCS shall maintain a current, comprehensive, and coordinated set of job descriptions for professional and classified staff positions at the TRCCS.

Job descriptions shall reflect the philosophy of the school and shall be written with support from the hiring committee.

As long as the provisions of the job descriptions are not inconsistent with Board policies, or with Federal/State law, they will be considered to be an extension of the policy manual and binding upon all employees.

Each job description shall contain the following provision:

"The employee shall remain free of any alcohol or illegal substance in the workplace throughout his/her employment in the District in compliance with Policy [3122](#)."

Employees will be evaluated, at least in part, against their job descriptions.

Job descriptions shall be brief and factual.

Each job description shall include the requirement that the staff member serve as a positive role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings. In particular, each job description shall indicate

the staff member's responsibility to help instill in students the belief in and practice of ethical principles and democratic values.

During the hiring process, the current job description for the position for which the individual(s) interviewing shall be reviewed with the candidate. The emphasis during the review shall be placed upon the essential functions of the position.

Upon employment by the District School Board, the staff member shall receive a copy of the current job description for the position for which s/he has been employed. The Lead Teacher shall review this job description with the staff member as part of the employment orientation process.

During the revision of a job description, the Task Force or Committee may seek input from individuals who hold that position; however, their input may or may not be reflected when the revision of said job description is completed.

Following the revision of a job description, staff members who hold the positions for which the essential functions are described in that revised job description shall be provided access to the updated version and the opportunity to discuss the revision.

#### **Exempt from 3120-09 – Volunteers**

- See TRCCS Version

#### **3120.09 – VOLUNTEERS (TRCCS Version)**

The TRCCS Governance Board recognizes that certain programs and activities can be enhanced through the use of volunteers who have particular knowledge or skills that will be helpful to members of the professional staff responsible for the conduct of those programs and activities.

The TRCCS Governance Board and staff shall be responsible for recruiting community volunteers, reviewing their capabilities, and making appropriate placements. They shall not be obligated to make use of volunteers whose abilities are not in accord with the TRCCS's needs, vision or mission.

Each volunteer should be informed that s/he:

- A. Shall agree to abide by all the TRCCS policies and guidelines while on duty as a volunteer;
- B. Will be covered under the school District's liability policy but the District cannot provide any type of health insurance to cover illness or accident incurred while serving as a volunteer, nor is the person eligible for workers compensation;
- C. In accepting the role of a volunteer, agrees to verification that a satisfactory background check may be conducted through appropriate State agencies or other applicable means;

- D. Understands and respects the privacy of students in the classroom and school outings, and will exercise discretion in conversation with others after leaving the school.

The TRCCS Governance Board or staff shall also ensure that each volunteer is properly informed of the School's appreciation for his/her time and efforts in assisting the operation of the school.

**Exempt from 3130 – Assignment and Transfer**

- No staff shall be assigned or transferred to the TRCCS. If there is a job opening everyone must apply even if they are currently an employee of the District.

**Exempt from 3131 – Reduction in Staff**

- See TRCCS Version

**3131 - REDUCTION IN STAFF (TRCCS Version)**

It is the responsibility of the Board of Education to provide the staff necessary for the implementation of the educational program of the TRCCS and the operation of the school and to do so efficiently and economically.

If the Board of Education feels circumstances warrant the abolishment of a position, the TRCCS Governance Board, Lead Teacher, Principal and District Administrator shall develop administrative guidelines for the reduction of staff based on the best interests of the TRCCS and consistent with the terms of any applicable employee handbook and applicable law.

**Exempt from 3132 – Vacancies**

- See TRCCS Version

**3132 – VACANCIES (TRCCS Version)**

It shall be the policy of the Board of Education to employ the person best suited to perform the duties of a particular District vacancy at any level. Vacancies shall be announced and anyone interested in the position will need to apply even if they are currently an employee of the District.

**Exempt from 3140 – Termination and Resignation**

- See TRCCS Version

**3140 – TERMINATION AND RESIGNATION (TRCCS Version)**



## **TERMINATION**

Employment contracts may be terminated upon a majority vote of the full membership of the TRCCS Governance Board to make a recommendation to the Board of Education who would need a majority vote of the full membership. In such cases, the Board shall abide by the employee handbook.

## **RESIGNATION**

A professional staff member may resign in accordance with the terms of the employee handbook and his or her individual employment contract.

### **Exempt from 4120 – Employment of Support Staff**

- See TRCCS Version, will follow District policies for Title One Support Staff Employment.

### **4120 - EMPLOYMENT OF SUPPORT STAFF (TRCCS Version)**

The Board of Education recognizes that it is vital to the successful operation of the District that positions created by the School Board/TRCCS Governance Board be filled with qualified and competent support staff.

The School Board shall approve the employment, and also fix the compensation, and establish the term of employment for each support staff member employed by this District.

Such approval shall be given only to those candidates for employment recommended by the Hiring Committee: District Administrator, School Principal, Charter School Staff and Governance Board members.

Any support staff member's intentional misstatement of fact material to his/her qualifications for employment or the determination of salary shall be considered by the TRCCS Board to constitute grounds for dismissal.

The employment of support staff members prior to approval by the Board is authorized when their employment is required to maintain continuity in the TRCCS operations. Employment shall be recommended to the Board at the next regular meeting.

The Hiring Committee shall prepare procedures for the recruitment and selection of all support staff. The District Administrator will report newly hired employees to the Wisconsin Department of Workforce Development.

### **Exempt from 4120.01 – Job Descriptions**

- See TRCCS Version

### **4120.01 - JOB DESCRIPTIONS (TRCCS Version)**

The Board of Education recognizes that it is essential for District and employee accountability for each staff member to be fully aware of the duties and responsibilities of his/her position. Job descriptions document and describe the essential functions for professional and classified staff positions and thereby promote organizational effectiveness and efficiency. Therefore, the District Administrator and TRCCS shall maintain a current, comprehensive, and coordinated set of job descriptions for professional and classified staff positions at the TRCCS.

Job descriptions shall reflect the philosophy of the school and shall be written with support from the hiring committee.

As long as the provisions of the job descriptions are not inconsistent with Board policies, or with Federal/State law, they will be considered to be an extension of the policy manual and binding upon all employees.

Each job description shall contain the following provision:

"The employee shall remain free of any alcohol or illegal substance in the workplace throughout his/her employment in the District in compliance with Policy [3122](#)."

Employees will be evaluated, at least in part, against their job descriptions.

Job descriptions shall be brief and factual.

Each job description shall include the requirement that the staff member serve as a positive role model for students in how to conduct themselves as citizens and as responsible, intelligent human beings. In particular, each job description shall indicate the staff member's responsibility to help instill in students the belief in and practice of ethical principles and democratic values.

During the hiring process, the current job description for the position for which the individual(s) interviewing shall be reviewed with the candidate. The emphasis during the review shall be placed upon the essential functions of the position.

Upon employment by the District School Board, the staff member shall receive a copy of the current job description for the position for which s/he has been employed. The Lead Teacher shall review this job description with the staff member as part of the employment orientation process.

During the revision of a job description, the Task Force or Committee may seek input from individuals who hold that position; however, their input may or may not be reflected when the revision of said job description is completed.

Following the revision of a job description, staff members who hold the positions for which the essential functions are described in that revised job description shall be provided access to the updated version and the opportunity to discuss the revision.

**Exempt from 4120.09 – Volunteers**

- See TRCCS Version

**4120.09 – VOLUNTEERS (TRCCS Version)**

The TRCCS Governance Board recognizes that certain programs and activities can be enhanced through the use of volunteers who have particular knowledge or skills that will be helpful to members of the professional staff responsible for the conduct of those programs and activities.

The TRCCS Governance Board and staff shall be responsible for recruiting community volunteers, reviewing their capabilities, and making appropriate placements. They shall not be obligated to make use of volunteers whose abilities are not in accord with the TRCCS's needs, vision or mission.

Each volunteer should be informed that s/he:

- A. Shall agree to abide by all the TRCCS policies and guidelines while on duty as a volunteer;
- B. Will be covered under the school District's liability policy but the District cannot provide any type of health insurance to cover illness or accident incurred while serving as a volunteer, nor is the person eligible for workers compensation;
- C. In accepting the role of a volunteer, agrees to verification that a satisfactory background check may be conducted through appropriate State agencies or other applicable means;
- D. Understands and respects the privacy of students in the classroom and school outings, and will exercise discretion in conversation with others after leaving the school.

The TRCCS Governance Board or staff shall also ensure that each volunteer is properly informed of the School's appreciation for his/her time and efforts in assisting the operation of the school.

**Exempt from 4130 – Assignment and Transfer**

- No staff shall be assigned or transferred to the TRCCS. If there is a job opening everyone must apply even if they are currently an employee of the District.

**Exempt from 4131 – Reduction in Staff**

- See TRCCS Version

### **4131 - REDUCTION IN STAFF (TRCCS Version)**

It is the responsibility of the Board of Education to provide the staff necessary for the implementation of the educational program of the TRCCS and the operation of the school and to do so efficiently and economically.

If the Board of Education feels circumstances warrant the abolishment of a position, the TRCCS Governance Board, Lead Teacher, Principal and District Administrator shall develop administrative guidelines for the reduction of staff based on the best interests of the TRCCS and consistent with the terms of any applicable employee handbook and applicable law.

#### **Exempt from 4132 – Vacancies**

- See TRCCS Version

### **4132 – VACANCIES (TRCCS Version)**

It shall be the policy of the Board of Education to employ the person best suited to perform the duties of a particular District vacancy at any level. Vacancies shall be announced and anyone interested in the position will need to apply even if they are currently an employee of the District.

#### **Exempt from 4140 – Termination and Resignation**

- See TRCCS Version

### **4140 - TERMINATION AND RESIGNATION (TRCCS Version)**

#### **TERMINATION**

Employment may be terminated upon a majority vote of the full membership of the TRCCS Governance Board to make a recommendation to the Board of Education who would need a majority vote of the full membership. In such cases, the Board shall abide by the employee handbook.

#### **RESIGNATION**

A support staff member may resign by filing a written resignation to the TRCCS Governance Board and the Board of Education.

#### **Exempt from 5200 – Attendance**

- The TRCCS will follow their own Attendance Policies as required under State Law

#### **Exempt from 5410 – Promotion and Retention of Students**

- See TRCCS Version

### **5410 - PROMOTION AND RETENTION OF STUDENTS (TRCCS Version)**

The Board of Education and the TRCCS Governance Board are dedicated to the best total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially, and emotionally.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after explanation to each student's parents, but the final decision will rest with school authorities. When a teacher thinks a student should not be promoted at the end of the year to the next higher grade, the teacher shall consult with the principal in grades Pre-K to 6. Parents of the student are to be notified, no later than the end of the third nine week report period, of the possible retention of their child.

The child's teacher must hold a conference with the parents and receive input from the parent about this child's retention. If the parent and teacher are in disagreement about retention, or if the teacher, lead teacher and principal are in disagreement, the District Administrator will make a final determination.

In any matter of retention, promotion, or general classification of students, the District Administrator will make the final decision.

### **Exempt from 5830 – Student Fundraising**

- See TRCCS Version

### **5830 - STUDENT FUND-RAISING (TRCCS Version)**

The Board of Education and TRCCS Governance Board acknowledge that the solicitation of funds from students must be limited since compulsory attendance laws make the student a captive donor and may also disrupt the program of the schools.

For purposes of this policy "student fund-raising" shall include the solicitation and collection of money from students for any purpose and shall include the collection of money in exchange for tickets, papers, or any other goods or services for approved student activities.

The TRCCS Governance Board will permit student fund-raising by students in school, on school property, or at any school-sponsored event only when the profit there/from is to be used for school purposes or for an activity connected with the schools.

Fund raising by approved school organizations, those whose funds are managed by the TRCCS Governance Board or School District may be permitted. Such fund-raising off school grounds may be permitted by the Governance Board, lead teacher or director.

Fund-raising by students on behalf of school-related organizations whose funds are not managed by the TRCCS Governance Board or School District may be permitted on school grounds by the TRCCS Governance Board.

The Governance Board shall establish guidelines for the solicitation of funds which shall align to District procedures and protocol and:

- A. specify the times and places in which funds may be collected;
- B. describe permitted methods of solicitation which do not place undue pressure on students;
- C. limit the kind and amount of advertising for solicitation;
- D. ensure proper distribution or liquidation of monies remaining in a student activity account when the organization is defunct or disbanded;
- E. limit the number of fund-raising events.

#### 6152 – Student Fees, Fines and Charges

- See TRCCS Version

#### **6152 - STUDENT FEES, FINES, AND CHARGES (TRCCS Version)**

The TRCCS Governance Board may levy certain charges to students to facilitate the utilization of adequate, appropriate learning materials used in the course of instruction. If the Governance Board determines that a student is in serious financial need, it may choose to provide any or all such materials free of charge. Activity fees will be charged commensurate to District fees.

A charge shall not exceed the combined cost of the material used, freight and/or handling charges, and nominal add-on for loss.

#### **Fines**

When school property, equipment, or supplies are damaged, lost, or taken by a student, a fine will be assessed. The fine will be reasonable, seeking only to compensate the school for the expense or loss incurred.

The late return of borrowed books or materials from the school libraries will be subject to appropriate fines.

Any fees or fines collected by members of the staff are to be turned in to the TRCCS Office.

The Governance Board is authorized to take the student and/or his/her parents to Small Claims Court for collection.

Nothing in this policy restricts the right of access of a parent or student to school records or to receive copies of such records, as required by Federal and State laws.

### **Exempt from 6231 – Budget Implementation**

- See TRCCS Version

### **6231 - BUDGET IMPLEMENTATION (TRCCS Version)**

The Board of Education places the responsibility of administering the TRCCS District budget, once adopted, with the TRCCS Governance Board. The TRCCS may consult with the District Administrator and/or the School Board when major purchases are considered and shall keep the School Board informed as to problems or concerns as the budget is being implemented.

The TRCCS Governance Board is authorized to proceed with making financial commitments, purchases, and other expenditures within limits provided in the budget. All Purchase Orders will be signed by the School Principal and the District Administrator.

Listings of expenditures, appropriate financial reports, and budget comparison reports shall be submitted monthly to the School Board with the rest of the District financial reports. This will keep School Board members informed as to the status of the budget and overall financial condition of the TRCCS. Once each month, the School Board minutes shall include a statement of the receipts and expenditures in the aggregate and beginning and ending balances. Once annually the TRCCS Governance Board will submit a financial report on the expenditures, financial reports and budget comparison for the TRCCS 501c3 account. The Board of Education has no fiduciary power over the TRCCS 501c3 account; the report will be for information purposes only.

If, during the fiscal year, it appears to the TRCCS Governance Board that actual revenues are less than estimated revenues, including the available equity upon which the appropriations from the fund were based, the Governance Board shall present to the District School Board recommended amendments to the appropriations resolution that will prevent expenditures from exceeding revenues. They shall ensure that such recommendations shall be in accordance with requirements of the law and provisions of negotiated agreements. Appropriation amendments must be approved by a two-thirds vote of the full School Board.

Additionally, a monthly report will be presented to the District Board of Education through the District bookkeeper following standard financial reporting procedures.

**Exempt from 6610 – Student Activity Fund**

- The TRCCS Governance Board shall determine and manage all activity funds.

**Exempt from 7230 – Gifts, Grants, and Bequests**

- See TRCCS Version:

**7230 - GIFTS, GRANTS, AND BEQUESTS (TRCCS Version)**

The TRCCS Governance Board is appreciative of public interest in and good will toward the school manifested through gifts, grants, and bequests. The Board reserves the right, however, to specify the manner in which gifts are made; to define the type of gift, grant, or bequest which it considers appropriate; and to reject those which it deems inappropriate or unsuitable. If accepted, the Governance Board will attempt to carry out the wishes of the donor.

The Governance Board shall not discriminate in the acceptance and administration of gifts, grants, and bequests on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, or physical, mental, emotional, or learning disability.

All gifts, grants, or bequests shall be accepted by the Governance Board. The Governance Board shall provide written acknowledgment to the donor. Such acknowledgment shall include the amount of cash or a description of any non-cash donation along with a good faith estimate of the value of such non-cash donation.

If the Board accepts donation of an automobile, the Board shall provide the donor with a completed IRS Form 1098-C and otherwise comply with the requirements of the Internal Revenue Code.

Gifts, grants, and bequests shall become the property of the Tomorrow River Community Charter School Inc.

**Exempt from 8210 – School Calendar**

- The TRCCS Governance Board will have the ability to set the School Calendar for the TRCCS and is exempt from 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). The TRCCS will closely align to the calendars of other schools in the District due to transportation needs.

**Exempt from 8500 – Food Services**



- The TRCCS shall provide food services for purchase and consumption for lunch for all of its students. Students can acquire breakfast from the breakfast program at the Amherst Public Schools. The TRCCS food program will comply with Federal and State regulations pertaining to the selection, preparation, delivery, consumption and disposal of food and beverages as well as to the fiscal management of the program.
- The food service program may participate in the “Farm to School Program” using locally grown food in school meals and snacks.

**Exempt from 9150 – School Visitors**

- The TRCCS Governance Board will set its’ own policies on school visitors which will parallel the same level of safety and security as followed by the District. Procedures will be submitted to the District Building, Grounds, and Safety Committee for approval.

**Exempt from 9160 – Public Attendance at School Events**

- The TRCCS Governance Board will set its’ own policies on public attendance at school events.

**Exempt from 9210 – Parent Organizations**

- See TRCCS Version

**9210 – PARENT ORGANIZATIONS (TRCCS Version)**

The TRCCS Governance Board supports all organizations of parents whose objectives are to promote the educational experiences of the TRCCS students. However, in using the name, logo, or school and in organizing a group whose identity derives from the school, the parental organization thereby shares responsibility with the Governance Board for the welfare of participating students.

Any new parent organization desiring to use the name, logo or school must obtain the approval of the TRCCS Governance Board as a prerequisite to organizing.

Representatives and members of approved school-related organizations shall in all circumstances be treated by school employees as interested friends of the school and as supporters of public education. All representatives and members shall:

- A. Shall agree to abide by all the TRCCS policies and guidelines while on duty as a volunteer;
- B. Will be covered under the school District’s liability policy but the District cannot provide any type of health insurance to cover illness or accident incurred while serving as a volunteer, nor is the person eligible for workers compensation;
- C. In accepting the role of a volunteer, agrees to verification that a satisfactory background check may be conducted through appropriate State agencies or other applicable means;

- D. Understands and respects the privacy of students in the classroom and school outings, and will exercise discretion in conversation with others after leaving the school.

The TRCCS Governance Board relies upon approved organizations to operate in a manner consistent with public expectations for the school and reserves the right to withdraw sponsorship from organizations which violate the bounds of community taste.

**Exempt from 9700 – Relations with Special Interest Groups**

- See the TRCCS Version

**9700 – RELATIONS WITH SPECIAL INTEREST GROUPS (TRCCS Version)**

Any request from civic institutions, charitable organizations, or special interest groups which involve such activities as patriotic functions, contests, exhibits, sales of products to and by students, sending promotional materials home with students, graduation prizes, fund raising, and free teaching materials must be carefully reviewed to ensure that such activities promote student interests without advancing the special interests of any particular group.

It is the policy of the TRCCS Governance Board that students, staff members, and school facilities not be used for advertising or promoting the interests of any non-school agency or organization, public or private, without the approval of the Governance Board or its delegated representative; and any such approval, granted for whatever cause or group, shall not be construed as an endorsement of said cause or group by this Board. 118.125, Wis. Stats.

**Exempt from 9700.01 Advertising and Commercial Activities**

- See TRCCS Version

**9700.01 – ADVERTISING AND COMMERCIAL ACTIVITIES (TRCCS Version)**

“Advertising” comes in many different categories and forums and is defined as an oral, written or graphic statement made by the producer, manufacturer, or seller of products, equipment, or services which calls for the public’s attention to arouse a desire to buy, use or patronize the product, equipment, or services. This includes the visible promotion of product logos for other than identification purposes. Brand names, trademarks, logos or tags for product or service identification purposes are not considered advertising.

It is further the policy of the TRCCS Governance Board that its name, students, staff members and facilities shall not be used for any commercial advertising or otherwise promoting the interests of any commercial, political, nonprofit or other non-school agency or organization, public or private, without the approval of the TRCCS Governance Board or its designee.

All advertising agreements between the TRCCS and an outside entity shall be in writing, shall specify all relevant terms, and must be approved by the TRCCS Governance Board prior to placement of advertisements.

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