The proposed Badger Rock Middle School offers the Madison Metropolitan School District a community-generated asset that requires little financial investment on the part of the cash-strapped district, while adding tremendous value to their educational system. The school, which is organized by a group of nationally recognized teachers, local experts and committed parents, has attracted a host of fans and a significant following from the Madison community. Specifically, the school offers the district a world-class, state of the art campus developed in partnership with Will Allen, a MacArthur Genius Award Recipient. This multi-million dollar campus will give teachers a dynamic forum for exploring and developing learning strategies based on the latest research, offering the district an experiential learning laboratory for all MMSD middle school students as well as providing on-going professional development opportunities for teachers and administrators throughout the district. Based on the experience of MMSD's peers across Wisconsin, state of the art charter schools offer districts great reward for little investment, attracting students across enrollment lines and even across state boundaries. Badger Rock offers the district a flagship school that signals to prospective families a sense of vision and commitment to innovation and community.

The Badger Rock team is committed to working collaboratively with the district and we're confident that we can meet this new unanticipated challenge as we explore creative funding options that will ensure a dynamic and innovative learning environment.

--
Jamie Domini

Project Coordinator
Badger Rock Middle School

MADISON METROPOLITAN SCHOOL DISTRICT

BUSINESS SERVICES DEPARTMENT

545 West Dayton St. ● Madison, Wisconsin 53703-1995 ■ 608.663.1634 ▼ www.mmsd.org

Erik J. Kass, *Assistant Superintendent for Business Services* Daniel A. Nerad, *Superintendent of Schools*

To: Board of Education

From: Daniel A. Nerad, Superintendent

APPENDIX MMM-5-36
November 29, 2010

Date: November 23, 2010

Subject: Badger Rock Middle School Budget Impact

Costs Associated with 50 kids and 80:20 Ratio

Badger Rock Middle School
November 24, 2010

Staffing Changes:

The original staffing plan for Badger Rock Middle School (BRMS) assumed that 100% of students would be coming from the Sennett Middle School attendance area with a total of 100 kids. Under this assumption, cost neutrality was possible as staff would be transferred from Sennett to BRMS on a 1:1 basis. A second plan was submitted to the district that assumed 100% of students would be coming from the Sennett attendance area with a total of 40 kids. In the final enrollment plan, the assumption of where children will be coming from has changed to 80% Sennett attendance area and 20% district wide attendance area, along with a shift to 50 kids the first year. This shift means that the first 40 kids enrolled in BRMS will be coming from the Sennett attendance area, and the last 10 enrollees will be coming from outside this attendance area.

The basis of "cost neutrality" is predicated on the fact that staff will be transferred from Sennett Middle School to BRMS. The current number of projected enrollees is now set at 50 , with 40 from Sennett and 10 from outside Sennett will allow for the projected staffing to be shifted from Sennett to BRMS, but will increase class size at BRMS because of the addition of 10 students from other attendance areas. For the additional 10 students from outside Sennett's attendance area, it is not projected to be possible to shift additional allocation as these students can come from any attendance area.

Administration believes that this will not have an impact upon the budget submitted by BRMS planning staff, but may in the future if the numbers of children coming from the Sennett attendance area changes.

Additional Staffing:

Anytime a new school is created, such as BRMS, there are minimum staffing allocations that are given to support the needs of the building. These minimum staffing allocations

are new costs to the district, as they can't be transferred, in this case, from Sennett or another school based upon the ratios and number of children projected for the first year of the BRMS program. The breakdown of these new costs are:

New Staffing Allocations

Allocation:	Added Allocation	Cost
Unallocated Discretionary	1.93	$153,711
Learning Coordinator	1.07	$85,218
Supplemental	0.40	$31,857
Guidance	0.50	$39,822
Total:	**3.90**	**$310,608**

Through very recent conversations with the BRMS planning team and School Administration, items were identified within the original BRMS budget proposal that could be targeted for elimination. The items that were targeted are as follows:

Allocations Eliminated from BRMS Budget Summary for Year 1

Allocation:	Added Allocation	Cost
Unallocated Discretionary	0.50	$39,822
Guidance	0.20	$15,929
Psychologist	0.10	$8,774
Social Worker	0.10	$8,774
Clerical	0.50	$35,479
Total:	**1.40**	**$108,778**

The changes as outlined to the BRMS Budget Summary for Year 1 help to offset the New Staffing Allocations created by starting a new school. These eliminations are proposed by the BRMS planning team to the District, and are aligned with items originally listed on the "Badger Rock Middle School Budget Summary for Year 1" Appendix C document provided to the Board of Education. When we take both of these under consideration the net increase above "cost neutral" is projected to be: $201,830.

Total Net Difference: $201,830

During previous discussions with BRMS these costs were assumed to be budget neutral. When the final analysis was completed, it was determined that these costs are not a part of the current district budget and therefore would not be budget neutral. This issue is less of a concern if it was previously understood that these costs would exist for this Charter School and that we would find a way to address these costs within future budgets. If this assumption was not made, then these costs should be recognized as part of the total budget in the final budget analysis.

Additional Utility Costs:

The original budget figures given to BRMS for utilities looked at the amount necessary on an annual basis for Wright Middle School due to the size of the facility. The budget

figures provided to the BRMS planning team accounted for $97,358. When the cost neutral budget was given back to the district, utilities were budgeted in the amount of $19,000 or $78,358 less than what was provided to their team.

Since learning of the projected budget decrease to utilities, two things have happened. First, BRMS planning members worked with the architect on the project to help formulate what a proper budget would be based upon the square footage to be used by BRMS. This calculation came back with a possible range of utility cost of $14,067 to $26,125, that used a cost per square foot of $1.00. Secondly, administration worked with information from the recent building of Olson Elementary in collaboration with our recently hired Energy Management firm, McKinstry to look at what an appropriate cost would be. The first year of operation for Olson Elementary cost the district approximately $1.05 per square foot, and this school has the same geothermal system being proposed at BRMS. Using this information administration plugged this new rate into the same formula and came up with a range of projected utility cost of $18,464 to $34,290 for the first year of operation.

From the above calculations, administration is recommending increasing the utility budget by $7,375. This will move the budget from $19,000 to $26,375 for 2011-12. This dollar amount is at the top of the range presented by the Architect on the project and falls directly in the middle of the analysis done based upon the systems in place at Olson Elementary School.

Overall Additional Costs:

The projected additional costs above and beyond the cost neutral figures provided to the Board of Education are as follows:

Item:	Amount
Staffing Changes	$0
New Staffing Allocations	$201,830
Utilities	$7,375
Total:	**$209,205**

MADISON METROPOLITAN SCHOOL DISTRICT

545 West Dayton St. Madison, Wisconsin 53703-1995 608.663-1607 www.mmsd.org

Daniel A. Nerad, *Superintendent of Schools*

DATE: **November 12, 2010**

TO: **Board of Education**

FROM: **Dan Nerad, Superintendent**

RE: **Badger Rock Middle School Proposal-Administrative Analysis**

INTRODUCTION

The following administrative analysis of the Badger Rock Middle School (BRMS) is submitted pursuant to MMSD BOE Policy 10000, which requires the following;

> No later than 15 days prior to the Board making a decision to enter into a contract to establish a charter school, the Superintendent shall provide information to the Board regarding the proposal. Such information may include, but is not limited to, an analysis of how a decision to establish or not establish the proposed charter school will impact families to be served and the overall programs and operation of the District.

BACKGROUND

On February 16, 2010, MMSD received BRMS's Planning Grant and Executive Summary of its proposed charter school. On August 16, 2010, the DPI approved the Planning Grant and provided BRMS with an award of $200,000. (Please see communication from DPI attached as Appendix A).

The proposed charter school will be located on 4 acres of property on the grounds of the Badger Resilience Center in South Madison. The designated site is adjacent to a 7 acre Madison park that will also be used to foster BRMS' philosophy of cultural and environmental sustainability. The site also currently has a working farm, a community center, a café and a gardening and sustainability operation run by Growing Power.

In addition to the previously referenced planning grant, funding for BRMS, including a school endowment, is being spearheaded by the Center for Resilient Cities. BRMS reports that "close to a million dollars" has been committed to the project and these, and future, funds are being provided by private contributors.

BRMS notes that the research-based instructional strategies upon which their pedagogy will be established are Environmental-Based Education (EBE) and Place –Based Education (PBE). As noted in BRMS Executive Summary, both EBE and PBE have

been subject to numerous research efforts and have demonstrated positive results for involved students, and in particular, students at the middle school level. EBE in particular is also consistent with PI 8.01 which mandates that "environmental education objectives and activities shall be integrated into the kindergarten through grade 12 sequential curriculum plans." BRMS also proposes a "year-round" school which would not increase the number of instructional days, but would lessen the traditional three-month summer break.

BRMS has established numerous partnerships with community agencies. These agencies are detailed in the Executive Summary and Detailed Proposal (See Appendices B and D).

For your convenience and review, a copy of DPI's notification of the Implementation Grant Award is attached as Appendix A, a copy of BRMS' Application to DPI and Executive Summary is attached as Appendix B, BRMS' first year budget is attached as Appendix C and BRMS' detailed proposal is attached as Appendix D.

ANALYSIS

Mission Statement: In determining whether approving BRMS would be consistent with the overall goals and mission of the MMSD, an analysis of the District's current strategic plan and its alignment with the BRMS's stated goals is informative. As noted in the Executive Summary, BRMS has established the following priorities: close the achievement gap; emphasis on building reading skills; promote educator quality; promote career or technology education; encourage parent and community involvement; provide effective pupil services to support learning; and promote and develop 21st century skills. In comparison, the MMSD Strategic Plan and the District's Mission Statement list near identical goals to those listed by Badger Rock. (See Mission Statement, Strategic Plan p. 2, 9, 40, 48, 55).

Uniqueness of the BRMS: BRMS notes that there "is currently nothing like this available to MMSD students." Aspects of environmental education and project-based approaches are imbedded within a number of classes offered by the MMSD. However, BRMS is correct in its assertion of uniqueness because currently no MMSD curriculum has a primary emphasis of place-based education and environmental-based education accomplished through project-based approaches.

The unique design of BRMS will certainly offer some MMSD families an alternative choice which previously has not been available. This "choice" may allow MMSD to retain a number of students who would have otherwise exercised their right to open enroll in other neighboring districts and, if space is available, may allow for out-of-District students to open enroll into BRMS. It should be noted that the BRMS proposal is also very timely given the current interest in, and commitment to, environmental sustainability and awareness.

Professional Development: BRMS planners have already engaged in numerous professional development activities including national conferences regarding environmental education and sustainability education. BRMS has also proposed a number of one-time and ongoing professional development activities. With regard to cultural relevancy, BRMS has developed a relationship with Professor Gloria Ladson Billings to address culturally relevant practices and has scheduled a three week "intensive learning and planning seminar" to address cultural relevance as well as other topics. Pairs of teachers will also spend two days visiting regional schools with similar goals and educational approaches. Recent graduates who obtain employment with BRMS will be assigned a mentor and that mentor will assist the new teacher in writing a Professional Development Plan. These identified professional development opportunities are in addition to the number of opportunities already offered by the MMSD. It is also anticipated that non-BRMS staff will be able to benefit from, and participate in, professional development opportunities scheduled for BRMS.

Governing Board: BRMS has recently established a Governing Board and that Board has now met on three occasions. The members of the Board are Nan Youngerman (President), Jay Affeldt, Sara Alvarado, Brenda Baker, Kristen Joiner, Isadore Knox, Tom Mosgaller, Kathy Price, Wayne Strong, and Susana Vasquez-Garcia. The Board is currently investigating obtaining 501(c)(3) (non-profit) status and anticipates that if investigation reveals that non-profit status is beneficial to BRMS, they will pursue that status.

Aspects of Instrumentality: The BRMS will be an "instrumentality" of the MMSD. Being an "instrumentality" requires that all employees assigned to BRMS will be employees of the MMSD and consequently, MMSD will supervise and manage BRMS employees. Furthermore, unless alternative agreements (i.e. MOUs) are struck, all BRMS employees will be subject to any relevant collective bargaining agreements. As noted below in the "Ongoing Issues" section, BRMS' instrumentality status has implications for plans regarding scheduling, professional development and hiring.

BRMS Management: BRMS has proposed the use of an "oversight principal and lead teacher model." This has been defined as the oversight principal having a "daily presence" yet not being "on site full time." In the absence of the "oversight principal," the "lead teacher," who would also double as support staff, would stand in for the "oversight principal." Administration has some concerns regarding this model. These concerns stem from the inherent conflict of having a teacher (i.e. member of the bargaining unit) potentially supervising other teachers and the ability of the lead teacher to fulfill all of his/her assigned roles simultaneously. However, Administration also notes that this arrangement (i.e. the lead teacher arrangement) is utilized in a number of smaller districts, thus it is certainly workable.

Building and Funding: The architect is in place, the design is done, a phase-in building plan is ready and the site has already been selected. The Center for Resilient Cities has secured the funds to acquire the property and is overseeing a campaign to raise additional funds to build the school building. It has been proposed that the District

will enter into a no-cost (or nominal cost) lease of the building that will house BRMS. Furthermore, it has been established that if BRMS closes, all assets, other than the building, will remain assets of the MMSD.

The proposed site is particularly well-suited for the overall philosophy of BRMS. Specifically, the grounds include ample and appropriate space for project-based and place-based activities such as gardening/farming activities and environmental/nature studies. The grounds also currently house a gardening and sustainability operation run by Growing Power.

Fundraising by Badger Rock is well underway and it is reported that one million dollars have already been committee to the program.

BRMS has already received a $200,000 planning grant from DPI. BRMS will receive an additional $200,000 from DPI for the 2011-2012 school year and an additional $200,000 from DPI for the 2012-2013 school year. If BRMS' enrollment is 100 or greater for the 2012-2013 school year, BRMS will also receive an additional $50,000 from DPI for the 2012-2013 school year. Consequently, BRMS will receive $600,000 in grants from the DPI with the potential of $50,000 in additional grants. These amounts do not include numerous additional grant opportunities that are currently available regarding environmental education, sustainability education and service to low income populations.

As currently presented by Badger Rock, the budget for Year 1 is "cost neutral" to the District (Please see attached Badger Rock Middle School Summary for Year 1). The determination of cost neutrality was based upon an assumption of 40 students attending BRMS and all of those students coming from the Sennett attendance area. BRMS in turn has allocated those dollars where needed and developed a budget that mirrors the amount allocated by the District. BRMS has also proposed to use a portion of its DPI Implementation Grant toward non-capital and capital equipment. Administration views BRMS' efforts to work within a prescribed budget to be representative of their diligent fund raising efforts and their commitment to fiscal responsibility.

However, it must be noted that depending upon enrollment patterns, actual "cost neutrality" may not be attainable in Year 1 of BRMS' existence. This assertion is best described by way of a hypothetical. If BRMS enrolls 20 student who would have gone to Sennett and an additional 20 students who would have attended other District middle schools, the District may be able to reduce staff allocations at Sennett (due to the loss of 20 students) and allocate those resources to BRMS. However, the District would most likely be unable to reduce staff allocations at any of the other District schools due to the small number of students leaving each of those schools. Thus staff allocations and staff related costs would remain the same at those schools (i.e. no reduction), but staff allocations and related costs will still be needed to provide services to the student at BRMS (i.e. an increase). If, however, 40 students enroll from the Sennett attendance area, cost-neutrality becomes more realistic because of the concentration of the allocations originally attributed to those students. Administration will provide an update

to the Board prior to November 29, 2010 regarding potential costs associated with the scenario that not all students attending BRMS will come from Sennett.

Finally, there are a number of additional financial considerations that cannot be fully calculated at this time and that are favorable to approving BRMS. For example, District transportation costs may be reduced due to the fact that most students attending BRMS will be from the surrounding neighborhood and walking as opposed to being transported to Sennett. It is possible that BRMS will attract some students who are currently attending private schools or other districts thereby increasing the District's student count and corresponding funding.[1] BRMS, due to its unique nature, may also induce families to move into the District.

Attendance Area: Badger Rock has met with Tim Potter, Jeannie Retelle, and Matt Bell to define attendance area. At these initial stages, it has been proposed that the primary attendees of Badger Rock will be residents of the Sennett attendance area. In addition, BRMS has also discussed reserving 80% of available seats for students within the Sennett attendance area and allocating the remaining 20% to students from the District at large and potential open enrollees. This 80/20 ratio would be consistent with BRMS' vision of being a "neighborhood" school while still offering its unique methodology to students from across the District. BRMS has also had discussions with Administration regarding contract provisions which would allow the parties to alter the attendance area in future years in order to address issues of diversity.

Admission and Equity: BRMS must follow all State and Federal laws regarding civil rights and prohibitions on discrimination and has committed to do so.

The racial/ethnic makeup of the proposed attendance area is as follows: 1% Native American; 21% African American; 23% Hispanic; 5% Asian; 44% Caucasian; 6% More than one race. The BRMS proposed attendance area is substantially similar to the overall racial/ethnic makeup of MMSD which is set forth in the following break down: 1% Native American; 20% African American; 17% Hispanic; 10% Asian; 47% Caucasian; 6% More than one race. Consequently, if a representative number of students from the proposed attendance area apply and are randomly selected by BRMS, the environment will not only be diverse but also approximate the diversity of the District as a whole.

Placement at BRMS will be entirely voluntary and accomplished via consent of the student's parent/guardian. If more applications for enrollment are received than available space, a random lottery will be utilized, with a waiting list for students not selected through that lottery. BRMS has proposed that there also be a sibling, children of founder's and children of BRMS teacher's guarantee incorporated into the Charter contract.

[1] BRMS representatives report receiving a number of calls from out-of-district residents expressing interest in having their children attend BRMS.

Effect on Current MMSD Schools: BRMS has proposed a "three-year roll out" of their program based upon the following schedule:

- 2011-2012 – Two sixth grade classes of 20 to 25 students per class = Total of 40 – 50 students (with the goal of at least 40)
- 2012-2013 – Two sixth grade classes of 20 to 25 students per class and two seventh grade classes of 20 to 25 students per class (anticipated to be primarily continuing students) = 80 – 100 students
- 2013-2014 – Two sixth grade classes of 20 to 25 students per class, two seventh grade classes of 20 to 25 students (anticipated to be primarily continuing students) and two eighth grade classes of 20 to 25 students (anticipated to be primarily continuing students) = Total of 120 – 150 students

As noted in the Attendance Area section above, BRMS' primary enrollees will be students from the Sennett attendance area. Assuming that BRMS obtains, or gets close to, its stated enrollment goal of 40 students during the 2011-2012 school year, it is anticipated that 25-30 students will be students who would have attended Sennett and 10-15 students who would have attended other District middle schools. Based upon current projections for 6th grade enrollment at Sennett, this would constitute 11-13% of the incoming 6th grade class. The percentages related to additional grade levels will obviously change over time as the "three year roll-out" proceeds and additional grade levels are added. However, if students who begin their middle school careers at BRMS continue to remain enrolled in BRMS (which is presumed to occur) the percentage of reduction at each grade level should remain relatively consistent.

Drawing from the Sennett attendance area as well as the District at-large will likely create a benefit of not drastically depleting the number of students enrolling in Sennett and dispersing the number of students who transfer to BRMS among several district middle schools. However, this may have a negative impact with regard to budgetary considerations. (See Funding and Building section above).

Pulling from the Sennett attendance area may also be viewed as positive in light of past and future enrollment trends. In 2006, Sennett had 627 students. Projections indicate significant growth in enrollment at Sennett and it is predicted that enrollment will be 703 students by 2016.

Impact on Families to be Served: A number of students residing in Badger Rock's proposed attendance area are required to take a lengthy bus ride (45 minutes) to attend their "home" middle school (Sennett). Consequently, it is believed that the location of Badger Rock will provide families with a closer alternative for schooling and a location that may be more likely to be viewed as a "neighborhood school" with greater connection to the community. The community has also expressed great interest in programming that encompasses the "green movement" and addresses the environment.

Badger Rock's proposed educational philosophy and model, which includes "authentic, hands-on project-based education," smaller student to staff ratios (proposed ratio of 10

students to 1 adult) and year round school may also be beneficial to students who are residing in the designated attendance area and are also demonstrating such at-risk factors as eligibility for free or reduced lunch, low grade point averages and truancy. It should be noted that within the Sennett attendance area, approximately 75% of students receive free or reduced lunch.

Collaboration with MMSD: The partnership between MMSD and the Badger Rock Planning Committee has been exemplary. The communication has been consistent and ongoing. During the past year Badger Rock representatives and District administration has met at least monthly. District planning resources were made available during the planning phase and it is anticipated that those resources will continue to be made available if the Board authorizes Administration to enter into a charter contract with BRMS. During all of the above-referenced interactions open discussion has occurred and questions have been asked and thoroughly answered by both entities. Badger Rock representatives have also actively involved the Board in the development process.

MMSD Staff who have been involved in the planning process:

- Matt Bell, Associate General Counsel
- June Wilson, Assistant Legal Counsel
- Frank Kelly, Director of Food Services
- Pam Nash, Assistant Superintendent for Secondary Schools
- Ruth Schultz, Accounting Supervisor – Grants
- Sally Schultz, Innovative and Alternative Programs Coordinator
- Donna Williams, Director of Budget and Planning
- Nancy Yoder, Director of Student Services and Alternatives

Badger Rock Personnel who have been involved in the planning process:

- Jay Affeldt, Planning Team
- Sara Alvarado, Planning Team
- Brenda Baker, Planning Team
- Jamie Domini, Project coordinator
- Kristen Joiner, Planning Team
- Sara Krauskopf, Curriculum Development Team Member
- James Lewicki, Planning and Implementation Coach
- Susanne Smeback, Curriculum Development Member
- Bob Tabachnick, Planning Team
- Mark Wagler, Planning Team
- David Wasserman, Planning Team
- Nan Youngerman, Planning Team

ONGOING ISSUES

- **World language, physical education, and fine arts waivers**: There is a commitment to meeting the standards established by the State. Badger Rock is planning for an embedded model that will meet the standards and will work with

MMSD to ensure that alignment. BRMS has identified the Connected Math and Math in Context curricula as the basis of its math curriculum. Other curricular areas will need refinement as the planning process unfolds and, if authorized by the Board to enter into a charter contract, MMSD and BRMS must collaborate to develop appropriate curriculum that meets or exceeds State and District standards. This is acknowledged on page 18 of BRMS' executive summary and page 15 of the Initial proposal

- **Diversity**: Should the proposed Charter be approved, attendance data must be continually analyzed to evaluate whether the BRMS population is truly diverse. Ongoing analysis may lead to revised attendance areas and/or heightened recruiting efforts to ensure that all eligible students are informed of the opportunity to enroll in BRMS.

- **Teacher leader/principal**: The initial year will be staffed for 40 students, but as the school grows, this model will need to grow along with it. For the first year, MMSD will provide "on-call" administrative oversight in a manner yet to be determined. As noted above, Administration also has some concerns regarding the teacher leader/principal role and the lack of a true full-time "administrator" continuously on site.

  Year-Round Calendar: Calendar alignment issues need further conversation. BRMS has had initial conversations with MTI regarding the year round school schedule as well as other issues. Because the year-round school model is central to BRMS' commitment to addressing the achievement gap (i.e. reducing the length of summer break to avoid time required to recoup in September), this issue will need to be resolved expediently and will require an agreement with MTI. It should be noted that BRMS does not propose increasing the number of instructional days. It does propose a calendar that breaks those days up to avoid the traditional three-month summer break.

  BRMS representatives have indicated that initial talks with MTI have gone well and that MTI has expressed support of BRMS and its proposed model. However, should the Board authorize Administration to negotiate and enter into a charter contract with BRMS, all parties should be made aware that the Contract is dependent upon MTI, BRMS and the MMSD entering into Memoranda of Understanding addressing BRMS practices that vary from the Collective Bargaining Agreement (CBA) currently in place.

- **Hiring Process**: Similar to issues related to the year-round calendar, hiring process procedures that vary from the current CBA must be discussed with MTI, the MMSD and BRMS. Again, all parties should be made aware that the Contract is dependent upon MTI, BRMS and the MMSD entering into Memoranda of Understanding addressing BRMS practices that vary from the CBA currently in place.

- **Charter contract**: Badger Rock will review charter agreements for various Wisconsin Charter Schools and for other charter schools with similar philosophy to develop a draft charter school agreement. MMSD also has a number of models of charter contracts based upon experience with other charter schools. These may also be used as models/templates. The draft will be reviewed and modified as needed by Legal Counsel should the Board approve going forward with the charter.

RECOMMENDATION

Based upon the analysis provided above, it is the recommendation of the Administration that the MMSD Board of Education direct Administration to continue to collaborate with BRMS in addressing implementation of the BRMS, approve the BRMS Charter proposal and authorize Administration to negotiate and enter into a Charter contract with BRMS.

APPENDIX A

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

August 16, 2010

RECEIVED

AUG 17 2010

Assistant Supt.
Secondary

Daniel Nerad
District Administrator
Madison Metropolitan School District
545 West Dayton Street
Madison, WI 53703

Dear Mr. Nerad:

An expert peer review panel evaluated the 2010-2011 charter school Planning grant applications. I am pleased to inform you that your proposal for Badger Rock Middle School was approved for funding in the amount of $200,000 for the project period August 1, 2010, to July 31, 2011.

The enclosed packet contains the readers' comments regarding budget changes and readers' questions that need to be addressed. Official award notices and funds will be released after grant revisions are approved by the Department of Public Instruction (DPI). Please provide a written response regarding acceptance of this funding with the required revisions by October 1, 2010.

As a planning grantee, you will receive 50 percent of your approved grant award when the required revisions have been submitted and reviewed by the DPI. You will receive the other 50 percent of your grant award when you have submitted a charter school contract to the DPI for review and provided documentation that the charter school governance board is operating. You may then use the second half of your grant award to begin to equip your charter school.

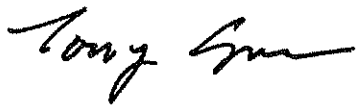
As a condition of receiving this grant, the charter school must send a charter school administrator, a charter school teacher, and one member of the charter school governance board or planning committee, who is a parent or community representative, to a mandatory reporting session for grantees on December 2-3, 2010, in Madison, Wisconsin. Federal charter school grant funds can be used to reimburse these costs. You will receive more information about this meeting in a separate mailing.

The budget may be amended during the grant period by substituting or including other permissible expenditures on the budget change request form (PI-9600-B) and submitting it to the department. Please contact us for a copy of this form. Claims for reimbursement will be allowed for expenditures made only during this timeframe. As you know, the school district or chartering authority must serve as the fiscal agent for the grant.

If you have any questions, concerns, or wish to make any changes to your project, please contact Barry Golden, your charter school consultant, at 608-267-9111 or barry.golden@dpi.wi.gov. Please visit the charter school web page at www.dpi.wi.gov/sms/csindex.html for more information about the Wisconsin Charter Schools Program.

Please share this information with all persons who participated in the development of your proposal. Congratulations on your successful application.

Sincerely,



Tony Evers, PhD
State Superintendent

TE:sv

Enclosure

c: Brenda Baker, Charter School Developer
Jami Domini, Charter School Developer

Wisconsin Department of Public Instruction
Planning Grant Application Reviewer Benchmarks
PI-9600-P-Benchmarks (Rev. 1-10)

School District/Chartering Authority Name	Charter School Name
Madison Metropolitan School District	Badger Rock Middle School

Planning Grant Cover Page	Complete	Incomplete
General information is complete (Section I)	☒	☐
Assurances are checked (Section II)	☒	☐
A copy of the school board resolution approving the development and opening of the charter school is included.	☒	☐
Signatures are provided (Section III)	☒	☐
Certification and entitlement signature is provided (Section IV)	☒	☐
Charter school information completed. (Section V)	☒	☐
Local Plan For Use of Discretionary Funds completed.(Section VI-A)	☒	☐
Budget Summary (Section VI-B) Phase I (no more than 50% of grant total)	☒	☐
Executive summary identifies target population, grade level served, and educational model or focus of school included.	☒	☐

Criteria	Strong	Average	Weak
I. Charter School Vision			
1. Describes the educational vision and philosophy driving the charter school planning effort including the underlying theories and research supporting the vision.	☒	☐	☐
a. Includes a description of the community where the charter school will be located, the students in the community and the needs and interests to be served by the charter school.	☒	☐	☐
b. Describes how the concept of a "charter" school was introduced as well as who initiated the concept and why.	☒	☐	☐
c. Provides a mission or vision statement .	☐	☒	☐
d. Describes why the charter school is needed to achieve the vision versus merely adding a program and explains how the school is innovative or unique and is different from the schools now currently available to students in the district.	☒	☐	☐
2. Proposal addresses one or more of the following educational priorities: **(Reviewers: Please check all that apply)** ☒ Serves children at risk ☐ Supports the development of a charter school in an area with one or more schools identified as in need of improvement ☒ Closes the achievement gap ☒ Places emphasis on reading ☐ Promotes early learning opportunities ☒ Promotes educator quality ☒ Promotes career or technology education ☒ Encourages parent and community involvement ☒ Provides effective pupil services, special education and prevention programs to support learning ☒ Promotes 21st Century Skills development	☐	☒	☐

Criteria	Strong	Average	Weak
I. Charter School Vision			
3 a. Identifies the grade level or ages of students to be served.	☐	☒	☐
b. Describes the primary educational model to be used.	☐	☒	☐
c. Identifies measurable ***goals*** for the ***charter school*** for each of the first three years.	☐	☒	☐
d. Identifies the means of measuring the charter goals for each of the first three years.	☐	☒	☐
e. Identifies measurable student achievement goals for each of the first three years.	☐	☒	☐
f. Identifies the means of measuring student achievement goals for each of the first three years. *Describes how standardized achievement test will be used to improve instruction and track student achievement over time*	☐	☒	☐
4 a. Describes the specific competencies teachers and administrators need in order to successfully deliver the proposed curriculum and instruction at the charter school. 1. Teachers 2. Administrators	☒ ☐	☐ ☐	☐ ☒
c. Provides a detailed 5 year professional and curriculum development plan to ensure teacher/administrator competencies (First year plan **should also be included with financial expenditures in Section VI-A.,** Local Plan for Use of Discretionary Funds. 1. Teachers 2. Administrators	☐ ☐	☒ ☐	☐ ☒
c. Addresses how training will be provided in subsequent years for new hires or transfers.	☐	☒	☐
Charter School Vision Section Rating	☒	☒	☐

Comments:

Not clear on the speicifc competencies for adminitrators as well as professional development.

Criteria	Strong	Average	Weak
II. Governance and Autonomy			
1. Identifies state exemptions the school will take advantage of to maximize the flexibility afforded to charter schools.	☐	☒	☐
2. If applicable, a request for waivers of any federal statutory or regulatory provisions is provided and includes a justification for the waiver which supports why the waiver is necessary for the successful operation of the charter school.	☐	☒	☐
3. Lists school board policies that will be waived for the charter school to provide maximum flexibility (This does not apply to 2r charter schools).	☐	☐	☒
4 a. Has a governing board or describes the plan to establish a charter school governing board.	☒	☐	☐
b. Describes the decision making authority of the governing board including the power to make decisions regarding budget, personnel, curriculum and policies.	☐	☒	☐

c. Describes the administrative relationship between the charter school and authorizer and describes how the charter school will be managed. If sharing a principal with another traditional school, describe how management of the charter school will be impacted.	☐	☒	☐
d. Describes the specific training that will be provided to the charter governance board.	☐	☒	☐
Governance and Autonomy Section Rating	☐	☒	☐
Comments *Need to identify specific exemptions for state and school board policies.*			

Criteria	Strong	Average	Weak
III. Planning Process			
1. Provides chronological description of significant planning activities and efforts prior to submission of this application.	☒	☐	☐
2. Lists specific people *and* their roles in the planning process	☐	☒	☐
3. Describes how parents and other members of the community have been involved in the *planning and design* of the charter school.	☒	☐	☐
4. Describes how parents and other members of the community will be involved in the **implementation** of the new charter school.	☒	☐	☐
5. Describes how the district school board or chartering authority and local teachers' association have been involved in the planning process.	☐	☒	☐
6. Outlines the remaining planning work to be done to successfully open the charter school by fall 2011. Includes a timeline for activities and planning processes.	☐	☒	☐
7. Describes efforts to retain teachers.	☐	☒	☐
8. Documents parent and community support for the proposed school with letters of support.	☐	☒	☐
Planning Process Section Rating	☐	☒	☐
Comments *Have a good grasp of remaining process.*			

Criteria	Strong	Average	Weak
IV. Equal Access (Admissions and Lottery)			
1. Description of how the plan will assure equal access for all students regardless of gender, race, national origin, color, disability, or age factors.	☐	☒	☐
2. Description of how students with disabilities will be served.	☐	☒	☐
3. Provides a description of how students/parents and in the community will be informed about the charter school and how students will be given an equal opportunity to attend. Include specific activities.	☐	☒	☐
4. Provides a description of the admissions process and qualifications for admission	☐	☒	☐
5. A description of a random lottery process is provided.	☐	☒	☐
Equal Access Section Rating	☐	☒	☐
Comments			

Criteria	Strong	Average	Weak
V. Budget			
1. Method by which control over expenditure is included and how the records of expenditures will be maintained.	☐	☒	☐
2 Includes an itemized list that details expenditures **Section VI-A. Local Plan For Use of Discretionary Funds.**	☒	☐	☐
3. Provides a plan for sustainability and continued operation after the grant expir **including how professional development will be funded.**	☐	☒	☐
4. Budget summary plan, Phase I and II are complete and align with the list of itemized expenditures.	☐	☒	☐
5. Five year revenue and expense worksheets completed.	☐	☒	☐
6. Funds supplements, does not supplant local efforts	☐	☒	☐
Includes allowable expenditures only: ✓ Professional Development of teachers or other staff ✓ Necessary and reasonable mileage, meals, lodging ✓ Orientation and training of planning team members ✓ Consultation fees, extended teacher contracts ✓ Acquiring necessary educational materials for staff development ✓ Charter school site visits and associated costs ✓ Salaries for substitutes to cover teacher charter planning time ✓ No purchase of vehicles ✓ No rent or facility cost ✓ No salary for grant writer ✓ No honorariums for community or planning team members, students ✓ Does not use term "miscellaneous" to describe budgetary items ✓ Attorneys fees limited to $5000 for the creation of the charter school	☐	☒	☐
Section VI-A, Local Plan, includes outcomes and measurable objectives consistent with goal and measurable objectives identified in the application narrative.	☐	☒	☐
Section VI-A, Local Plan, includes benchmark activities that are consistent with the planning activities identified in the application narrative.	☐	☒	☐
Section VI-A, Local Plan, includes budget items/amounts that are consistent with Section VI-B. Budget Summary.	☐	☒	☐
Budget Section Rating	☐	☒	☐
Comments			

Criteria	Strong	Average	Weak
OVERALL RATING SCORE	☒	☐	☐

☐ Application supports the development of a charter school in a geographic area where one or more schools are identified for improvement, which requires corrective action, or restructuring under Title I, Part A of the ESEA.

Recommendation for funding:

☒ **Fund**

☐ **Fund with revisions**

☐ **No funding**

Overall Comments: *A well developed grant with a solid vision and reflects much work with community and general support from authorizer. Congratulations on an excellent effort.*

If you plan to pursue final approval of this grant, please address each of the areas marked weak and where more information has been requested. Provide update responses by item number referenced herein. Please submit updates and responses to:

Barry M. Golden

barry.golden@dpi.wi.gov

608-267-9111

Since your grant is conditionally approved contingent on addressing the above items, we urge you to continue your planning process while awaiting the final grant awards document. You will be able to claim all allowable expenses incurred after August 1, 2010.

APPENDIX B

OFFICE ... PAFFELOT
DOMINI

Wisconsin Department of Public Instruction
CHARTER SCHOOLS SUB-GRANT APPLICATION
Public Law 107-110, Title V, Part B, Subpart 1
PI-9600-P (Rev.1-10)

INSTRUCTIONS: Complete and return original and five (5) copies by April 15, 2010 to:

DEPARTMENT OF PUBLIC INSTRUCTION
ATTN: JULIE BLANEY
CHARTER SCHOOL TEAM
125 SOUTH WEBSTER STREET
P.O. BOX 7841
MADISON, WI 53707-7841

original

Planning Grant

I. GENERAL INFORMATION

1. School District/Chartering Authority Madison Metropolitan school District	2. Name of District Administrator Daniel Nerad
3. School District/Chartering Authority Address Street, City, State, Zip 545 W Dayton St Madison WI 53703-1967	4. CESA No. 2 / 5. LEA Code
6. District Administrator E-Mail Address dnerad@madison.k12.wi.us	7. District Administrator Phone *Area/No.* (608) 663-1607
8. If Multi-District, list district names	9. Charter School Operated by CESA ☐ Yes ☒ No
10. Name of Charter School Badger Rock Middle School	11. Charter School Address Street, City, State, Zip E. Badger Road Madison WI
12. Charter School Developer/Planning Committee Representative Brenda Baker	13. Developer/Planning Committee Representative Phone *Area/No.* (608) 251-6097
14. Developer/Planning Committee Representative E-Mail Address bakergore@charter.net	15. Amount Requested $250,000.00

II. ASSURANCES

Each participating sub-grant recipient does hereby agree to comply with the following assurances: *Read and check*

☒ 1. Sub-grant funds will be expended during the specified sub-grant period; the school district or chartering authority shall serve as the fiscal agent for all sub-grants; standard accounting procedures will be utilized by sub-grant recipients and records of all sub-grant expenditures will be maintained in an accurate, thorough, and complete manner. Any administrative fees or expenses reserved from the sub-grant are prohibited unless agreed to by the chartering authority and sub-grantee as noted in section 5204(f) (4) (B) of the ESEA Part B Public Charter Schools.

☒ 2. Sub-grant recipients/chartering authorities by endorsement of this proposal, assure that an application to develop and operate a charter school has been submitted to the authorizer. Both parties assure the application for federal charter school funds has been submitted to the authorizer in an adequate and timely manner.

☒ 3. Sub-grant recipients will participate in all data reporting and evaluation activities or on-site monitoring as requested by the U.S. Department of Education and the Wisconsin Department of Public Instruction, including the School Performance Report, participation at a reporting conference, a final grant report document, and financial claim.

☒ 4. Sub-grant recipients will expend planning funds only for the purpose of planning a charter school which is nonsectarian and which will be in compliance with all Wisconsin laws and administrative rules regarding staff certification and licensure.

☒ 5. Sub-grant recipients will comply with all provisions of all applicable acts, regulations and federal laws including, but not limited by enumeration to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals With Disabilities Education Act, and all provisions of the Department of Education General Administrative Regulations (EDGAR), 34 CFR, Parts 76, 77, 80, 81, 85, 97, 98, and 99.

☒ 6. Sub-grant recipients will comply with all provisions of the *Non-Regulatory Guidance—Public Charter Schools Program* of the United States Department of Education http://www.ed.gov/policy/elsec/guid/cspguidance03.pdf.

☒ 7. Sub-grant recipients ensure that the charter school will receive funds through programs administered by the United States Department of Education under which funds are allocated on a formula basis. Each charter school will receive such funds for which it is eligible.

III. SIGNATURES

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

Signature of District Administrator/Chartering Authority Official ➢ Daniel Nerad	Date Signed 3-10-10
Signature of Charter School Planning Committee Representative ➢	Date Signed 4-7-10

REQUIRED IV. CERTIFICATION AND ENTITLEMENT REQUIRED

Agencies receiving funds under any of the grant programs must collect this certificate whenever they enter into a covered transaction with a grantee. (Refer to instructions for more information.)

Certification Regarding

Debarment, Suspension, Ineligibility, and Voluntary Exclusion

Lower Tier Covered Transactions

This certification is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, Section 85.510, Participants' responsibilities. The regulations were published as Part VII of the May 26, 1988, *Federal Register* (pages 19160-19211). Copies of the regulations may be obtained by contacting the person to which this proposal is submitted.

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency.

2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

LEA/Agency/Company Name

Madison Metropolitan School District

Name and Title of Authorized Representative

Daniel Nerad, Superintendent

Signature	Date
Daniel G. Nerad	3-10-10

INSTRUCTIONS FOR CERTIFICATION

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transaction," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Non-procurement List (202-786-0688).
8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the federal government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

V. CHARTER SCHOOL INFORMATION

1. Name of Charter School
Badger Rock Middle School

2. Public School Conversion
☐ Yes ☒ No

3. Will your charter school be a virtual charter school as defined under Section 115.001(16), Wisconsin Statutes? A virtual charter school is a charter school under contract with a school board under s. 118.40 in which all or a portion of the instruction is provided through means of the internet, and the pupils enrolled in and instructional staff employed by the school are geographically remote from each other.
☐ Yes ☒ No

4. Type of School
☒ Instrumentality ☐ Non-Instrumentality

5. Grade Level(s) to be Served by Charter School
6th - 8th

6. Projected Enrollment
120

7. Primary Type of Students Served
All student primary types

8. Primary Educational Model
Place Based
If Other, Specify + Project

9. Curricular Priority
Environmental/Breen
If Other, Specify Service +21st

10. School Leadership Model *(See Instructions)*
a. Will your charter school share space with another public school?
☐ Yes ☒ No ☐ Unknown
b. Will your charter school be led by a principal?
☐ Yes ☒ No ☐ Unknown
c. Will your charter school be a teacher-led school?
☒ Yes ☐ No ☐ Unknown

11. Secondary School Delivery Model *(See instructions)*
Project Based Learning with student led projects
If Other, Specify

12. Date Charter to be Granted *(mm/dd/yy)*
12/15/2010

13. Date Charter School Will Open *(mm/dd/yy)*
08/25/11

14. Charter School Administrator (If known)
Unknown

15. Charter School Administrator Phone Number
Unknown

16. Charter School Administrator Email Address
Unknown

SCHOOL BOARD RESOLUTION

b) Badger Rock Charter School Planning Grant Application – Appendix LLL-9-4

It was moved by Ed Hughes and seconded by Marj Passman to adopt the following resolution:

Be it Resolved by the School Board of the Madison Metropolitan School District that:

(1) Upon review of an initial charter school proposal and a completed DPI Planning Grant application, the Board presently supports the continued development of the plan for the opening of the "Badger Rock Middle School" in the 2011-12 school year as a new instrumentality charter school within the district;

(2) The School Board authorizes the Superintendent, on behalf of the Board, to submit to the Department of Public Instruction an application for a charter school Planning Grant in the amount of the $250,000, as said application has been presented to the School Board by the Planning Committee Representatives in connection with the proposed "Badger Rock Middle School"; and

(3) The District shall serve as the fiscal agent for the Planning Grant if awarded and accepted, and the Board will make the final decision to grant or decline the charter by December 15, 2010, based on an evaluation of the results of the further planning efforts and applicable statutory requirements.

Student representative advisory vote – aye. Motion unanimously carried.

DRAFT

DRAFT

VI-A. LOCAL PLAN FOR USE OF DISCRETIONARY FUNDS

Add as many pages as needed.
Tab from last cell of table to add a new row.

Local Plan: For each objective identified, develop a chronological list of activities for the first year. Please itemize budgeted amounts to the extent possible.

Measurable Outcomes	Activity	Date To Be Accomplished	Person/Position Responsible	Budgeted Amount Federal Charter Grant Funds
Project Management: 100% of the planning grant initiatives will be fulfilled on time and within the proposed budget.	Hire a project management consultant to oversee organization and completion of planning grant initiatives.	August 2010	Planning Team	Consultant Fees $30,000
Environmental Sustainability Education 3-4 key planning team members will work with Edgewood, MMSD and other community partners on issues of sustainability education.	Sustainability Leadership course to apply principles of ecological and cultural sustainability. Course taken in conjunction with other MMSD personnel. Work created by participants will directly relate to the charter school operations and curriculum.	August 2010	Planning Team	$2900 per person for summer only 7day institute $9000 per person for total program (Could be 2-3 in summer and 1-2 in whole program) $18,000
Service Learning Education: Identify and learn research based methods of assessment and data collection for service learning to be able to quantify results.	Attend Urban Service Learning Conference. Conference focuses on targeting service learning toward urban youth as well as training in reliable and authentic assessment measurements.	August 2010	Planning Team	$200/person conference fee X 2 people =$400 Transportation, meals, and lodging = $600 $1,000
Environmental, Project and Place Based Education: Environmental, project and place based consultant will work with planning team to develop school framework.	Curriculum development in collaboration with consultants who have expertise with place and project based schools, in working to develop core framework and guiding principles of school operations and curriculum.	August 2010	Planning Team	Consultant Fees $30,000
Environmental Education: 4-6 planning team members will attend WI Environmental Conference	Planning Team to attend WI Environmental Education Conference. Attendees will learn how to develop and implement environmental focused curriculum and network with other schools engaged in similar work.	October 2010	Planning Team	$300/person conference fee X 6 people = $1800 Transportation, meals, lodging = $540 Sub costs $220/person/day X 3 people X 1 day = $660 $3,000
Environmental Education: 4-6 planning team members will attend National Green Charter School Conference	Planning Team and Staff to attend National Green Charter School Conference to learn how to develop and implement environmental focused curriculum and network with other schools engaged in similar work.	October 2010	Planning Team	$400/person conference fee X 6 people = $2400 Transportation, meals, lodging = $3940 Sub costs $220/person/day X 3 = $660 $7,000

Measurable Outcomes	Activity	Date To Be Accomplished	Person/Position Responsible	Budgeted Amount Federal Charter Grant Funds
Charter Agreement: Complete agreement between Madison Metropolitan School District and non-profit corporation for charter.	Hire an attorney to assist with charter and incorporation	Fall 2010	Governance Council	$5,000
Professional Development Library 100% of teaching staff will utilize the professional library during the planning process. 50% of training sessions will be documented for future professional development growth and part of PDP library	Staff will purchase and use the professional library for curriculum development. The library will consist of a variety of resources necessary to help staff fulfill the mission of the school.	Winter 2010 - 2011	Charter Team Members	$8,000
Governance Council Training: 100% of Administration and Governance Board Members will receive training in creating and regulating Charter School Governance Board	Attend training workshops and/or receive consultation services and legal services in the following areas: Implementation and regulation of charter governance councils, Roberts Rules of Order, Wisconsin Open Meeting Law, Charter By-Laws, fiscal management	Winter 2010-2011	Governance Board	$5,000
WI Charter School Education: 90+% of Staff will attend WI Charter Conference	Attend Annual WI Charter School Conference to collaborate with peers and gather strategies to improve instruction	March 2011	Charter Team Members	$200/person conference fee X 12 = $2400 Transportation, meals, lodging = $960 Sub costs $220/person/day X 12 = $2640 $6,000
Staff Strategic Planning Session and Training 100% of Staff and school administrator will attend a strategic planning retreat. This retreat will include planning for the 2011-12 school year and training on District initiatives, including Adaptive Schools facilitation training, standards-based grading practices, Positive Behavior Supports (PBS) and use of Individualized Learning Plans (ILPs).	Strategic planning retreat will include a variety of activities to help staff develop a deep understanding of the mission and goals of the charter school, preliminary planning for 2011-12 school year and training sessions on District initiatives	Spring 2011	Charter Team Members	Facilitator Fee = $500 Transportation, lodging, meals = $1740 Extended contract $30/hour X 16hrs X 12 people = $5760 $8,000
Charter School Visits 100 % of staff and administration will visit other charter schools to learn how to develop environmental, project and place based curriculum.	Visitations to environmental, project and place based charter schools. Examine what works and how. Meet with teachers to discuss useful design elements and practical day to day issues.	May 2011	Charter Team Members	Transportation, meals, lodging = $2080 Sub costs $220/person/day X 12 people X 3 days = $7920 $ 10,000

Measurable Outcomes	Activity	Date To Be Accomplished	Person/Position Responsible	Budgeted Amount Federal Charter Grant Funds
Environmental, Project and Place Based Education: 100% of staff and administrator to be trained in the development of an environmental, project and place based school, with a focus on instructional strategies	Training for staff with the help of expert consultants to educate group about environmental, project and place based instructional strategies	Summer 2011 and ongoing	Charter Team Member	Consultant Fee = $14000 Extended contract $30/hour X 80hrs X 12 people = $28000 $42,000
Community Resources Field Trips 100% of staff engage in community based excursions to familiarize themselves with the local resources in the community.	Staff will work to explore and build relationships with local businesses, organizations and individuals who will be essential for true place based learning. This is also critical to build community support for the school and students.	Summer 2011	Charter Team Member	Extended contract $30/hour X 60hrs total = $1800 $1,800
Issues in Diversity and Equity 100% of staff and administration participates in UW Extension Poverty Simulation	Staff will participate in UW Extension's Poverty Simulation designed to help improve understanding about race and the impact of poverty.	Summer 2011	Charter Team Member	Consultant Fee = $300 Extended contract $30/hour X 8hrs X 12 people = $2880 $3,180
Culturally Relevant Teaching 100% of staff attend workshop to improve their practice in the area of culturally relevant teaching.	All staff will begin to examine their own practice and beliefs in order to help promote a school culture and climate that truly values the rich diversity of our students, their families and our surrounding neighborhood community.	Summer 2011	Charter Team Member	Consultant Fee = $300 Extended contract $30/hour X 8hrs X 12 people = $2880 $3,180
Urban Agriculture Training 100% Staff and Administrator attend workshop through Growing Power Inc	Training on organic gardening and other related urban agriculture practices.	Summer 2011	Charter Team Member	Consultant Fee = $300 Extended contract $30/hour X 8hrs X 12 people = $2880 $3,180

Measurable Outcomes	Activity	Date To Be Accomplished	Person/Position Responsible	Budgeted Amount Federal Charter Grant Funds
Technology: 100% of staff and administrator will be trained in the use of SMART Boards, net books, wireless networking and other online communication and educational technology tools.	Staff and administrator will receive training on SMART Board, net books, wireless networking and other online communication and educational technology tools. (including the purchase and installation of related technology equipment and furniture)	June 2011	Charter Team Member	Consultant Fee = $3300 Extended contract $30/hour X 8hrs X 12 people = $2880 SMART Boards $1750 X 4 = $7000 Staff laptop computer $400 X 1= $400 Teacher netbooks $575 X 7 = $4025 B & W high volume printer $900 X 3 = $2700 Color printer $1000 x 1 = $1000 B & W workgroup printer $300 X 2 = $600 Multipurpose copier/ scanner/printer $5000 X 1 = $5000 Wireless networking system including all related components = $38755 $65,660

Completing the Application (cont'd)

VI-B. BUDGET SUMMARY—PHASE I			
Authorizer	Charter School Name	Grant Period Begin: August 1, 2010 End: July 31, 2011	Project Number *For DPI Use Only*

WUFAR Function	WUFAR Object	Phase I Amount	Phase II
Instruction (100 000 Series) Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s), *substitute teachers only*		
	b. Fringe Benefits (200s)		
	c. Purchased Services (300s)		
	d. Non-Capital Objects (400s) Supplies & Materials		
	e. Capital Objects (500s) equipment		
	TOTAL Instruction	**$0**	
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development and supervision.	a. Salaries (100s), *extended contracts*	$1,100	
	b. Fringe Benefits (200s)	$220	
	c. Purchased Services (300s)	$87,680	
	d. Non-Capital Objects (400s) Supplies & Materials	$8,000	
	e. Capital Objects (500s) equipment		
	TOTAL Support Services—Pupil/Instructional Staff Services	**$97,000**	
Support Services—Administration* (Associated with functions in 230 000 series and above.) Includes general; business; and central service administration.	a. Purchased Services (300s)	$10,000	
	b. Non-Capital Objects (400s) Supplies & Materials		
	c. Capital Objects (500s) equipment		
	TOTAL Support Services—Administration	**$10,000**	
TOTAL BUDGET	**Do not exceed 50% of Total Grant**	**$107,000**	

DPI Approval	DPI Reviewer Signature/Date

*Any administrative fees or expenses reserved from the sub-grant are prohibited unless agreed to by the chartering authority and the sub-grantee [Section 5204(f)(4)(B), NCLB Act 2001]. USDE staff has indicated that administrative expenses may not exceed 5 percent of the grant award.

Grant recipients may make budget adjustments up to 10 percent higher or lower in any approved category; changes larger than 10 percent require DPI approval.

Budget Revisions: Submit a copy of this page or PI-9600-B (see resources) with appropriate revisions included, with justification provided. Submit request at least 30 days prior to expenditure of grant monies.

VI-B. BUDGET SUMMARY—PHASE II

Authorizer	Charter School Name	Grant Period Begin	End	Project Number *For DPI Use Only*
		August 1, 2010	July 31, 2011	

WUFAR Function	WUFAR Object	Phase I Totals	Phase II Amount
Instruction (100 000 Series) Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s), *substitute teachers only*		
	b. Fringe Benefits (200s)		
	c. Purchased Services (300s)		
	d. Non-Capital Objects (400s) Supplies & Materials		$59,480
	e. Capital Objects (500s) equipment		
	TOTAL Instruction	$0	$59,480
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development and supervision.	a. Salaries (100s); *extended contracts*		$48,033
	b. Fringe Benefits (200s)		$9,607
	c. Purchased Services (300s)		$25,880
	d. Non-Capital Objects (400s) Supplies & Materials		
	e. Capital Objects (500s) equipment		
	TOTAL Support Services—Pupil/Instructional Staff Services	$97,000	$180,520
Support Services—Administration* (Associated with functions in 230 000 series and above.) Includes general; business; and central service administration.	a. Purchased Services (300s)		
	b. Non-Capital Objects (400s) Supplies & Materials		
	c. Capital Objects (500s) equipment		
	TOTAL Support Services—Administration	$10,000	$10,000
TOTAL BUDGET	Phase I plus Balance of Grant	$107,000	$250,000

DPI Approval DPI Reviewer Signature/Date

*Any administrative fees or expenses reserved from the sub-grant are prohibited unless agreed to by the chartering authority and the sub-grantee [Section 5204(f)(4)(B), NCLB Act 2001]. USDE staff has indicated that administrative expenses may not exceed 5 percent of the grant award.

Grant recipients may make budget adjustments up to 10 percent higher or lower in any approved category; changes larger than 10 percent require DPI approval.

Budget Revisions: Submit a copy of this page or PI-9600-B (see resources) with appropriate revisions included, with justification provided. Submit request at least 30 days prior to expenditure of grant monies.

Executive Summary

Please accept our Planning Grant application for Badger Rock Middle School (BRMS), a project based instrumentality charter school focusing on both cultural and environmental sustainability, developed in partnership with the Madison Metropolitan School District (MMSD). The BRMS Planning Committee, who is putting this proposal forward, is made up of a stellar group of community partners from the University, MMSD schools, local non-profits, and Madison businesses.

Badger Rock Middle School would be Madison's second charter school, and would be located in a new building designed expressly for the school, on 4 acres of property on the newly acquired grounds of Badger Resilience Center in south Madison. The property will be transformed into a world-class sustainability education center, urban agriculture farm, and a renewable energy demonstration site. In addition to the school, a neighborhood center, café, and small mixed-use development will be located on site, with an additional seven acres of Madison park property being transformed into an outdoor classroom, retention ponds and community gardens. The larger project is a collaboration between Madison based Center for Resilient Cities and internationally renowned Growing Power out of Milwaukee. Funding for the school design and building, as well as a school endowment, is being spearheaded by the Center for Resilient Cities, and already has close to a million dollars committed toward the project.

BRMS will serve 120 6th, 7th and 8th grade students, primarily from one of Madison's lowest income and underserved neighborhoods, where 76% of the students currently receive free/reduced hot lunch. In a neighborhood that is quickly approaching "at risk" conditions, the school will help reengage disenfranchised youth through an inquiry-based curriculum that emphasizes place-based education, relevant real world experiences, and a strong ethic of community involvement and collaboration. At BRMS students will explore issues of sustainability, local culture, interdependence, social justice, and global awareness. The school will combine the best features of traditional and innovative curriculum, propelling students to think critically and strategically, solve problems creatively and collaboratively and gain the knowledge and skills to become catalysts and change agents in their communities. In doing so, the school will meet and exceed all local and state academic standards and create a dynamic new model for holistic education based upon principles of sustainability.

Specifically, students will learn about urban agriculture, foodways, renewable energy, and other complex systems by investigating the school site, adjacent neighborhoods, and nearby natural areas. Students, teachers, and community partners will co-design interdisciplinary projects that excite curiosity, meet state standards, serve community needs, and generate products useful for assessing student learning. The year-around school will be flexibly organized with regular routines, emergent events, adaptable space, multi-age groupings, and culturally relevant experiences. Students will regularly solve authentic problems, work in collaborative teams, reflect on experiences, network globally, play educational games, and work for social justice.

A Planning Grant from the Wisconsin Department of Public Instruction will provide BRMS organizers and staff the resources and time needed to continue research, develop curriculum, visit other similar charter schools, attend conferences, receive training in project and placed based learning, culturally relevant teaching, sustainability, urban agriculture, assessment and working with at risk youth, among others. The Planning Grant would also provide initial support for the school's technology needs, allowing students to develop 21st century skills and have access to state of the art technology, even when they are doing fieldwork off site.

In a climate of increased financial strain on the district, increased poverty, and new mandates to close the achievement gap, we believe that Badger Rock Middle School could make an important educational contribution to our community and school district, while helping the Madison Metropolitan School District address and succeed in meeting many of the goals outlined in the new District Strategic Plan. Additionally, we have received outstanding support for the project so far, both locally and nationally, and believe Badger Rock Middle School will help funnel additional educational and monetary resources into our state and community.

We know that with a healthy, informed optimism and a well stocked tool kit, students from Badger Rock Middle School will become our future leaders, reshaping our communities in socially, ecologically and economically sustainable ways. We can't wait to get started! Thank you for your highest consideration.

Completing the Application Narrative

I. The Charter School Vision for Innovation

1. Describe the educational vision and philosophy which will drive your charter school planning effort including the underlying theories and research which support that vision. Include the following:
Project Background: Badger Rock Middle School (BRMS) is a project-based charter middle school focusing on both cultural and environmental sustainability, developed in partnership with MMSD, Madison-based Center for Resilient Cities, internationally recognized organization Growing Power of Milwaukee, Sustain Dane, Madison Urban Land Trust and a host of community partners. The school is one piece of a larger center for sustainability and urban agriculture education called the Badger Resilience Center. The school will be located on a four acre property in south Madison on a campus with a vibrant working farm, a community center, café, and adjacent City of Madison park.

BRMS will empower its students to thrive as citizens, entrepreneurs, leaders, collaborators and innovators, working to restore the natural world and better the cultural environment while creating just, nourishing and sustainable communities. The on-site farm, sustainable energy demonstration site and surrounding environment will serve as a living lab for students, allowing them to learn side by side with professionals, mentors and community members. Community partnership, service learning and citizenship are crucial elements of the school's overall vision to increase student engagement and strengthen relationships and learning outcomes.

The school will engage all members of the learning community in authentic experiences meant to help students, staff, and the community explore issues of sustainability, local culture, interdependence, social justice, and global awareness. The school will combine the best features of traditional and innovative curriculum, propelling students to think critically and strategically, solve problems creatively and collaboratively, and gain the knowledge and skills to become catalysts and change agents in their communities. In doing so, the school will meet and exceed all local and state academic standards and create a dynamic new model for holistic education based upon principles of sustainability.

Philosophy: BRMS is built upon a student-centered, holistic educational model, which helps students develop the knowledge, skills and attitudes they will need to become engaged citizens who can respond effectively to dramatic global change. This philosophy is based upon an organic worldview that recognizes the universe is made up of interconnected parts and systems that can only be fully understood in relationship to one another. This systems thinking approach will help students understand the complex interactions between natural and social systems, and develop strategies that facilitate student interests and investigations. Classroom work is based on authentic real world experiences that are rooted in sense of place and tradition and engage the whole person to think critically and live with compassion, energy and purpose.

Our school's philosophy subscribes to a participatory, inquiry based learning model that uses real-life projects designed by students and teachers as a basis for learning, with a strong emphasis on helping foster social change within the local community. The students will learn using the context of "place", be it the school, neighborhood or the larger community. This place-based curriculum provides relevant and meaningful service learning and community collaboration experiences for students, outside in our gardens in partnership with farmer/mentor Will Allen and Growing Power and beyond the classroom walls. The school's curriculum is both theme based and interdisciplinary, with a blurred line between typical "subjects" and a strong emphasis upon nurturing an ethic of caring, between students, staff, families, people of diverse cultures and between diverse species.

Using the Environment as Integrating Context for Learning model (EIC), BRMS will use the natural and cultural environments as a comprehensive focus and framework for learning in all areas, general and disciplinary knowledge, problem solving, thinking skills and basic life skills.

Underlying Theories of Research

A focus on the environment for promoting learning is not a new concept in Wisconsin. According to the Wisconsin Administrative Code [see PI 8.01(2)(k)], "environmental education objectives and activities shall be integrated into the kindergarten through grade 12 sequential curriculum plans, with greatest emphasis in art, health, science, and social studies" in every school district.

A variety of research on the specific instructional strategies of Environmental-Based Education (EBE)/Place-Based Education (PBE) has brought about consistently promising results in terms of academic achievement and, to a secondary degree, environmental behavior.

In a widely cited report prepared by California's State Education and Environment Roundtable titled *Closing the Achievement Gap: Using the Environment as an Integrating Context for Learning,* Lieberman & Hoody (1998) discuss findings from a study of 40 schools (representing elementary, middle, and high-school levels) located in 12 different states that implemented EBE strategies. Evidence based on survey results, site visits, interviews, and gains on standardized test scores and G.P.A.s suggests that students learn more effectively within a comprehensive environmental-based educational framework than students within a more traditional, compartmentalized educational framework. Observed benefits of EBE focused schools included an increased performance on standardized tests measuring academic achievement, a reduction in behavior issues, and a qualitative change in student engagement and motivation.

More recent quantitative and qualitative studies (Athman and Monroe, 2004; Falco, 2004; NEETF, 2000) document the same benefits, even expanding the range of positive effects. For example, Falco (2004) found that students in 10 middle schools in South Carolina participating in a program that used the environment as an integrating context (EIC) showed a degree of improvement in attendance, discipline, and academic achievement. Powers (2004) notes some especially intriguing initial findings concerning students with special needs and ESL students. Qualitative data indicates that students with a range of special needs perform better during place-based learning activities.

One common and important characteristic of many of these successful programs is that the environment and environmental issues are the focus of the majority of a school's curriculum. Consequently, successful PBE programs utilize several means of connecting students to place. One method gaining recent popularity in the U.S. is the school gardening movement. In a review of 12 quantitative and 7 qualitative studies on gardening projects within U.S. schools, Blair (2008) notes some positive and significant trends. For example, 9 of the 12 quantitative studies demonstrate that students engaged in school gardening programs attain higher science achievement and improved food consumption behavior. Common themes among the 7 qualitative studies include an increase in student bonding and teamwork and an improved school attitude.

Another noteworthy feature of many EBE/PBE curricula is strong tendency towards using student-centered approaches such as project-based learning. Project-based learning is consistent with constructivist approaches to education that assume students need opportunities to construct knowledge by asking and refining questions, direct investigation, interpreting and analyzing information, and drawing conclusions (Rivet and Krajcik, 2004; Blumenfeld et. al., 1991). Scholars in science education appear to be at the forefront of this research. A growing body of literature indicates that Project-Based Science (PBS) yields significant positive results for students. For example, a team of researchers has been working on a large-scale PBS project in collaboration with the Detroit Public School District. Results indicate that a standards-based, inquiry science approach increases standardized achievement test scores, including a decrease in the gender gap among African-American males (Geier et. al., 2008). Equally promising, results from Cuevas et. al. (2005) indicate that an inquiry-based approach to science education for elementary students is effective for promoting students' inquiry ability, including their ability to plan procedures and draw conclusions. In their study, low-achieving, low-SES, and ELL-exited students showed significant gains in these areas.

In addition to Environmental and Place-based Learning, Service Learning has also been shown to have a significant impact on student learning and student efficacy. Service-learning — partly through its effects on students' sense of community and positive school climate — may especially help to increase the engagement and motivation of disadvantaged students. Brandeis University researchers found that service-learning's academic and civic impact was even greater for lower-income, minority, and more at-risk youths (Center for Human Resources, 1999). Additionally, a Search Institute evaluation of the National Service-Learning Initiative and the Generator Schools Project 4 concluded that students who were most at risk or more disengaged from school when they got involved in service-learning saw positive changes during the time of their involvement. By the end, they were more likely than other students to: believe they were contributing to the community; be less bored than in traditional classrooms; be engaged in academic tasks and general learning; and be more accepting of diversity (Blyth, Saito, & Berkas, 1997).

The studies discussed above represent some of the larger contributions to the broad field of environmental education research, including project-based learning and service learning. Individual case studies from a wide range of school settings document the success of each of these approaches to teaching and learning. We do not want to romanticize the power of EBE, PBE, Service learning or project-based approaches as, obviously, no "magic bullet" exists that will address all of the issues faced by our school district. However, a growing body of research leads us to believe that using the environment and a culture of service to others as an integrative context in the curriculum provides successful and promising strategies.

a. Describe the community in which the charter school will be located, its students and the needs and interests to be served by the charter school.

BRMS will be located in South Madison and will serve the Madison Metropolitan School District (MMSD), which currently serves over 24,000 students. In a city where neighborhood schools comprise one of the primary building blocks of community life, the proposed home of BRMS is significant in that its neighborhood school – known as the Badger School - was closed down in the 1970s and never reopened. BRMS will be built on the grounds of this former school, on a four acre property, adjacent to a City Park and an additional four acres of vacant city property. In addition to a charter school, the four acre property will feature an innovative urban agriculture research center and demonstration site (greenhouses, compost, live animals, vermiculture, tilapia farm) and a built-in alternative energy demonstration site. It will also include a community center, a much needed social and recreational hub for this neighborhood, as there is currently no meeting place in the vicinity. Three additional adjacent acres are owned by the City of Madison and not currently in use. The City is considering use of this land for this project, and has also agreed to allow redevelopment of adjacent City of Madison Park property, adding another 4 acres to the site, for an approximate eleven acre total.

Students attending BRMS will come primarily from the LaFollette High School attendance area on the City's far-east side, an area with the fastest increasing enrollment in Madison. Students in this attendance area have a high degree of ethnic diversity and even more so in the immediate neighborhood adjacent to the school. BRMS will serve 120 6-8th grade students in mixed age classrooms, starting with 100 students the first year and growing to 120 students the second year.

Between 50-75% of the student body will come from the adjacent Rimrock Road and Badger Road neighborhood, an area quickly approaching "at risk" conditions, where over 76% of the students receive free/reduced hot lunch. In addition, these students are bused 45 minutes away to Sennett Middle School, where their school has little or no connection to their home life.

The neighborhood's test scores indicate a need for new approaches to reaching these students. Data shows that the students in the Badger Rock neighborhood are falling behind their peers across the city, which indicates that their learning needs may not be being served by MMSD's current structure. Grade point averages (on a 4.0 scale) from students in the target neighborhood average 1.58 for 7th grade and 1.98 for 8th grade, which are lower than Sennett 7th grade average of 1.67 and all Sennett 8th grade average of 2.14. Culturally relevant, authentic, hands-on project-based education with an inquiry-based focus and opportunities for real life engagement have great possibilities for influencing these youth. Research indicates that smaller class sizes, with project based and hands-on learning in a year-round setting greatly increases student's chances for success. We believe our proposed charter school will reach these students and help them succeed.

The goals for the remaining 25-50% of the student body are to draw from other Madison neighborhoods and to reflect the racial and economic diversity of the city. These figures will be finalized during the planning grant phase.

b. Describe how the concept of a "charter school" was introduced? Who initiated the concept and why?

A passionate group of Madison community members began meeting regularly during the winter of 2009 to discuss the idea of creating a green or environmental charter school with a strong cultural and community focus. The group consisted of educators (MMSD, DPI, community and University at all age levels), business leaders, parents, PhD students, and leaders from non-profit organizations. Group members came together with a great desire to create new and innovative educational opportunities for the Madison community that are currently unavailable to MMSD students.

The educators in the group were interested in proposing a place and project-based concept with both environmental and cultural awareness as the centerpiece for curriculum. Parents were excited about a school that would engage children more deeply with the natural world, using the outdoors as a comprehensive framework, with real world opportunities to learn about sustainability and engage in deep community collaborations. In fall 2009, the group developed a partnership

with the Center for Resilient Cites and Growing Power whose project, educational, environmental and cultural goals were synergistic and paralleled their own. Community members agreed that the timing was right and support was high. Furthermore, the proposed school strongly supported key agenda items in the MMSD's new strategic plan. Meetings occurred for almost a full year before a final proposal was delivered to the Madison Board of Education in January of 2010, at which time the school board voted unanimously to move forward with the Planning Grant application to the State Department of Public Instruction.

c. Include a vision or mission statement.

Badger Rock is a project and place-based middle school, with a focus on cultural and environmental sustainability. Students will learn about urban agriculture, foodways, renewable energy, and other complex systems by investigating the school site, adjacent neighborhoods, and nearby natural areas. Students, teachers, and community partners will co-design interdisciplinary projects that excite curiosity, meet district standards, serve community needs, and generate products useful for assessing student learning. The year-around school will be flexibly organized with regular routines, emergent events, adaptable space, multi-age groupings, and culturally relevant experiences. Students will regularly solve authentic problems, work in collaborative teams, reflect on experiences, network globally, play technology-based interactive games, and work for social justice. The school will model environmental sustainability in its buildings and facilities and best practices in sustainability education. BRMS will prepare our diverse student citizens to meet the challenges of the 21st century, helping them thrive as environmentally responsible, justice-oriented problem solvers and life-long learners.

d. Describe why a charter is needed to achieve the vision. How is the school innovative or unique and how will it differ from the schools now currently available to students in the district? Why can't the vision be accomplished by merely adding a program to existing offerings?

BRMS reflects a local and national trend toward rethinking our educational practices, as they relate to individual and community wellness, best practices for engaging students and best practices for promoting civic engagement and citizenship. These ideals are especially important now in light of new information about the threats of climate change. The number one challenge during our lifetime is reconciling the impact of human existence with the limits of our ecological systems. The qualities, depth and extent of learning that takes place globally in the next ten to twenty years are critical to the human future. The "Great Work" ahead is remaking our human relationship with the earth and rethinking how we provide food and shelter, use materials, earn our livelihood, and protect and nurture our young. Education is the core and is essential element needed to create a generation equipped to respond to these enormous challenges. The stakes have never been higher for students in MMSD to become active engaged citizens, who are critically aware, engaged with their neighborhoods, and learning how to work together to change their communities and become stewards of the earth. We think a new educational model is needed to address the challenges ahead.

BRMS is being proposed because there is currently nothing like this available to MMSD students, though and there is increasing demand for this kind of school within our community and district. The kind of in-depth project-based curriculum and sustainability education that BRMS will offer and model could not be created by simply adding a class or program to an existing school. Additionally, the timing is right, and the caliber and expertise of collaborating community partners that have joined forces to develop this partnership is outstanding. The partnerships and site could not be replicated in any existing MMSD school or context. Further, the neighborhood and students who would largely be served by this project are some of the MMSD's most needy and challenged youth. We believe creating BRMS can help our school district and community model and chart a progressive approach to sustainability education that can respond proactively to these challenges and can be replicated in diverse ways across the city. Specifically, a charter school is necessary to achieve the vision for a number of reasons. In addition to the at risk conditions of this neighborhood, the 76% poverty rate of students in the adjacent neighborhood, subsequent low test scores, there are ample other reasons why a charter school is needed to achieve this vision:

The heart of the Wisconsin Charter Law is built around the complementary concepts of autonomy and accountability. The BRMS Governing Council will provide essential leadership for the autonomous and innovative functioning of the charter school. Made up of a majority of community members; the governing council is a fundamental reason that the vision is so much more than a program which does not have a governing capacity and strong community contributions. The Council will provide the strategic leadership for the charter school; work in partnership with MMSD leadership; and ultimately be held accountable for the success of the charter school's vision.

Site, Partnerships & Community Collaborations This school's vision is only possible because of the site, the location and the outstanding community partnerships. The same vision could not happen within an existing school, or on different

grounds because of the synergy of the partnerships, the opportunities for on-site service learning, civic engagement and collaboration. A gardening and sustainability operation of this magnitude, run by Growing Power is a unique and integral feature that would not be possible in the traditional educational setting.

Smaller Class Size A charter would provide a smaller teacher to learner ratio for the middle school level (Our goal is 20 students to one teacher, with a ten students to one adult ratio, when including support staff). Classes would be further supported by adult volunteers. The charter will provide the flexibility necessary to implement this staffing model.

Flexible Schedule and Teaching Approaches A charter would allow the school the freedom to meet and exceed the state standards, and would support teachers to take different and more effective approaches to engage the students in hands-on, project based learning that engages children in learning and makes the curriculum meaningful and relevant to the student's own lives. Due to scheduling constraints and school days that respond to bell schedules to begin and end learning times in often false ways, a charter is needed to lift these constraints and allow continuous, flexible learning opportunities.

Neighborhood School=Increased Parental Involvement Prospective students from the neighborhood are currently bused out of their neighborhoods to Sennett Middle School, a 45 minutes bus ride one way. Teachers at Sennett report that these student's school and home lives are not naturally connected because of the distance. For the past 2 years Sennett has hosted their all school picnic in the proposed Badger school neighborhood in an effort to connect families with the school. This has met with great success and indicates that a neighborhood school, especially one with an adjacent community center hub would create a higher degree of family involvement. Again, the charter will allow us to provide a neighborhood school where there currently is not one and provide important options as parents consider the educational needs of their children.

Timing/Urgency There is great momentum both locally and nationally for this kind of school/community sustainability and food initiative. Additionally, there is a real urgency for schools across the country to figure out how to be more responsible environmental citizens, how to fulfill their obligation to address climate change, and how to reflect those values in their curriculum. The BRMS charter will provide MMSD a fast and flexible way to test new concepts and educational approaches on a small scale to see what might be applicable to the larger district.

Middle Class Flight Many middle class families are choosing to leave MMSD due to a lack of options for certain learners who might excel in a school that emphasizes project-based and place-based strategies in an environmental context. The experiential learning style and educational framework of BRMS concept would appeal to many families who might otherwise leave the district. The charter will provide middle class families throughout Madison with more educational choices.

2. Describe how your charter school addresses *one or more* of the following educational priorities:

a. Serves children at risk as described in s.118.153 (1) (a), Wis. Stats.;

Effective at risk programming has shown that students need to have significant relationships in the school setting and have a greater understanding about how their learning is linked to real life. Students in BRMS will have a lower staff-to-student ratio and be placed in multi-age advisories which will serve as their home base over the course of three years. This configuration and smaller overall school size provides each student the opportunity to connect closely with staff and find at least one true mentor, in addition to a much stronger sense of community with their peer group.

In addition to developing more personal and meaningful connections, at risk students need opportunities to study topics and issues that are of interest to them, that are perceived as real and authentic and allow them to have a chance to feel needed and valued in their community. At BRMS students will be integral partners in the design and development of the projects and activities in which they are engaged. Students will work extensively with community partners and out in the field on a variety of activities including urban farming, place-based games, and rich service learning projects.

One additional key component of effective at risk education is to have a strong approach to literacy instruction. Students at BRMS will have time set aside for regular independent reading to foster a habit and passion for reading. Research shows that the amount of time students read and the ability to choose literature that is appropriate and interesting to them has a direct correlation to their success. Likewise students will also be writing regularly in a variety of formats, often for authentic audiences. Staff will work closely with students to monitor progress as well as provide individual and small group strategy instruction to help improve their reading and writing skills. Reading and writing will be integrated

throughout the course of almost every project students complete but in a way that provides student ownership of their work, which is essential for the success of at risk students.

c. **Closes the achievement gap;**

The achievement gap is often exacerbated during the three months of summer vacation. Students from low-income families are less likely to attend academically enriching classes and engage in other types of educational activities compared to their economically advantaged peers. At BRMS, students will have the same number of days in school and on vacation as the traditional Madison schools; however, students will have more frequent and shorter breaks. By shortening the break during the summer, students will retain their previous experiences, reduce the lag time that usually exists in September and potentially decrease the need for remediation.

Meaningful service learning has been shown to have a significant impact on closing the achievement gap. Students at BRMS will have many opportunities to work on projects that help them make deeper connections to their community, which ultimately improves their sense of self efficacy and ability to make real and lasting change. Students will become a real asset to the neighborhood and surrounding community. Our unique partnership with the organization Growing Power Inc. and founder Will Allen, provides yet another avenue in which we can work to close the achievement gap. Will Allen is a strong and accomplished African American visionary with a proven track record helping transform disconnected youth and a deep desire to foster passion for learning and growing in young people.

The staff at BRMS will participate in an ongoing series of professional development workshops based on the work of Advisory Board member Professor Gloria Ladson Billings. Ms Billings will help educators ensure that the heart of the school and its curriculum is culturally relevant for all of the students. This commitment to a more reflective practice along with an emphasis on projects with real-world applications, (including the use of mobile technology and games), will provide additional incentive to those students who feel disconnected from traditional curricula.

d. **Places an emphasis on building reading skills;**

Daily reading and writing routines will provide vital practice for excellence in literacy for all students. Throughout the school year students will consistently be engaged in daily personal reading time for enjoyment and in-depth independent non-fiction reading as they delve into inquiry-based projects. Additionally, students will use the Internet and a wide range of professional journals, organizational newsletters, and comprehensive newspapers as they seek information to extend their knowledge. The attention to personal choice and access to a variety of relevant reading material that is keenly linked to students interests will increase their engagement with reading overall. This connection is an essential foundation for sound literacy skill building. Those who struggle with reading will have many opportunities to grow, using targeted strategy instruction as they learn within a setting that offers a small teacher-student ratio and more personalized instruction. For further description, please see section b above.

f. **Promotes educator quality;**

Teachers will be continually engaged with immediate peers in informal and formal professional development related to the DPI State teaching standards. With a constant eye to professional growth, the staff of BRMS will work collaboratively to use researched best practices, be familiar with professional literature, and challenge themselves to put these ideas into practice. Like other MMSD teachers, BRMS teachers will use contractual Visitation Days to observe others and take classes to deepen their curriculum knowledge, expand or improve their teaching strategies and think about assessment in ways that inform their teaching. Research-based curricula will be developed focusing on best practices, multiple intelligences, learning styles, cultural relevance and problem-solving strategies. Teachers will have ample opportunities to connect with the resources of MMSD, the University of Wisconsin, Edgewood College, and the expertise of professionals at other charter schools. As part of a learning organization, BRMS staff will have time to reflect on their own growth and explore their own questions through reflective practice and teacher action research.

g. **Promotes career or technology education**

Technology will be a critical tool in supporting and extending individual thinking and collaborative inquiry and preparing students for success in the 21st century. Each student will have ready access to a netbook personal computer along with GPS equipment, digital measuring instruments, cameras and more to extend or refine their learning. Through personal experience students will become aware of how technology is used in multiple professional disciplines, such as science, art, landscape design, etc. Students will use a variety of place-based games and game-based curricula developed at the UW-Madison Local Games Lab to investigate cultural and natural environments. These games use mobile devices,

realistic simulations, and real world challenges, roles, and data to structure fieldtrip experiences. Place-based games will be an important part of BRMS where students will work with graduate students from the University of Wisconsin to develop and play these games.

Throughout their school experience, BRMS students will be exposed to a wide variety of working adults with a variety of careers who might serve as resources for individual or group projects. Learning about the rich and exciting possibilities of work will happen as a natural and regular part of the school experience as students connect with a wide range of adults.

h. Encourages parent and community involvement

One of the most exciting aspects of this school is the incredible opportunity for parent and community involvement. The Center for Resilient Cities' offer to combine the school with a neighborhood center and Growing Power's urban community garden invites collaboration on multiple levels. We have gathered a groundswell of community support from Madison area businesses and local organizations that support the vision and mission of the larger project and BRMS's charter (see the listing of project partners in Section III). For a significant portion of our targeted student body the location of this school in the Moorland-Rimrock neighborhood will make it much easier for families to access the school and adjacent neighborhood center hub creating the possibility for a higher degree of family involvement with their child's academic lives. Diverse family cultures will be valued and embedded into our school as students and staff will routinely seek out ways to blur the lines between school and neighborhood. The hope is to create an environment that is rich with a variety of adult mentors as well as a place where parents feel like genuine partners in their child's education.

i. Provides effective pupil services, special education and prevention programs to support learning.

The curriculum will be designed to help students contribute to their growing, thriving learning community where they are expected to spend time supporting one another as they learn to be resilient, healthy citizens. The smaller teacher to student ratio and the opportunity for more individualized instruction will help students across ability levels both academically and emotionally. Having staff members working with students for three consecutive years also allows for a much deeper understanding of the student's strengths and needs as well as the time necessary to build strong support networks with family and others. Staff allocations will be sufficient for a part-time guidance counselor, school psychologist and social worker to be available to students. In addition, it will be a priority to hire staff with dual certification to offer additional support to students who might benefit from extra services for learning or social needs. Pupil services staff will be seamlessly woven into the teaching/coaching structure in such a way that it will be hard to distinguish their separate roles. This provides the greatest support to help meet all students' individual needs. This integrative services model has also been shown to be extremely effective with students.

j. Promotes and develops 21st Century Skills.

21st Century Skills will be cultivated through the use of project-based and integrated curriculum. The sustainable energy demonstration site, on-site organic farm and surrounding environment will serve as a living lab for students. Skills such as collaboration, flexibility, use of technology, imagination, problem-solving and critical thinking will be emphasized and deeply embedded in student experiences and learning. BRMS students will frequently practice teamwork to achieve tangible results while learning the following skills: consensus decision-making, planning, reading and writing in real world contexts, active listening and the use of a wide variety of technologies to communicate. Creating scientific mindsets, reliance on inquiry, personal and social responsibility, prioritizing and developing effective time management skills will also be a strong part of the Badger Rock experience. Students will leave 8th grade with a solid understanding and proficiency with these essential tools for 21st century success as well as the Wisconsin Model Academic Standards in technology.

3. Provide a description of:

a. The grade levels of children to be served;

BRMS will enroll students in grades 6, 7 and 8. Instruction will include grade-level classes in addition to flexible multi-age groupings.

b. The primary educational model to be used

The primary educational model integrates place and project-based learning.

Place-based learning is rooted in what is local—the unique history, environment, culture, economy, literature, and art of a particular place--that is, in students' own "place" or immediate schoolyard, neighborhood, town or community. This is the

lens they use to study a wide variety of issues. Students will also have the opportunity to engage in project-based learning which invites students to follow their own passions and interests to design an independent project, conduct appropriate research and prepare a way to communicate their findings effectively to others. This work is all conducted within the Wisconsin Model Academic Standards.

c-d. The measurable goals of the charter school for each of the first 3 years and the means of measuring them.

Target Audience	Measured By	Year One Goal By the end of 2011-12 school year	Year Two Goal By the end of 2012-2013 school year	Year Three Goal By the end of 2013-2014 school year
Governance Board	Governance Board Meeting Minutes. Documentation of attendance at trainings.	100% of Governance Board Members will be trained in Roberts Rules as well as Governance and Charter Bylaws. 100% of Members trained in fiscal management	100% of new Governance Board Members will be trained in Roberts Rules as well as Governance and Charter Bylaws. 100% of new Members trained in fiscal management	100% of new Governance Board Members will be trained in Roberts Rules as well as Governance and Charter Bylaws. 100% of new Members trained in fiscal management
Staff Professional Development	Surveys, conference/work-shop registration, feedback forms	A minimum of 90% of staff will participate in professional development opportunities. Staff members will train other staff about what they learned.	A minimum of 90% of staff will participate in professional development opportunities. Staff members will train other staff about what they learned.	A minimum of 90% of staff will participate in professional development opportunities. Staff members will train other staff about what they learned.
Parent Involvement	Parent Sign-in Forms, Volunteer Logs	50% of families are participating in school events or volunteer opportunities	70% of families are participating in school events or volunteer opportunities	90% of families are participating in school events or volunteer opportunities
Increase Neighbor-hood/ Business Partner Involvement	Partnership Involvement Form	There will be a minimum of five neighborhood and business partnerships developed during the year.	There will be a minimum of five additional neighborhood and business partnerships developed during the year.	There will be a minimum of five additional neighborhood and business partnerships developed during the year.
Create Positive Climate for Students/Parents and Staff	Climate Surveys administered in the Spring of each school year	85% of Students, Parents and Staff will feel a positive connection with school.	90% of Students, Parents and Staff will feel a positive connection with school.	95% of Students, Parents and Staff will feel a positive connection with school.
Student Attendance will Improve	Attendance Data	100 % of Students will have a minimum 94% attendance rate or better.	100 % of Students will have a minimum 94% attendance rate or better.	100 % of Students will have a minimum 94% attendance rate or better.
Student Continued Enrollment at BRMS	Enrollment Data	90% of students will remain for entire school year. 90% of students opt to return to BRMS the next school year.	90% of students will remain at school for entire year. 90% of students in their second year at BRMS return the following school year.	90% of students will remain at school for entire year. 90% of students in their second year at BRMS return the following school year.
Minimize Out of School Suspensions and Behavioral Referrals	Infinite Campus Student Behavior Data Tracking System	Suspension rates will be below 10% for the year. Less than 20 % of student population will receive behavior referrals.	Suspension rates will be below 8% for the year. Less than 15 % of student population will receive behavior referrals.	Suspension rates will be below 5% for the year. Less than 10 % of student population will receive behavior referrals.
Students will show a greater desire to engage in service with	Student Surveys	75% of students will report a favorable attitude toward service learning	85% of students will report a favorable attitude toward service learning	95% of students will report a favorable attitude toward service learning

e-f. The measurable student achievement goals for each of the first 3 years and the means of measuring them

Expected Student Outcomes	Measured By	Year One Goal By the end of 2011-12 school year*	Year Two Goal By the end of 2012-2013 school year	Year Three Goal By the end of 2013-2014 school year
Students will be proficient in Reading	WKCE Results or Equivalent	75% of students will be proficient in Reading as measured by the WKCE (or equivalent) test. *	85% of students will be proficient in Reading as measured by the WKCE (or equivalent) test.	90% of students will be proficient in Reading as measured by the WKCE (or equivalent) test.
Students will be proficient in Language Arts	WKCE Results or Equivalent	45% of students will be proficient in Language Arts as measured by the WKCE (or equivalent) test.*	55% of students will be proficient in Language Arts as measured by the WKCE (or equivalent) test.*	65% of students will be proficient in Language Arts as measured by the WKCE (or equivalent) test.*
Students will be proficient in Math	WKCE Results or Equivalent	65% of students will be proficient in Math as measured by the WKCE (or equivalent) test. *	80% of students will be proficient in Math as measured by the WKCE (or equivalent) test.	85% of students will be proficient in Math as measured by the WKCE (or equivalent) test.
Students will be proficient in Science	WKCE Results or Equivalent	65% of students will be proficient in Science as measured by the WKCE (or equivalent) test. *	80% of students will be proficient in Science as measured by the WKCE (or equivalent) test.	85% of students will be proficient in Science as measured by the WKCE (or equivalent) test.
Improvement on Nationally Standardized Test	Nationally Standardized Test Scores (To Be Determined)	85 % of students will show progress on test from fall to spring.	90 % of students will show progress on test from fall to spring.	95% of students will show progress on test from fall to spring.
Students will show proficiency in technology skills	Performance Assessment	50% of students will show proficiency with technology skills.	70% of students will show proficiency with technology skills.	90% of students will show proficiency with technology skills.
Students will demonstrate a greater understanding of environmental issues.	Bi annual surveys and in class	70 % of students will show growth between the initial and the exit environmental survey.	80 % of students will show growth between the initial and the exit environmental survey.	90 % of students will show growth between the initial and the exit environmental survey.
Improvement in writing skills	Performance Assessment & Student Portfolio	70 % of students will show growth in their writing skills over the school year	80% of students will show growth in their writing skills over the school year	90% of students will show growth in their writing skills over the school year

** Year One data is based on present WKCE scores from Sennett Middle School, which is the middle school that a majority of BRMS students would come from. Students take the WKCE right away in the fall so there is very little time for added instruction. This data will serve as a baseline score to show genuine improvement over five years.*

4. Describe the charter school's five-year professional development plan by answering the following questions:

a. Specific competencies, skills and knowledge

Knowledge: BRMS teachers need to

- understand patterns of growth of middle school age children and recognize the wide range and variety of differences within the age group;

- know the content underlying the core academic well enough to lead their students to ask questions and search for answers to intellectually challenging academic problems;
- know the community that the school serves and be sensitive to issues of race equity;
- be knowledgeable about organic gardening/agricultural and practices that enhance a sustainable environment.
- use technology to enhance classroom learning; and
- know about Madison community resources and expertise relevant to BRMS goals and activities.

Skills and competencies of teachers and support staff:
Teachers and support staff should be skilled in recognizing and using one another's strengths and able to work collaboratively with one another and with BRMS students in achieving BRMS objectives, including developing a language that expresses the values and culture of the school.

They should be able to:
- connect academic subjects to such out-of-classroom activities as gardening, gaming, civic and community involvement, and able to mine out-of-classroom activities for academic relevance.
- direct multi-disciplinary study that is responsive to the diverse backgrounds of BRMS students and their differing learning styles and strengths.
- lead and encourage problem oriented activities and studies.
- build a caring community in the classroom, one that recognizes mutual interests and that begins a commitment to lifelong learning.
- use a variety of means and techniques to observe and record evidence of student learning and document academic productivity and growth during each school year (e.g. compiling, with each student, a portfolio of growth in academic and other practical accomplishments
- improve school effectiveness through evaluations enhanced by classroom, school, and community action research.

b. Five-year plan for developing and/or extending required competencies, skill and knowledge for teachers and administrators
The resident teacher staff of BRMS will be recognized as curriculum experts who teach one another and who teach themselves most of what they need to know. The most important teacher development resource consists of the teachers themselves.

Teachers and support staff, at least one of them the supervisor/manager of the gardens and greenhouse, will be expected to collaborate with one another, with their students, and with community and parent partners in developing curriculum and appropriate class and out-of-class activities. There will be systematic opportunities for collaborative planning throughout the school year and, if deemed desirable, for collaborative teaching, all as part of a program of staff development.

Key to staff development will be ongoing planning and study groups, beginning as soon as teachers and staff are identified, in Spring, 2011, and continuing throughout the school year. They will begin with a 3-day retreat, with a facilitator, for team building. Pairs of teachers and staff will spend an additional two days visiting regional schools, with similar goals and educational approaches, and then reporting and discussing these with the whole staff.

During Summer, 2011 teachers and support staff will spend 3 weeks in an intensive learning and planning seminar to enhance existing understandings of classroom practices of culturally relevant teaching and race equity, plan a flexible outline of the school year, work with a consultant/facilitator on varied methods of authentic assessment of student learning and the evaluation of the level of achievement of school productivity goals.

Individual and group planning sessions will take place each week during the regular year. During the school year, teachers may form action research teams to examine questions of student achievement, behavior, and attendance, and community and parent participation.

Teachers and support staff will meet for 1-2 days at the end of each term, throughout each year, to share evaluations of student achievement, based on evidence of student learning and student's products. These times will also provide opportunities for teacher study groups to share findings of action research or other study projects with their colleagues.

At the end of the first five years, teachers will spend a week in the summer evaluating the school's progress in meeting BRMS goals, adjusting plans for the following year, continuing their on-going study of culturally relevant teaching and teaching for race equity, and strengthening techniques of authentic assessment.

c. Inducting new employees into BRMS.
Newly appointed teachers and support staff will be recruited who meet the same high standards that guided initial appointments. Experienced as well as new teachers will immediately join one or more study groups and be part of a team planning teaching and learning for a particular group of BRMS students.

New teachers who are recent graduates will be assigned a mentor teacher who will assist the new teacher in writing a Professional Development Plan that fits into the overall goals and needs of BRMS. Those teachers will also join study groups (probably connected to their PDPs) and participate as members of teams planning for, assessing, and evaluating student learning.

II. Governance and Autonomy

1. **Charter schools are exempt from state requirements regarding public education unless specifically referred to in state statute. Identify which of these state exemptions the school will take advantage of in order to maximize the flexibility afforded to charter schools by state law. Please refer to the link to s. 115-121, Wis. Stats., in the resource section of this application for specific statutory language.**

BRMS would seek to be exempt from all state requirements with the exception of the specific statutory requirements regarding health and safety as outlined in WI Statute 118.40.

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

No waivers from federal statutory or regulatory provisions sought at this time.

3. **Charter schools should be provided maximum autonomy and flexibility. Please identify all school board policies that will be waived for this charter school. Such waivers must be included in the charter contract. This question does not apply to independent (2r) charter schools.**

We are seeking waivers from official MMSD School Board Policy to allow for maximum flexibility and autonomy. We will seek a waiver with respect to the school calendar, so that BRMS can operate on a year round schedule (180 days). Other waivers will be sought to excuse the requirements of world languages, physical education, and fine arts. Each of these activities will be incorporated into the school experience in an alternative fashion. Staff at BRMS will also be excused from MMSD Professional Development and in-service days, as teachers will be engaged in very site-specific professional development.

During the planning grant phase additional policies may be identified that require waivers. However, at this time, only these issues have been identified.

4. **Charter schools have a separate governance board that is legally able to contract with the authorizer. This board has autonomy and control over charter school policies, procedures, personnel, instructional programs and the budget.**

a. Describe your plans to establish an independent charter school governing board if you have not done so.
BRMS is currently working with a three branch planning committee for its organizing structure. The three Advisory Boards include Educational, Business/Community, and Operational/Site and are overseen by the Executive Committee, which consists of leaders/co-leaders of each advisory board and project founders. During the late summer of 2010, the Executive Committee will be organizing the Governing Board that will be formed by late October 2010. The Governing Board will consist of volunteer community members with diverse professional experience in education, educational law, finance, governance, community partnerships, sustainability, environmental education, culturally relevant teaching, etc. They will have 2-3 year term commitments. Governance bylaws, policies and procedures will be outlined prior to receipt of the planning grant, developed during the planning grant phase, and in place before the implementation phase of the grant begins. The Governing Board will first establish its by-laws, and then proceed to negotiate a charter contract with the MMSD Board of Education. This contract will be secured by January, 2011. The Governing Board will meet each month and have designated Advisory Committees (the same as during planning phase, possibly with a few additional

groups, including Fundraising, Marketing, Outreach and Governance) made up of a majority of community members and parents—that leads the multi-faceted work of the school. The Governing Board will be responsible for developing a strategic plan for the school as well as evaluating and updating it each year. They will also work with supporting committees to develop a marketing plan for the school to help recruit students and community partners.

To strengthen the autonomy of BRMS, the Governing Board will seek to establish a non-profit status for the charter school. Together, the Governing Board with support from the Advisory Committee leadership will establish a non-profit foundation and endowment that will support the multiple projects and student's initiatives of the school, and generate funds through local and national foundations, private support and grants.

Advisory Committees will meet on a monthly basis once the school is open. An Executive Committee will be developed that represents both the Governing Board and Advisory Committees, and will serve as members to the larger Badger Resilience Center Board, which oversees the larger project and ensures that the school is working most effectively within the community partnership.

b. Describe the authority this governing board will have to make decisions regarding budgets, personnel, and curriculum, charter school policies and overall operation of the charter school.

BRMS will be an instrumentality school within MMSD as delineated in Wisconsin State Charter Law. The BRMS Governing Council will be responsible for the budget, curriculum, personnel, calendar, and policies and of BRMS detailed in the Charter School Contract developed between the MMSD School Board and BRMS. The Governing Board will have the authority to make decisions regarding the overall operation of the school as long as it meets MMSD and DPI regulations and policies, unless mutually determined to be exempt from such policies.

The Governing Board will work hard to maintain the existing relationship between MMSD and MTI and work to ensure that BRMS operates under conditions that have been negotiated into the collective bargaining agreement between MMSD and MTI. Any necessary Memorandum of Understanding would be negotiated in full collaboration with MMSD and MTI. Our intent is to be fully compliant with and work as part of MTI structure and be as transparent as possible. During the planning grant phase, we will work with the MMSD and MTI to learn how to best negotiate and work within the collective bargaining agreement and still maintain the autonomy that is necessary to achieve our charter school goals. The Governing Board will work with MMSD during the planning grant phase to determine which policies can be made independent of MMSD, and which require input and partnership with MMSD policies and standards. For example, BRMS will need to be in full compliance with MMSD procedures regarding student safety, but hopes to have more flexibility in other areas regarding curriculum and personnel. BRMS would be developed in full partnership with MMSD staff and administration, with direct oversight from the Board of Education.

c. Include a description of the administrative relationship between the charter school and the authorizer and describe how the charter school will be managed. If sharing a principal with a traditional school, indicate how the management of the charter school will be impacted.

The administrative relationship between the Governing Board and the charter school will be one of mutual support. BRMS will be run on a daily basis by an oversight principal and lead teacher model. The oversight principal would have daily presence at the school, with scheduled office hours, but would not be on site full time. A lead teacher, who also doubles as school support staff (counselor, learning coordinator, etc.) and thus would not have a regular classroom, would coordinate the functions of the school when the oversight principal is not on site.

BRMS Lead Teacher, Oversight Principal and Governing Board will be responsible for making the educational decisions aimed at raising student achievement and meeting the mission, vision and goals of our charter contract. A shared leadership model will be used to make decisions for the school. We will follow a shared leadership model that empowers our staff to vote on school issues such as budget, discipline procedures, building concerns and curriculum before presenting items further to our Governance Board. It is important that our teaching staff follow the democratic, distributed style of leadership in order to promote a positive school climate and develop strong teacher leadership to meet the needs of our students, parents and community set forth within our charter.

d. **Describe the specific training that will be provided to the charter board and when it will be delivered, e.g. governing authority, Roberts Rules, by-laws, finances/budgets, fund raising, parent involvement etc.**

The Governance Council will be trained in five major areas, beginning when the Governing Council is first established, and continuing until the opening of the school in September 2011.

- Mission and vision of the school
- Building community/parent partnerships
- The role of a charter governance council, by-laws, Robert's Rules
- Curriculum design and assessment
- Finance and budgeting, fund development

III. The Planning Process

1. **Provide a chronological description of all charter planning activities completed prior to the submission of this application.**

Preliminary Planning Timeline

2005-2006	
December 2005-June 2006	Small group forms to discuss preliminary ideas for proposing an environmental charter school; group disbands because timing with district does not seem conducive and appropriate leadership is not in place.
2008	
December 2008	New group forms to discuss environmental charter school. Community interest is high; timing seems right.
2009	
January 2009-September 2009	Group meets on a monthly basis, with over 30 community members participating over 9 months to discuss community need, approach, goals.
Spring and summer 2009	Group members visit nearby charter schools and begin writing preliminary vision, mission and philosophy for school; visit Will Allen's Growing Power for inspiration
September 2009	Will Allen speaks at Wisconsin Book Festival; members attend. Begin conversations with Center for Resilient Cities immediately after presentation about new Madison sustainability/food/education project and possible collaboration.
October 2009	Discussions with Center for Resilient Cities and Growing Power intensify; a strategy for collaboration is hatched. Contact with MMSD staff is made and preliminary meetings are held with administrative staff. More in-depth research on curriculum begins.
November 2009	Community support is gathered, preliminary documents are revised, conversations with MMSD administrative staff continue. Meet with Department of Public Instruction Charter School Division. Plans are made to present idea to superintendent and Board of Education members. Preliminary conversations with Madison Teachers Inc. begin.
December 2009	Meetings with MMSD staff, administration and superintendent intensify. Conversations continue with DPI, WI Charter School Association. Meeting held with MTI. Planning Committee begins recruiting advisory members, gathering support from neighbors/community, working on initial proposal, meeting and corresponding with Board of Education members for preliminary feedback. Preliminary work begins on Planning Grant. Summary documents are shared with Board of Education; Initial proposal is written and distributed to Superintendent, MMSD staff and Board of Education.
2010	
January 4	Initial proposal and presentation to MMSD Board of Education.
January 11	Unanimous board approval of initial proposal.
January 12-February 15	Further project development with MMSD staff, advisory committees, Center for Resilient Cities and Growing Power. Trips to local project based charter schools organized for planning team and MMSD staff and Board of Education members. Consultation with WI Charter Schools Association, Green Charter School Network and DPI. Meetings with project architects, alders, community leaders, local and national donors, teachers union (MTI). Planning grant developed in collaboration with MMSD

	and advisory teams.
February 15	Planning grant due to Board of Education for review. Continued work with Growing Power, Center for Resilient Cities, MMSD staff and advisory committees. Refine planning grant with MMSD staff and board comments.
March, 2010	Public review of plans at Board of Education meeting. Continue work with Growing Power, Center for Resilient Cities, MMSD staff and advisory committees on project and site development.
April 15, 2010	Planning Grant due to Department of Public Instruction for review; planning continues with advisory board and MMSD to establish governance, policies and bylaws.

2. Provide a list of the names of the people involved in the planning process and their role(s).

BRMS Planning Team

Jay Affeldt	Planning team: budget and operations, teacher allocations, curriculum development
Sara Alvarado	Planning team; project leadership, neighborhood representative; voice of experience (founder of Madison's other charter school – Nuestro Mundo); community partnership liaison; liaison with MMSD and board members
Brenda Baker	Planning team; project leadership, proposal and grant writer; community partnerships; liaison with MMSD board, staff and collaborating partners; fundraising
Julie Colmar-Davis	Planning team, curriculum development
Jamie Domini	Planning team, curriculum development, community partnerships, grant writing and proposal development; charter school associations liaison
Thomas Dunbar	Collaborating partner-Center for Resilient Cities; Project oversight for larger project; oversight of building and site design and development.
Anne Fraioli	Curriculum development team member
Kristen Joiner	Planning team; project leadership; community partnerships; liaison with MMSD board, staff and collaborating partners; fundraising; sustainability
Katie Long	Curriculum Team member
Casey Meehan	Planning tram, educational research
Rachel Potter	Curriculum development team member
Susanne Smebak	Curriculum development team member
Joe Sensenbrenner	Collaborating partner-Center for Resilient Cities; Project oversight; local and national fundraising
Ben Senson	Planning team, curriculum development
Bob Tabachnick	Planning team, teacher training, curriculum development, assessment oversight
Mark Wagler	Planning team, curriculum development; cultural learning, oversight of advisory boards, union liaison
David Wasserman	Planning team, budget and operations; curriculum development
Nan Youngerman	Planning team, curriculum development, teacher training, community and board liaison

MMSD Staff Team

Dan Nerad	Superintendent of Schools
Steve Hartley	Chief of Staff; liaison between BRMS planning group, the Superintendent and MMSD Board of Education; oversees larger MMSD/BRMS planning team meetings
Erik Kass	Assistant Superintendent for Business Services; oversight of finances and budget
Ann Wersal	Administrative Assistant; scheduling meetings
Pam Nash	Assistant Superintendent for Secondary Schools; provides input and data from existing middle schools and gives recommendations for staffing allocations, etc.
Marcie Pfeifer-Soderbloom	Grant and Fund Development Coordinator; provides assistance with grant review
Donna Williams	Director of Budget, Planning and Accounting; assists in developing cost neutral budget scenarios and guidance in budget development
Angela Lee	Assistant Director of Budget, Planning and Accounting; assists in developing cost neutral budget scenarios and guidance in budget development
Frank Kelly	Director of Food Services; provides leadership and oversight of food service issues
Doug Pearson	Director of Building Services; provides oversight of building, custodial and maintenance issues

Lisa Wachtel	Executive Director of Teaching and Learning; provides direction and insight on curriculum
Tim Peterson	Coordinator of Science and Environmental Education; provides direction on science education in charter schools
Mary Teppo	Director of Administrative Services; provides insight on purchasing and transportation.
Luis Yudice	Coordinator of School Security Services; provides insight into all school building and child safety issues
Kurt Keifer	Director of Information Services, Research and Evaluation and Chief Information Officer; school technology and communications advisor providing data on school technology needs
Dan Mallin	Legal Counsel; provides advice on legal issues involved in charter agreement, school staffing and policy development
Lucy Chaffin	Executive Director for Madison School & Community Recreation; advisor for after-school programming
Rita Applebaum	Aristos Program Director and advisor to planning team on year round schooling options

Advisors in Education:

Kurt Squire	Associate Professor, Curriculum & Instruction, UW; Co-Director, Games + Learning + Society Initiative; Associate Director of Educational Research and Development, Wisconsin Institutes for Discovery
Gloria Ladson-Billings	Chair, UW Curriculum & Instruction, and leader in the field of culturally relevant pedagogy
Diane Coccari	Teaches 6th grade at Blackhawk Middle School
Kira Fobbs	Teaches 2/3 grade at Falk, formerly taught at Lincoln
Dave Spitzer	Retired MMSD teacher, formerly taught at Lincoln and Spring Harbor
Jim Mathews	Social studies and media teacher, Middleton Alternative High School, UW Madison doctoral student, Local Games Lab staff

Community Advisors:

Tim Bruer	Alder
Betty Banks	Community leader, South Madison
Sam Dennis	UW Madison Professor in Landscape Architecture
Sarah K. Kahn	Director of Tasting Cultures Foundation and Ethnobotanist/Researcher at the UW Madison Center for Integrative Medicine.
Nathan Larson	Education Director for Troy Gardens
Jim Lorman	Professor of Biology at Edgewood College
Anne Pryor	Traditional Arts Coordinator at the Wisconsin Arts Board; Folklorist
Margaret Nellis	Manager of Academic Partnerships at University Health Services, UW Madison

Community Organizations:
We have community support from Madison area businesses and organizations that support the vision and mission of the larger project and BRMS's charter. This list is preliminary only and will greatly expand once initial support is established. Current supporters include:

Lead Project Partners:
The Center for Resilient Cities will oversee grounds acquisition and purchase, building design, development and construction, and all fundraising for the project.

Growing Power will oversee site development and fabrication of greenhouses, outbuildings and oversight of all growing operations on site. Growing Power Inc is a national nonprofit organization and land trust supporting people from diverse backgrounds, and the environments in which they live, by helping to provide equal access to healthy, high-quality, safe and affordable food for people in all communities. Growing Power implements this mission by providing hands-on training, on-the-ground demonstration, outreach and technical assistance through the development of Community Food Systems that help people grow, process, market and distribute food in a sustainable manner. (Growing Power Inc. website)

Madison Area Community Land Trust (MACLT) will be instrumental in oversight of the overall site development and urban agriculture planning, including the gardens, working farm and buildings.

Program and Business Partners:

Sustain Dane will connect community partners with the school's evolving needs. They will also facilitate sustainability courses for school administrators and teachers.

MG & E will provide alternative energy, demonstration equipment and educational feedback materials for the site, including but not limited to solar and wind power.

City of Madison will provide additional adjacent land to the site for use as adjoining gardens, compost facilities and site-specific artwork.

Madison Community Foundation is providing foundation support for the development of the Badger Resilience Center, including development of the ground, the charter school and the community center.

Edgewood College Sustainability Leadership Program will provide sustainability leadership training for teachers and administrators. In addition, the Leadership in Sustainability Program may provide volunteers, apprentices or project assistants.

Community Groundworks at Troy Gardens will provide educational training in gardening, nutrition, and organic agriculture.

Madison Children's Museum will serve as an off-site art studio and will provide a public venue for display of student work and performances.

UW Madison will provide support from a variety of departments, including but not limited to:

Department of Curriculum and Instruction
Games +Learning + Society Initiative
Landscape Architecture Department
UW Health Services
Center for Integrative Medicine

South Metropolitan Planning Council will help generate interest and partnerships between BRMS and area business, community leaders and organizations

3. Provide a description of how parents and other members of the community have been involved in the *planning and design* of the charter school.

Parents and community members have been involved with planning since the project's inception, working on every level of project development, from conceptual planning, to meeting with school board members, alders, community leaders and potential donors, to writing, organizing, speaking on behalf of the school, and conducting project research. Since the project is a grassroots effort started by a diverse range of parents and community members, which just recently found a location, team members are now working closely with the neighborhood's alder to host more formal listening sessions with the school's neighbors, beginning in early March. Students, parents and community members from the neighborhood have been informally surveyed through planning team members prior to those meetings. We are hiring a Spanish-speaking Project Coordinator in the next month to oversee community building, to organize listening sessions, and to begin a campaign for the school to recruit families and solicit interest and enthusiasm for the project.

4. Provide a description of how parents and other members of the community will be involved in the *implementation* of the charter school.

Parents and community members will play an active role in the implementation of the school, as it is designed around community collaboration and family partnerships at its core. As a grass roots effort, each student's family would be required to participate in some way in the school's culture, in a way that best fit each family's abilities and skills. This could range from volunteering as a family to weed the garden, to collecting cultural recipes from families, to designing a flyer for a school potluck. Family participation will be a requirement of enrollment, but would be flexible enough to accommodate each family's situation. With urban agriculture as the centerpiece, there will be a great need for an all hands on deck approach to build hoop houses, greenhouses, and get all of the grounds planted. Deep collaborations with the University, community members and local non-profits will be part of the norm rather than the exception, so community will be deeply engaged long before the school opens.

5. **Describe how the district school board or chartering authority and the local teachers association have been involved in the planning process.**

MMSD school district assistant superintendents were informed immediately about our burgeoning partnership with Growing Power and the Center for Resilient Cities and subsequent ideas about developing a charter school proposal, once we recognized we had a fantastic opportunity to bring forth. School board members were notified soon afterwards. We met with board members individually while in the initial proposal development stage, to explain the process, solicit feedback and get a sense of possible roadblocks. We have kept board members apprised of our progress so this can be a win-win situation for the district. We have had regular meetings and correspondence with MTI's leadership to discuss our progress and plans and to solicit feedback about concerns up front.

Since the initial proposal was accepted by the school board, we have been working very closely with MMSD staff, meeting weekly with the district planning team, and meeting individually with staff to work through all of the issues raised in developing the planning grant. The topics in these meetings have ranged from the cost of school lunches to school bus routes and budgets, to school waivers, to collective bargaining and its impact on custodial services, to administrative models. This has been a collaborative process, which will continue throughout the school's development.

6. **Outline the remaining planning work that needs to be accomplished to open your school and to begin serving children by fall 2011. Please address facility and staffing issues to the degree possible. Include a timeline for activity and planning processes.**

Significant work lies ahead for the BRMS planning team following completion of the planning grant application. Between now and fall of 2010, work will accelerate on school and grounds design, curriculum development, community engagement and listening sessions, research and travel to other charter schools, development of facility, operations, safety, food service, budget, and governance policies and procedures. This will involve work with outside advisors to the project, contract architects, our collaborating partners, local community members, MMSD staff and neighbors. In addition, a significant local and national fundraising effort will begin in early March, with our goal of having a substantial portion of our fundraising completed by the fall so the Board of Education can feel confident in our ability to succeed. We have great confidence in attracting national monies and prestige for the project and school district. Fundraising will support building a new school and sustainability campus, as well as the establishment of an endowment fund for the school, which will help support the school's operating funds. The many arms of our advisory teams will kick into full gear in mid March and we will expand our groups to include one that focuses on marketing/communication and another on fundraising.

It is our goal to have a detailed proposal completed for MMSD Board of Education review in September of this year, with a public hearing tentatively set for October and board approval happening in either November or December. This requires that all of the work outlined above will be completed by September. With Board approval in the early winter, the BRMS planning team would be ready to work with MMSD to hire the oversight principal and lead teacher in January/February 2011, post the other positions in February, hire the remaining team in March, and begin intensive staff preparation shortly thereafter. Staff would all be on board for summer professional development in project based learning, urban agriculture, place-based learning, sustainability education and culturally relevant teaching.

While the staffing plan is being put into place, the planning team will work with the Center for Resilient Cities on building design, development, and ground breaking. Ground breaking for the rest of the project will begin in fall of 2010, with board approval in December triggering the beginning of the ground-breaking element for the school construction. Construction would be completed by July of 2011, with August serving as the move in month for new equipment, furniture and supplies.

7. **When school districts authorize charter schools and receive federal funding, significant resources are invested in professional development during the initial three years. Please describe efforts that will be undertaken to retain these teachers in the charter school.**

The very nature of BRMS is to provide an exceptional working environment for students as well as staff. Teachers will have a great deal of support from their colleagues with built in systems for collaboration and peer mentoring. The size of the school is small enough to foster a genuine sense of community for the instructional team but not so small that there is little internal support. There will be a great deal of time and emphasis placed on reflection, team building and shared decision making so that staff feel valued and supported as they can make positive contributions to the

school community. For additional information see section I-2f and I-4b.

8. **Attach up to three letters of support for the proposed charter school from parents and community members.**

See Attachments

IV. **Equal Access (Admissions and Lottery)**

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

BRMS will be open and accessible to all middle school students of MMSD and the admissions policies will comply with all State and Federal laws, including IDEA and Federal civil rights laws. BRMS will not discriminate on the basis of gender, race, national origin, color, income, disability, or age factors. BRMS will serve approximately 100 students during the first year in grades six and seven and 120 students thereafter in grades six, seven and eight. The student body will be drawn from the Rimrock and Badger Road neighborhood currently attending Sennett Middle School, LaFollette attendance area and other Madison neighborhoods. Serious efforts will be made to attract students to BRMS that will accurately reflect the racial and economic diversity of the city.

2. **Provide a description of how students with disabilities will be served.**

Students with disabilities will be served through a variety of services, including following the students' IEP. Personal learning plans will be developed with all students to provide the time and guidance for student ownership of their learning. Students with disabilities will be part of an interdependent learning community that will help those students with exceptional needs to be included and supported in all areas. Special education services will be provided by a Special Education teacher. In addition, all facilities will be fully accessible and comply with American's with Disabilities requirements.

3. **Provide a description of how students and parents in the community will be informed about the charter school and given an equal opportunity to attend.**

Students in the community will be informed about this new charter school in a wide variety of ways including 5th grade parent information meetings, 5th grade student orientation meetings, newspaper publications, neighborhood meetings, the district website, on local TV and radio and at community forums. Open parent/student/community meetings will be held to provide information and answer questions. The Planning committee will develop develop a marketing plan for the school which will use public relations strategies. We expect to use traditional and social media to help market the school and recruit students.

The first year the goal is 100 sixth and seventh graders drawn from the neighborhood and the district of the MMSD. Once enrollment levels are reached, a waiting list will be developed based on the date of application. Exceptions to this admissions policy will be siblings of students currently enrolled in the school and children of founders and teachers.

4. **Describe the admissions policy and any qualifications for admission that will be established.**

All placements will be by mutual consent of the student's parent/guardian, the student, BRMS and the MMSD. Upon admission, the parent/guardian will sign a one-year agreement of commitment. Once a student has been admitted, he/she may remain in attendance through subsequent grades without reapplying for admission.

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

In the case that more applications are received during the enrollment window than spaces available, this initial group of applicants will make up a lottery pool. Random selection will ensure fairness without regard to ethnicity, national origin, disability, gender, income level,---in effect all students are welcome---with equal access. BRMS will perform a lottery and it will be part of the school record. Those students not accepted by the lottery will be placed on a priority waiting list in the order drawn. Students will then be contacted in the order established by the lottery, or if no lottery is required, in the order applications are received, if and when openings occur.

Section V. Budget Narrative:

1. Describe the methods by which controls over expenditures and records or expenditures will be maintained.

All funds will be held by MMSD, and all expenditures will be approved and facilitated according to standard protocols, in collaboration with the Governance Board. MMSD participates in an annual external audit.

2. Provide a list of itemized expenditures in a Local Plan for Use of Discretionary Funds including specific items and costs of items that will be purchased.

Instruction: Non-Capital Objects (Total $59,480)		
Instructional technology equipment, as detailed in Local Plan for Use of Funds		$59,480
Support Services: Pupil and Instructional Staff Services: Salaries (Total $49,133) and Fringes (Total $9,827)	Fringe	Salary
Sub teachers for staff to attend the WI Environmental Education Conference ($220/day x 3 staff x 1day)	$110	$550
Sub teachers for staff to attend the National Green Charter School Conference ($220/day x 3 staff x 1day)	$110	$550
Sub teachers for staff to attend the WI Charter School Conference ($220/day x 12 staff x 1day)	$440	$2,200
Sub teachers for staff for various charter school site visits ($220/day x 12 staff x 3days)	$1,320	$6,600
Extended employment for staff strategic planning session ($30/hr x 12 staff x 16hrs)	$960	$4,800
Extended employment for working with enviro., project and place-based consultants ($30/hr x 12 staff x80hrs)	$4,667	$23,333
Extended employment for community resources field trips ($30/hr x 60hrs total)	$300	$1,500
Extended employment for issues in diversity and equity professional development ($30/hr x 12 staff x 8hrs)	$480	$2,400
Extended employment for culturally relevant teaching professional development ($30/hr x 12 staff x 8hrs)	$480	$2,400
Extended employment for urban agriculture training ($30/hr x 12 staff x 8hrs)	$480	$2,400
Extended employment for instructional technology training ($30/hr x 12 staff x 8hrs)	$480	$2,400
Support Services- Pupil and Instructional Staff Services: Purchased Services (Total $113,560)		
Fees for Project Management Consultant to oversee all planning grant initiatives		$30,000
Fees for staff to attend a Sustainability Leadership Institute ($2900/person/week or $9000/person/program)		$18,000
Fees ($200/person=$400), transportation, lodging and meals ($600) for Urban Service Learning Conference		$1,000
Fees for environmental, project and place-based consultants for collaborative curriculum design		$30,000
Fees ($300/person=$1800), transportation, lodging and meals ($540) for WI Environmental Educ. Conference		$2,340
Fees ($400/person=$2400), transportation, lodging and meals ($3940) for National Green Charter Conference		$6,340
Fees ($200/person=$2400), transportation, lodging and meals ($960) for WI Charter School Conference		$3,360
Facilitator fee ($500), transportation, lodging and meals ($1740) for staff strategic planning session		$2,240
Transportation, lodging and meals for various charter school visits		$2,080
Fees for environmental, project and place-base consultants for instructional strategies training		$14,000
Facilitator fee for issues in diversity and equity professional development		$300
Facilitator fee for culturally relevant teaching professional development		$300
Facilitator fee for urban agriculture training		$300
Facilitator fee for instructional technology training and network installation consultant		$3,300
Support Services- Pupil and Instructional Staff Services: Non-Capital Objects (Total $8000)		
Funds to establish a professional reference library for instructional staff		$8,000
Support Services- Administration: Purchased Services (Total $10,000)		
Legal fees associated with establishment of the school's charter agreement		$5,000
Consultant fees associated with governance and management training		$5,000

3. Provide a plan on how the school's innovative offerings including professional development will be sustained and continued after the charter school grant expires. In addition to using the in-kind instructional support of community partners, the school may also participate in on-going District professional development opportunities, and utilize MMSD support for improvements to curriculum and instructional practices. The school staff and administration will also actively seek grant funding each year to acquire additional funding which will be used to ensure that the school continues to expand instructional capacity through incorporating new innovations and research.

4. Complete the Budget Summary forms VI-B Phase I and VI-B Phase II.

5. Attach budget sheets including the total projected cost of operating the charter school for each of the first five years.

Madison Metropolitan School District
Badger Rock Middle School
Letters of Support

HOME SavingsBank

December 23, 2009

Board of Education
Madison Metropolitan School District
545 West Dayton Street, Room 110
Madison, WI 53703

Dear President Silveira and members of the Board of Education,

I am writing in support of Badger Rock Middle School.

The proposed Badger Rock Middle School is a project-based charter school focused on environmental and cultural sustainability. The envisioned school has been developed through the thoughtful collaboration of multiple community organizations and educators. Participating organizations include the Madison-based *Center for Resilient Cities*, led by former Madison Mayor Joe Sensenbrenner; the internationally recognized *Growing Power*, located in Milwaukee and led by the MacArthur Genius Will Allen; the nationally renowned *Community Ground Works*, led by White House Farmer Clare Strader; and the locally successful organization, *Madison Community Land Trust.*

Badger Rock Middle School's project team is spearheaded by visionary community leaders, Brenda Baker, award-winning artist and educator, Director of Exhibits at Madison Children's Museum and Sara Alvarado, Co-Founder and President of Madison's first Green Real Estate Group, The Alvarado Group.

Badger Rock leaders and other community organizations have united around Will Allen's commitment to urban agriculture as an educational and transformational asset in a community. Together they have created a vision of an educational and green job-training center for sustainability and urban agriculture, the *Badger Resilience Center.* By joining in this visionary project, the Madison Metropolitan School District will be providing unique learning opportunities extremely valuable for our community's youth and our future leaders, while creating a flagship partnership for the community and the district that will be worthy of national attention.

Home Savings Bank worked with MMSD, local realtors and the City of Madison in 1997 to develop the At Home in Madison program to share the quality of Madison's schools with parents and relocating families as they weighed their choices in the best school for their children. Badger Rock Middle School represents the type of innovative learning environment that has attracted Madison families and made MMSD a nationally recognized leader in public education. Additionally, the school is an opportunity to showcase the kind of project-based, service-learning education that MMSD seeks to develop through its strategic plan. If I can answer any questions or help in any way, please don't hesitate to contact me at 282.6116.

Sincerely,

Jim Bradley

Jim Bradley
President

COLLEGE OF
AGRICULTURAL
& LIFE SCIENCES
UNIVERSITY OF WISCONSIN-MADISON

December 22, 2009

Board of Education
Madison Metropolitan School District
545 West Dayton Street, Room 110
Madison, WI 53703

Dear President Silveira and Members of the Board of Education:

I am writing with my enthusiastic support for the Badger Rock Middle School. I am particularly encouraged by the degree to which the BRMS mission reflects the university's focus on civic-engagement, service learning and place-based education.

As an educator, I ground my teaching in community-based service learning. Working on "real" projects with community partners allows us to create a diverse learning community in which we are all co-learners. This does not diminish disciplinary learning, but allows students to acquire new skills and new knowledge in the context of action-oriented partnerships. Student learning is enhanced when working with community partners towards a common goal. The BRMS will be able to take advantage of partnerships already in place.

As a board member of Community GroundWorks (formerly Friends of Troy Gardens) I have witnessed firsthand the benefits of place-based learning for Madison's school children. Whether in the garden or in the natural areas, my evaluation research has shown that kids are more engaged, more motivated and more confident in their abilities when they are invited to make meaningful contributions to community projects. As a partner in the Badger Resilience Center, Community GroundWorks will provide after-school and summer education programming on-site. As at Troy Gardens, my role will be to facilitate engagement with UW undergraduates, graduate students and faculty (principally through CALS and the Nelson Institute) and I look forward to continuing this work with BRMS students, staff and teachers.

I strongly support the proposed school and believe that the Badger Rock Middle School Team has the capacity to implement their plans. Although I will be on sabbatical with my family in Costa Rica from July – December 2010, I plan to remain involved in planning efforts and have agreed to serve on the Advisory Board upon my return.

Sincerely,

Associate Professor
Landscape Architecture &
Nelson Institute for Environmental Studies

LANDSCAPE
ARCHITECTURE
1 Agricultural Hall. 1450 Linden Drive. Madison WI 53706. 608.263.7300. Fax: 608.265.6262. www.la.wisc.edu

December 22, 2009

Board of Education
Madison Metropolitan School District
545 West Dayton Street, Room 110
Madison, WI 53703

Dear President Silveira and Members of the Board of Education:

I strongly support the proposal to create Badger Rock Middle School as a new charter school. It promises to bring extensive resources to the Moorland-Rimrock neighborhood in South Madison, quality learning experiences to area students, and new energy to the Madison Metropolitan School District.

The planning team developing this proposal shows a determination to create a school where the contexts of learning are highlighted. They care about classroom community, students' families and neighborhoods, partnerships with organizations, community study, cultural sustainability, and service learning. Talking about culturally relevant teaching won't get us very far unless teachers know, respect, and respond to the cultures of their students, school, and community.

This is a bold proposal, one that will require a lot from everyone. I know from my work in training pre-service teachers that project-based teaching isn't easily mastered, especially when the projects are complex, the needs of students are substantial, and the standards are high. But I also know we have to be bold in order to engage many kinds of learners, and that place-based projects and serious games have a good chance to succeed with those students already turned off by school.

The planning team has asked me to serve on their advisory board, to help them stay on track in serving all students, and to help them pull together the many threads of their vision into a pedagogy that can be easily explained to parents and used to guide the operations of a new school. Of course I said yes.

I hope you'll say yes also, and move this idea further along the process of development. I am eager to work with you to make this new school a success.

Sincerely,
Gloria J. Ladson-Billings
Gloria Ladson-Billings, Professor &Chair

Department of Curriculum & Instruction
Kellner Family Chair in Urban Education
Phone: (608) 263-1006
Email: gjladson@wisc.edu

Appendix A
Charter School Expenses
Annual Five Year Projections

Line	ITEM	2011-12 TOTAL COST	2012-13 TOTAL COST	2013-14 TOTAL COST	2014-15 TOTAL COST	2015-16 TOTAL COST
	SALARIES AND WAGES					
1	ADMINISTRATIVE STAFF SALARIES AND WAGES					
2	CLASSROOM STAFF SALARIES & WAGES	472,637	577,925	595,263	613,121	631,514
3	EXTENDED CONTRACT-STAFF SALARY AND WAGES					
4	BUILDING MAINTENANCE STAFF SALARIES AND WAGES	50,493	52,008	53,568	55,175	56,830
5	SECURITY STAFF SALARIES AND WAGES					
6	FOOD SERVICES STAFF SALARIES AND WAGES	24,612	25,350	26,111	26,894	27,701
7	PUPIL TRANSPORTATION STAFF SALARIES AND WAGES					
	OTHER STAFF SALARY AND WAGES	55,470	65,001	66,951	68,960	71,028
8	**TOTAL SALARIES AND WAGES**	603,212	720,284	741,893	764,149	787,074
	FICA AND MEDICARE TAXES					
9	ADMINISTRATIVE STAFF FICA & MEDICARE TAXES					
10	CLASSROOM STAFF FICA & MEDICARE TAXES	35,869	43,914	45,233	46,589	47,987
3	EXTENDED CONTRACT-STAFF FICA & MEDICARE TAXES					
11	BUILDING MAINTENANCE STAFF FICA & MEDICARE TAXES	3,863	3,979	4,098	4,221	4,348
12	SECURITY STAFF FICA & MEDICARE TAXES					
13	FOOD SERVICES STAFF FICA & MEDICARE TAXES	1,883	1,939	1,998	2,058	2,119
14	PUPIL TRANSPORTATION STAFF FICA & MEDICARE TAXES					
15	OTHER STAFF FICA & MEDICARE TAXES	7,612	9,481	9,765	10,058	10,360
16	**TOTAL FICA AND MEDICARE TAXES**	49,227	59,313	61,094	62,926	64,814
	UNEMPLOYMENT TAXES					
17	ADMINISTRATIVE STAFF UNEMPLOYMENT TAXES					
18	CLASSROOM STAFF UNEMPLOYMENT TAXES					
19	BUILDING MAINTENANCE STAFF UNEMPLOYMENT TAXES					
20	SECURITY STAFF UNEMPLOYMENT TAXES					
21	FOOD SERVICES STAFF UNEMPLOYMENT TAX & PAYMENTS					
22	PUPIL TRANSPORTATION STAFF UNEMPLOYMENT TAXES					
23	OTHER STAFF UNEMPLOYMENT TAXES					
24	**TOTAL UNEMPLOYMENT TAXES**	-	-	-	-	-
	EMPLOYER PAID BENEFITS					
25	ADMINISTRATIVE STAFF EMPLOYER PAID BENEFITS					
26	CLASSROOM STAFF EMPLOYER PAID BENEFITS	177,767	217,643	224,172	230,897	237,824
27	BUILDING MAINTENANCE EMPLOYER PAID BENEFITS	19,543	20,129	20,733	21,355	21,995
28	SECURITY STAFF EMPLOYER PAID BENEFITS					
29	FOOD SERVICES STAFF EMPLOYER PAID BENEFITS	17,331	17,851	18,386	18,938	19,506
30	PUPIL TRANSPORTATION STAFF EMPLOYER PAID BENEFITS					
31	OTHER STAFF EMPLOYER PAID BENEFITS	29,083	34,071	35,093	36,146	37,230
32	**TOTAL EMPLOYER PAID BENEFITS**	243,724	289,694	298,385	307,336	316,556

Appendix A
Charter School Expenses
Annual Five Year Projections

	CONTRACTED PROFESSIONAL SERVICES					
33	ACCOUNTING SERVICES					
	IDENTIFY NAME OF ACCOUNTING SERVICES PROVIDER BELOW					
33a						
34	INDEPENDENT AUDITING SERVICES					
	IDENTIFY NAME OF INDEPENDENT AUDITING SERVICES PROVIDER BELOW					
34a						
35	EDUCATIONAL CONSULTANT SERVICES					
36	LEGAL SERVICES					
37	OTHER PROFESSIONAL SERVICES					
38	**TOTAL CONTRACTED PROFESSIONAL SERVICES**	-	-	-	-	-
Line	ITEM					
	PURCHASED OPERATIONAL SERVICES					
39	TELEPHONE	$ 1,000	$ 1,030	$ 1,061	$ 1,093	$ 1,126
40	INTERNET ACCESS	14,000	$ 14,420	$ 14,853	$ 15,298	$ 15,757
41	ELECTRICITY	10,000	$ 10,300	$ 10,609	$ 10,927	$ 11,255
42	GAS FOR FACILITY OPERATION	5,000	$ 5,150	$ 5,305	$ 5,464	$ 5,628
43	EQUIPMENT MAINTAINANCE AND REPAIR					
44	BUILDING MAINTENANCE					
45	BUILDING REPAIR					
46	OTHER BUILDING OPERATION EXPENSE (water/sewer/elev/fire inspec)	5,604	$ 5,772	$ 5,945	$ 6,124	$ 6,307
47	FOOD SERVICE PREPARATION AND MEALS	29,822	35,786	36,860	37,965	39,104
48	SECURITY SERVICES					
49	CONTRACTOR OPERATED PUPIL TRANSPORTATION SERVICES	35,100	$ 36,153	$ 37,238	$ 38,355	$ 39,505
50	PUPIL TRANSPORTATION VEHICLE MAINTENANCE AND REPAIR					
51	OTHER VEHICLE MAINTENANCE AND REPAIR					
52	OTHER PURCHASED OPERATIONAL SERVICES					
53	**TOTAL PURCHASED OPERATIONAL SERVICES**	100,526	108,611	111,870	115,225	118,682

	FACILTY OCCUPANCY CHARGE					
54	FACILITY RENT					
	IDENTIFY TO WHOM RENT IS PAID (Enter on line below)					
55	**TOTAL FACILITY OCCUPANCY CHARGE**	-	-	-	-	-

	SUPPLIES					
56	ADMINISTRATIVE SUPPLIES	1,190	$ 1,303	$ 1,342	$ 1,382	$ 1,424
57	CLASSROOM SUPPLIES	16,082	$ 13,913	$ 6,311	$ 6,503	$ 6,698
58	BUILDING MAINTENANCE SUPPLIES					
59	SECURITY OPERATIONS SUPPLIES					
60	FOOD SERVICE SUPPLIES	2,000	$ 2,060	$ 2,122	$ 2,185	$ 2,251
61	PUPIL TRANSPORTATION SUPPLIES					
62	OTHER SUPPLIES					
63	**TOTAL SUPPLIES**	19,272	17,276	9,775	10,071	10,373

Appendix A
Charter School Expenses
Annual Five Year Projections

	INSURANCE					
64	INSURANCE	385	$ 397	$ 408	$ 421	$ 433
65	**TOTAL INSURANCE**	385	397	408	421	433

	OTHER					
66	OTHER EXPENSES (*ATTACH ITEMIZATION IF AMOUNT ON LINE IS OVER $500*)					
67	**TOTAL OTHER**	-	-	-	-	-
68	***INTEREST EXPENSE CURRENT CASH FLOW DEBT***					
69	**TOTAL OPERATING EXPENSES**	$ 1,016,346	$ 1,195,575	$ 1,223,424	$ 1,260,128	$ 1,297,932
	Revenue	$ 1,016,346	$ 1,195,575	$ 1,223,425	$ 1,260,128	$ 1,297,932

Appendix B
Charter School Revenues
Annual Five Year Projections

LINE	REVENUE ITEMS	2011-12 TOTAL REVENUES	2012-13 TOTAL REVENUES	2013-14 TOTAL REVENUES	2014-15 TOTAL REVENUES	2015-16 TOTAL REVENUES
	CONTRACT AMOUNT & CONTRIBUTIONS					
1	CONTRACT AMOUNT					
2	OPERATORS' SUBSIDY or CONTRIBUTION	1,016,346	1,195,575	1,223,425	1,260,128	1,297,932
3	FUND RAISING OR EXTERNAL CONTRIBUTIONS					
4	**TOTAL TUTION & CONTRIBUTIONS**	$ 1,016,346	$ 1,195,575	$ 1,223,425	$ 1,260,128	$ 1,297,932
	SCHOOL FEES					
5	BOOK & SUPPLY FEES					
6	PERSONAL USE ITEMS					
7	SOCIAL AND EXTRA-CURRICULAR FEES					
8	**TOTAL SCHOOL FEES**	$ -	$ -	$ -	$ -	$ -
	FOOD SERVICE REVENUES					
9	MEAL AND OTHER FOOD SERVICE CHARGES					
10	GOVERNMENT FUNDED FOOD SERVICE ASSISTANCE					
11	**TOTAL FOOD SERVICE REVENUES**	-	-	-	-	-
	OTHER GOVERNMENT PAYMENTS: List Below					
12a						
12b						
12c						
13	**TOTAL OTHER GOVERNMENT PAYMENTS**	$ -	$ -	$ -	$ -	$ -
14	INVESTMENT INCOME					
15	RENTAL OF FACILTIES TO OTHERS					
	OTHER: Describe Below					
16a						
16b						
17	**TOTAL OTHER**	-	-	-	-	-
18	**TOTAL REVENUES**	$ 1,016,346	$ 1,195,575	$ 1,223,425	$ 1,260,128	$ 1,297,932

APPENDIX C

Badger Rock Middle School Budget Summary for Year 1

Budget Category	Cost neutral figures from MMSD 2011-12 FTE	Cost neutral figures from MMSD 2011-12 COST	Proposed expenditures for BRMS 2011-12 FTE	Proposed expenditures for BRMS 2011-12 COST	Notes
Enrollment Projection	40		40		
Instructional Staffing					
Allocation:					
Base	1.80	143,357	1.80	143,357	
Discretionary					
Unallocated Discretionary	1.93	153,711	0.50	39,822	
Learning Coordinator	1.07	85,218	1.07	85,218	
Small School					
Supplemental	0.40	31,857			
Special Education Teachers	0.67	53,095	0.67	53,095	
Additional:					
Extended Employment					
Support Staffing					
Allocation:					
Guidance	0.50	39,822	0.20	15,929	
Psychologist	0.20	17,547	0.10	8,774	
Social Worker	0.20	17,547	0.10	8,774	
Nurse					
Nurse Assistant	0.10	5,224	0.10	5,224	
Special Education Assistants	0.52	22,816	0.52	22,816	
Special Education Supplemental	0.17	7,360	0.17	7,360	
Additional:					
Noon Supervision			0.24	11,116	
Librarian					
Food Service			1.00	42,826	
Custodial			0.10	7,390	
EA					
Clerical			0.50	35,479	
Tech Support			0.25	18,326	
Security					
Purchased Services					
Maintenance:					
Site Maintenance					
HVAC Maintenance Contract					
Operations (elevator, fire, pest)				2,604	
Equipment Repair Svcs					
Utilities:					
Gas				5,000	
Electricity				10,000	
Water/Sewer				3,000	
Phone				1,000	
Transportation:				35,100	
Insurance					
Property				385	
Workers Compensation					
Liability					
Delivery Services					
Supplies					
School Improvement Plan (SIP):					
Allotment		249		570	
Additional					
Classroom Supplies:					
Allotment - General Formula		5,022		5,022	
Additional - Small School Allotment					
Start up Costs					
Library Materials:					
Allotment - Common School Fund					
Additional					
Staff Development:					
Allotment		265		265	
Additional					
Custodial:					
Food Service - Food Costs		11,929		11,929	
Non-Capital Equipment					
Classroom Furniture			DPI Implementation Grant		
LMC Furniture					
Computers, Peripherals			DPI Implementation Grant		
Networking				14,000	
Classroom Set-up		1,360	DPI Implementation Grant		
Music					
Strings					
Art					
Math Materials					
Science Materials					
Reading/English					
ESL					
Athletic/Phy Ed/Health					
Office					
Cross Categorical					
Speech & Language					
Technology					
Social Studies					
Environmental Education					
Misc					
Food Service				2,000	
Site Security (camera/alarms)					
Capital Equipment					

Kitchen Equipment/Set-up			DPI Implementation Grant	
Additional Programming MSCR Intermurals Additional Programming				
Total	7.56	596,379	7.32	596,379

APPENDIX D

December 23, 2009

Superintendent Nerad, President Silveira and Members of the Board of Education,

Here is our initial proposal for Badger Rock Middle School, a project-based charter school, available to the district rent free, that focuses on environmental sustainability and culturally relevant teaching. Our charter school concept is part of a promising partnership with the Center for Resilient Cities, Growing Power and a host of local businesses, organizations and passionate educators to create a vibrant urban agriculture and sustainability education center in south Madison.

Our project is founded on a belief that project based learning in an environmental context increases student engagement and strengthens relationships and learning outcomes within a community. We bring a wealth of community support and new partnerships to the district and look forward to a robust collaboration with MMSD to explore all of the possibilities for making this school a fabulous success story. We believe that our project provides MMSD with innovative new ways to address goals and strategic objectives outlined in the Strategic Plan while reinforcing the district's new mission statement, with its dual focus on both learning and citizenship. This flagship opportunity would position MMSD as a local and national leader in sustainability education.

This amazing opportunity for a unique community school partnership already has tremendous legs in the community, despite its early stages. While this opportunity presented itself in October and our timeline is admittedly compressed, we've assembled a stellar group of educators and community advisors who are ready to dig in and get to work pending your approval of our initial concepts. With this proposal and presentation we seek your approval to go forward in a collaborative effort with MMSD to write a Charter School Planning Grant through the Wisconsin Department of Public Instruction. Approving this initial proposal *does not* in any way imply that the Board of Education is approving the creation of the school or endorsing it's charter. Approval would simply mean that you believe the idea has merit and is worth investigating more fully. If a planning grant is approved by the DPI, it would provide initial monies for consultation, research, travel, development and design of the school in greater detail, still with no obligation from the district to move the project forward.

During the development of the planning grant and the implementation of that grant if awarded, the project will be created in full partnership with MMSD staff. This planning grant will help us provide you with the detailed information you'll need about curriculum, planning, budget, site, etc., to best determine if this is something that the district should support.

We're grateful for your support of this initial proposal!

Many thanks,

Sara Alvarado, Brenda Baker, Kristen Joiner
and the Badger Rock Middle School Planning Team

1. Content of the Initial Proposal

A. Vision and philosophy

Mission

Badger Rock Middle School (working title) will prepare our diverse student citizens to meet the challenges of the 21st century, helping them thrive as environmentally responsible, justice-oriented problem solvers and life-long learners. Our interdisciplinary academic program thrives on authentic, community, project based learning at its core, with ecological systems as our comprehensive framework. Badger Rock Middle School will be a model for environmental sustainability, culturally relevant teaching, stewardship and civic engagement, integrating best practices in sustainability education, design, and systems thinking into every aspect of the learning experience.

Vision

Badger Rock Middle School (BRMS) is a project-based charter school focusing on environmental sustainability developed in partnership with Madison Metropolitan School District, Madison based Center for Resilient Cities, internationally recognized organization Growing Power of Milwaukee, Madison Urban Land Trust and a host of community partners. The school is one piece of a larger center for sustainability and urban agriculture education called the Badger Resilience Center. The school will be located on a seven-acre property in south Madison on a campus with a vibrant working farm, a community center, café, and adjacent City of Madison park.

Badger Rock's vision is to empower its students to thrive as citizens, entrepreneurs, leaders, collaborators and innovators, working to restore the natural world and better the cultural environment while creating just, nourishing and sustainable communities. The on-site farm, sustainable energy demonstration site and surrounding environment will serve as a living lab for students, allowing them to learn side by side with professionals, mentors and community members. Community partnership, learning and citizenship are crucial elements of the school's overall vision to increase student engagement and strengthen relationships and learning outcomes. With passion, a healthy, informed optimism, and a well-stocked tool kit, students from Badger Rock Middle School will become our future leaders, reshaping our communities in socially, ecologically and economically sustainable ways.

The school will engage all members of the learning community in authentic experiences meant to help students, staff, and the community explore issues of sustainability, local culture, interdependence, social justice, and global awareness. The school will combine the best features of traditional and innovative curriculum, propelling students to think critically and strategically, solve problems creatively and collaboratively, and gain knowledge and skills to be catalysts and change agents in their communities. In doing so, the school will meet and exceed all local and state academic standards and create a dynamic new model for holistic education based upon principles of sustainability.

Philosophy

Badger Rock Middle School is built upon a holistic educational model, which helps students develop knowledge, skills and attitudes they will need beyond their formal schooling to become engaged citizens who can respond effectively to dramatic global change. This philosophy is based upon an organic worldview that recognizes the universe is made up of interconnected parts and systems that can only be fully understood in relationship to one another. This systems thinking approach will help students understand the complex interactions between natural and social systems, and develop strategies that facilitates student interests and

investigations. Our purposeful approach is based upon authentic real world experiences, is rooted in place and tradition, and engages the whole person to think critically and live with compassion, energy and purpose.

Our school's philosophy is a participatory, inquiry based learning model, which places a strong emphasis on helping foster social change within the local community. Our place-based curriculum provides relevant and meaningful service learning and community collaboration experiences for students, outside in our gardens in partnership with Will Allen and Growing Power and beyond the classroom walls. The school's curriculum is both theme based and interdisciplinary, with a blurred line between typical "subjects" and a strong emphasis upon nurturing an ethic of caring, between students, staff, families, people of diverse cultures and between diverse species.

Using the Environment as Integrating Context for Learning model (EIC), our school will use the natural and cultural environments as a comprehensive focus and framework for learning in all areas, general and disciplinary knowledge, problem solving, thinking skills and basic life skills.

B. Description of how the proposed charter school supports and advances the mission, vision and strategic priorities and goals as established by the School board, including a description of how the proposed school aligns with and advances the District's Educational Framework and the Framework's key principles of student engagement, relationships, and learning.

Badger Rock Middle School supports and advances the mission, vision and new strategic priorities and goals adopted by the School Board in September of this year and advances the District's Educational Framework and key principles of student engagement, relationships and learning in a number of compelling and innovative ways. Badger Rock Middle School will build upon the district's strengths, providing a model that can be adopted and incorporated into other district schools. In addition, the proposed charter school will proactively advance and support the district's upcoming Food and Sustainability Initiatives, providing opportunities to pilot key components of these initiatives, including local garden to school lunch programs, among others.

The Badger Rock Middle School (BRMS) curriculum and its alignment with district mission, vision, strategic priorities and goals can be understood most clearly by seeing it from a variety of perspectives.

***District Perspective*:** MMSD School Board members, administrators, and curriculum specialists will find our curriculum coherent and consistent with MMSD's Strategic Plan, Educational Framework, and grade-level standards. BRMS staff will work with these documents during both planning and operational stages, and accept the responsibility to make our curriculum understandable from this district-wide perspective.

***Staff Perspective*:** Working in professional learning communities, teachers and support staff will experience the curriculum as a complex system, some parts of which will be more traditionally scheduled and very stable (such as the core mathematics curriculum), while other components (such as projects undertaken with local partners) will be emergent and require design process and project management skills and strategies. Distributed teacher leadership will engage staff in efforts to ensure flexibility, collaborative team teaching, reflective practices, timelines, feedback loops, and rapid prototyping. Staff will continuously assess student performance through skills-based formative and summative assessments and adapt the standards-based curriculum and instruction to assure that students are acquiring required skills and knowledge.

***Student Perspective*:** Students will most often experience the curriculum as a set of projects undertaken to meet

real-world challenges, a way of thinking perhaps very familiar to them from their day-to-day experiences including playing video games, seeing the world as a set of complex systems which they can explore, understand, and influence. Students will read, write, and "do" math, science, and social studies every day, but progressively see these more as authentic actions than as school subjects. Multiage classrooms, cooperative teamwork and real-world projects will prompt students to experience BRMS as a work community. Students will deeply appreciate the instructional variety at BRMS, as they alternate between traditional classroom work, collaborative projects, educational games, fieldtrips, and hands-on activities with our Badger site partners. Through these activities, student's abilities and needs will be well-understood by their teachers, who will ensure that every individual is both challenged and supported to reach their full potential.

***Community Perspective*:** Parents will have a permanent invitation to participate in school learning projects, which will be intentionally designed to be collaborative and community-based. As students observe, survey, interview, map, and otherwise document their families, neighborhoods, and nearby natural habitats for homework assignments, their parents will discover that family knowledge and values are highly regarded in the BRMS curriculum. Businesses, not-for-profits, and neighbors will view the BRMS curriculum as a context for working with staff and students who have energy for physical and intellectual work and commitment to designing and implementing sustainable solutions.

Thoroughly integrating our pedagogical vision with district plans and frameworks will require time for additional consultation with MMSD staff and the resources that a planning grant from the Wisconsin Department of Public Instruction could provide. Nonetheless, our initial research and formulation prompts us to believe that we will be able to immediately pilot much of what is called for in the 2009 MMSD Strategic Plan. Consider how some of our strategies already map with the five "Curriculum Action Plan Focus Areas":

Student Achievement

Accelerated Learning: The Strategic Plan asks for "a sequenced learning pathway accessible to all students that supports each student to proceed to the next level of achievement, regardless of grade level or age, at the learning rate appropriate to their needs [and] targeted learning options that allow students to close achievement gaps as quickly as possible by providing intensive, research-based instruction specific to their learning needs." The Educational Framework makes clear that accelerated learning requires student engagement, high expectations and academic rigor, and positive relationships. Some of our approaches may include:

Multiaging (6th, 7th, and 8th graders in the same classroom for three years) provides ongoing opportunities for any students to show leadership and demonstrate their expertise to other students –not only through academic mentoring, but also showing how things are done (e.g. research protocols, use of technology, classroom culture). Once well established, the long-term relationships in a multiage classroom create a positive and collaborative learning environment where moving to "the next level of achievement" is supported and honored.
Place-based projects deeply engage learners by providing authentic challenges, opportunities for choice, culturally- relevant contexts for understanding facts and skills, and a great variety of tasks that can appeal to all learning styles. High expectations and deadlines are experienced not as arbitrary requirements created by teachers but as real-world limits inherent in the challenge itself. Students expect their classmates to complete their individual tasks that build toward a final product (e.g. media, community action).
Games that are technology based are deeply engaging for middle school students and structure "a sequenced learning pathway." UW Prof. Kurt Squire, co-director of the premiere University program devoted to games and learning, will serve on our advisory board, guiding us in our selection of educational video and place-based games and the creation of a game-coherent pedagogy. With his guidance, and additional involvement of other faculty and graduate students in the Games + Learning + Society Initiative, we confidently expect BRMS to be a leader in the integration of individualized and social learning in games, standards-based accelerated learning, and design-based classroom projects, all of which lead to higher level thinking.

Civic Engagement: We embrace the Strategic Plan's expectation that MMSD students will have "the knowledge, skills and experiences to participate in a democratic society," something that will happen as we "directly connect their learning to the civic responsibilities required in a democratic society." We understand why the Plan's first action step is to "Research effective, culturally relevant standards-based practices in Civic Engagement (e.g. service learning, participatory education and democratic classrooms)," since it envisions developing curricula for the entire district; however, we believe our planning team and advisory boards have the experience and expertise to immediately put the Plan's vision into practice in one school.
Service learning is built into the center of our curriculum, where civic "knowledge, skills and experiences" are deeply embedded through the core experiences of all students. Our sustainability projects (social and environmental needs met by social action) are all service learning projects. Direct action and service to others helps students gain essential life skills while discovering that they can be an asset to their community.
Local projects usually have the best potential to engage the hearts and minds of middle school students. Local community needs can be directly experienced; nearby issues, groups, and events are close enough and often of small enough scope for students to understand and influence; students are able to make decisions as they design and implement plans; and the results of their engagement can be assessed and honored first hand.
Community partnerships, with the Center for Resilient Cities and other organizations, will provide contexts, models, and mentors for civic engagement. Other important civic relationships will be established as students interview neighbors, conduct surveys, and organize workshops or other events.

Cultural Relevance: Culturally relevant teaching is a term created by UW Prof. Gloria Ladson-Billings, a member of our advisory board. The Strategic Plan quotes her as saying, "Culturally relevant teaching is a pedagogy that empowers students intellectually, socially, emotionally and politically by using cultural referents to impart knowledge, skills, and attitudes." BRMS embraces the various actions steps of the Plan, such as the expectation to have a "Standards-based curriculum to incorporate and reflect the cultural backgrounds of district students" and the requirement that classrooms "evidence positive images and cultural references (arts, curricular materials, teaching resources) for all learners." Our approaches will include:
Guidance from Prof. Ladson-Billings and from MMSD teachers Kira Fobbs and Diane Coccari (known in our district for the passion and precision of their culturally relevant teaching) will inform and guide the planning and implementation phases of this initiative in regards to culturally relevant teaching pedagogy.
Place-based homework, where students document nearby cultural and environmental communities, and then exchange this information with their classmates, will bring the cultures of their families and neighborhoods into the curriculum. Students may also exchange this information electronically with students outside of Madison with similar interests. All students will have their languages, practices, traditions, expressions, and beliefs regularly referenced and valued in their classrooms.
Local projects and place-based homework will provide regular opportunities for teachers to more deeply experience the cultures of the school community.
Parents, neighbors, and other community partners will be invited to lead, support, and participate in school projects and activities. Because BRMS is located in a multicultural community and will have parents from multiple backgrounds, students will have positive relationships with respected adults from many backgrounds that role-model and support the development of a student's social, psychological, and academic wellness.

Assessment: BRMS students will participate in district-wide testing and staff will use a variety of formative and summative standards-based strategies common in other MMSD middle schools to assess and support student learning. Teachers, students, parents, and administrators need to continually assess student's conceptual understanding and skill development through authentic and relevant assessment. Our distinctive approaches are totally aligned with the Strategic Plan's call for "Measurement strategies that are aligned with the primary goals of instruction [which] may include: portfolios, lab practical exams, performances, long-term projects, and public exhibitions" and for the "Use [of] assessment data to make continuous improvements at the classroom, school and district levels." A few examples:

Multiage classrooms When teachers know students more deeply over time, their informal observations during regular classroom events may be more insightful. Comments, physical actions, and student texts may gain more interpretive value when teachers engage with students more deeply over an extended time frame. By taking a longer 3-year view for each student, teachers will feel they have time to pay more attention to things they are not required to or are unable to assess (e.g., cultural competence is a critical success factor, which all teachers can support).

Project-based learning requires varied informal types of assessment. The Strategic Plan wisely includes "portfolios, lab practical exams, performances, long-term projects, and public exhibitions" as possible strategies for measuring individual learning. Suppose a classroom has just completed a whole-class extensive survey of energy-efficient transportation (e.g. biking and walking paths, bus routes and schedules, car pooling) in the larger community. Individual learning in this project can be effectively assessed not only by reviewing the contributions of individual students but also by having them use this classroom model to survey transportation in their own immediate neighborhoods. Design-based project learning requires persistent feedback to improve both the design process and the product. Team reflections and often user testing are needed at every stage and revision, a cycle of research and mockups and prototypes leading to a final product. The complexity of projects allows teachers to assess students' performance on advanced standards (e.g., understanding of complex systems).

Embedded game assessments will allow BRMS students to receive immediate feedback on their game performance and eventually allow teachers to digitally track players' choices, amount of time spent on specific tasks, and other variables. This strategy increases the amount and timeliness of feedback for students, and the amount of quantitative data on student performance, all with little or no teacher time required.

Flexible Instruction: According to the Strategic Plan, "Flexible instruction (e.g. differentiation, universal design) provides students with different ways to learn content, make sense of ideas and demonstrate understanding. Flexible instruction is responsive to individual student strengths and needs through learning experiences that are relevant and engaging, and require critical thinking from all students." The action steps for this plan are very compatible with our proposed school. Indeed, the "visible result" for one step sounds like a blueprint for BRMS: "Instruction will include multiple options for student learning (e.g. open ended tasks), range of instructional methods (e.g. simulations, project-based), and assessment strategies (e.g. demonstration, portfolio) in all classrooms." But how do some of our strategies mentioned above fit with flexible instruction?

Place-based projects, if extended and well designed, can offer a myriad ways to learn and present content. For example, many students deeply appreciate being able to learn outdoors, while walking around, while interviewing, while exercising choices. Other students dislike talking to people and prefer taking pictures, or even dislike being responsible for choices and prefer being told what to do. Hearing and sight impaired students, students using wheelchairs, or students struggling with literacy and numeracy have other needs for differentiation that can be accommodated in a complex project, especially in a multiage classroom where students are used to giving and receiving help. In the classroom students benefit from active participatory learning by designing a presentation with stories, or visuals, or technology, for example. With planning funds from the Department of Public Instruction, we hope to retain the services of experienced project-based teachers to mentor teachers as the school starts up, as many teachers may not have familiarity or extensive experience with place-based projects. After a few years, students will pass on project learning skills to younger students in our multiage classrooms, and our full-time teachers will pass on to new teachers the project management skills that they have learned from mentors and experience. Current and recently retired teachers on our advisory board (Youngerman, Spitzer, Mathews, Fobbs, Affeldt, Senson and Coccari) are all highly skilled in project-based teaching.

Authentic projects, will be designed to fit within a framework that can be re-used, modified or re-designed

overtime, so that teachers are not expected to redesign afresh with each project. A thoughtful framework would allow students to begin taking on design responsibility when they become comfortable with repeated use of a rich and fruitfully designed framework. Finding appropriate challenges and necessary community partners, ligning activities and standards, drafting guidelines for students, and arranging fieldtrips, just for starters could wear out even the most energetic teacher. Flexible instruction with projects will be most possible at first in a charter school. Since teachers in our charter school will share common approaches to teaching, they can share the work of developing types of projects that can be adapted with each new opportunity. But to get a jump at building sustainable, highly effective, multiage learning cultures, passed forward through generations of students, we need great projects the first year. Funds from DPI for charter schools can make this possible.

Games are a great tool for differentiation. Players make choices of which game to play, how fast to play, who to play with, what roles and tasks to try out, what data (textual, visual, numerical) to access, etc. Game designers are very effective at creating engagement in a place, time, and learning activity. According to a survey conducted by the Pew Internet & American Life Project in November 2007 with partial funding from the MacArthur Foundation, 97% of youth (99% boys, 94% girls) play video games. While we can't yet get those kinds of results in schools, even for basic reading, games offer an opportunity to expand student engagement with learning. Games will be selected that best match MMSD standards, assist differentiated teaching and relate specifically to standards within the curriculum. One example of this might be using the game *Civilization* in context with the 6th grade curriculum standard to teach ancient civilizations, while classrooms explore local Indian mounds and the civilizations that built them.

Universal design is a great opportunity for a use a project in a design-based classroom. Classes could research universal design guidelines and develop site specific projects at the Badger School site to allow for maximum access and learning support for all users, staff, students, families and community members.

Alignment with District's Educational Framework and Key Principles

The district's highest priority outlined in the Strategic Plan is to create and sustain a learning environment that enables all students to maximize their potential. It is clear from looking at district test scores, middle class flight from Madison public schools, high school dropout rates and other metrics that there are currently many children whose needs are not being met. Our goal with this charter school is to cultivate the potential of children whose needs are currently not being met because of socio-economic, cultural, or learning style issues, all of which can lead to lack of engagement with the curriculum and subsequent lack of school success. Badger Rock Middle School will strive to serve a healthy mix of students from all socio-economic and cultural backgrounds, and will create avenues for everyone to feel welcome.

Student Engagement

The school will advance MMSD's mission by creating a curriculum with a flexible structure, culturally relevant teaching, and a project-based structure that emphasizes student, family and community engagement. A flexible structure ensures that teachers can adapt their methods and approaches so that all students feel personally engaged in learning. The school will help narrow the achievement gap of students it serves and better engage disconnected youth by creating real world experiences that are driven by student's own interests and questions. True engagement with school comes from feeling connected to one's purpose, finding a keen relationship with the subject matter, and finding personal meaning and ways to relate new learning into one's own life. Engagement also stems from feeling that one's work has meaning and value to others. BRMS will provide ample opportunities for students to share their learning with others and find value in that exchange.

Relationships

Trusting relationships will form the backbone of the learning style at Badger Rock Middle School. Relationships between students, teachers, families and community partners will be emphasized throughout the curriculum and school structure. The very backbone of this project is deep community engagement and strong community partnership with the school across non-traditional lines of collaboration. Multi-age classrooms which encourage mentoring between older children and younger children will be commonplace; collaboration will be the norm not the exception with our long list of community partners; involvement from mentors from UW will be greatly increased, and we'll increase opportunities for family involvement through proximity to school for some kids, through family cultural gardening activities, and through a family volunteering agreement signed at the beginning of the semester. By initiating this, it is our intent to help parents build a stronger parental support community. This will also empower parents to be proactively involved in their children's learning community.

The relationships among the teachers and other staff in the school will be based on trust, teamwork and mutual support. Teachers must understand or be willing to learn to understand the students they teach and their families, through cooperative learning environment in which teachers work well together. The school staff must be willing to work closely with students and their families to collectively find ways to improve instructional practice and support structures. Further, through collaboration and use of professional learning communities teachers can continue to develop and set high expectations for all students, and then work together to find ways to inspire and support all students to meet and exceed those standards of performance.

Learning

Best practices in culturally relevant teaching, project-based environmental curriculum, along with the strong emphasis on student engagement and strong relationships will provide students with greater opportunities for academic achievement. The school will be a safe and welcoming place for all, where student diversity is celebrated, and woven into the fabric of the school community. All students will be supported to allow them access to the full curriculum, through innovative and flexible approaches to learning that can be easily modified or adapted to meet student needs. This program by its very nature addresses the district's desire for more flexibility and more alternative programs.

Because of partner Will Allen's proven track record for working with disconnected youth and his deep desire to foster passion for learning and growing in young people, we are confident that all students, and especially young black males who attend the school, will find a mentor and mentorship program that fuels their love of learning and gets them deeply engaged with their community. The urban farm collaboration with Growing Power also provides opportunities to expand apprenticeship programs, another stated strategic goal.

C. The underlying theories of research

Environmental education is not a new concept for educators in the state of Wisconsin. According to the Wisconsin Administrative Code [see PI 8.01(2)(k)], "environmental education objectives and activities shall be integrated into the kindergarten through grade 12 sequential curriculum plans, with greatest emphasis in art, health, science, and social studies" if every school district. Furthermore, a press release from the Wisconsin Department of Public Instruction (2009) demonstrates the continued support of the state's educational leaders regarding environmental education:

> "In an effort to ensure that every child graduates with the environmental skills and knowledge needed to build Wisconsin's economy and a sustainable future, the Wisconsin No Child Left Inside Coalition will develop the state's first environmental literacy plan."

The release continues:

> "Wisconsin schools need robust environmental education programs that not only teach environmental science, but that also stress the need for citizen involvement and solving problems through critical thinking and collaborative working relationships," said Jesse Haney, coordinator of the Wisconsin No Child Left Inside Coalition.

Given the seemingly increased attention on environmental education within our schools, it seems wise to explore the research for signs of effectiveness.

Due largely to the multiple definitions and desired outcomes of environmental education writ large, research on environmental education is fragmented and "disappointingly quiet on the more general question of 'what works'" (Feinstien, 2009, p. 35). That being said, a variety of research on the specific instructional strategies of Environmental-Based Education (EBE)/Place-Based Education (PBE) has brought about consistently promising results in terms of academic achievement and, to a lesser degree, environmental behavior.

In a widely cited report prepared by California's State Education and Environment Roundtable titled *Closing the Achievement Gap: Using the Environment as an Integrating Context for Learning*, Lieberman & Hoody (1998) discuss findings from a study of 40 schools (representing elementary, middle, and high-school levels) located in 12 different states that implemented EBE strategies. Evidence based on survey results, site visits, interviews, and gains on standardized test scores and G.P.A.s suggests that students learn more effectively within a comprehensive environmental-based educational framework than students within a more traditional, compartmentalized educational framework. Observed benefits of EBE focused schools included an increased performance on standardized tests measuring academic achievement, a reduction in behavior issues, and a qualitative change in student engagement and motivation.

More recent quantitative and qualitative studies (Athman and Monroe, 2004; Falco, 2004; NEETF, 2000) document the same benefits, even expanding the range of positive effects. For example, Falco (2004) found that students in 10 middle schools in South Carolina participating in a program that used the environment as an integrating context (EIC) showed a degree of improvement in attendance, discipline, and academic achievement. Powers (2004) notes some especially intriguing initial findings concerning students with special needs and ESL students. Qualitative data indicates that students with a range of special needs perform better during place-based learning activities.

One common and important characteristic of many of these successful programs is that the environment and environmental issues are the focus of the majority of a school's curriculum. Consequently, successful PBE programs utilize several means of connecting students to place. One method gaining recent popularity in the U.S. is the school gardening movement. In a review of 12 quantitative and 7 qualitative studies on gardening projects within U.S. schools, Blair (2008) notes some positive and significant trends. For example, 9 of the 12 quantitative studies demonstrate that students engaged in school gardening programs attain higher science achievement and improved food consumption behavior. Common themes among the 7 qualitative studies include an increase in student bonding and teamwork and an improved school attitude.
Another noteworthy feature of many EBE/PBE curricula is strong tendency towards using student-centered approaches such as project-based learning. Project-based learning is consistent with constructivist approaches to education that assume students need opportunities to construct knowledge by asking and refining questions, direct investigation, interpreting and analyzing information, and drawing conclusions (Rivet and Krajcik, 2004; Blumenfeld et. al., 1991). Scholars in science education appear to be at the forefront of this research. A growing body of literature indicates that Project-Based Science (PBS) yields significant positive results for

students. For example, a team of researchers has been working on a large-scale PBS project in collaboration with the Detroit Public School District. Results indicate that a standards-based, inquiry science approach increases standardized achievement test scores, including a decrease in the gender gap among African-American males (Geier et. al., 2008). Equally promising, results from Cuevas et. al. (2005) indicate that an inquiry-based approach to science education for elementary students is effective for promoting students' inquiry ability, including their ability to plan procedures and draw conclusions. In their study, low-achieving, low-SES, and ELL-exited students showed particularly significant gains in these areas.

The studies discussed above represent some of the larger contributions to the broad field of environmental education research. Individual case studies from a wide-range of school settings document the success of environmental education efforts. We do not want to romanticize the power of EBE, PBE, or project-based approaches as, obviously, no "magic bullet" exists that will address all of the issues faced by our school district. However, a growing body of research leads us to believe that using the environment as an integrative context in the curriculum is both an efficacious and promising strategy.

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D. A description of why the charter school is necessary to achieve the vision.

A charter school is necessary to achieve the Badger Rock Middle School vision for a number of reasons:

Site, Partnerships & Community Collaborations This vision is only possible because of the site, the location and the outstanding community partnerships. The same vision could not happen within an existing school, or on different grounds because of the synergy of the partnerships, the opportunities for on-site service learning, civic engagement and collaboration. A gardening and sustainability operation of this magnitude, run by world renowned professionals, would not be possible on school grounds given district budget constraints.

Test Scores: Indicate a Need for New Approaches Data shows that the students in the target demographic of this school are currently falling further behind with their learning needs not being met by MMSD's current structure. Grade point averages from students in the school's target neighborhood average 1.58 for seventh grade and 1.98 for 8th grade, which are slightly lower than the all Sennett 7th grade average of 1.67 and all Sennett 8th grade average of 2.14. *(from Tim Potter, MMSD)* Culturally relevant, authentic, hands-on participatory education with an inquiry based focus and opportunities for real life engagement have great possibilities of influencing disengaged youth.

Smaller Class Size A charter school would provide a smaller teacher to learner ratio for the middle school level (Our goal is 20 students to one teacher, with a ten students to one adult ratio, when including support staff). Classes would be further supported by adult volunteers.

Flexible Schedule and Teaching Approaches within Standards-Based A charter school would allow the school the freedom to meet and exceed the state standards, and would support teachers to take different and more effective approaches to engage the students in hands-on, project based learning that engages children in learning and makes the curriculum meaningful and relevant to the student's own lives.

Free and Reduced Hot Lunch The property of the proposed charter school is located in the Sennett Middle School district area, in an area approaching "at risk" conditions, with over 76% of the students in this neighborhood receiving free or reduced hot lunch. Here are current statistics of students south of the Beltline in Sennett attendance area.

G4 - 76%
G5 - 76%
G6 - 81%
G7 - 71%
G8 - 78%

Neighborhood School=Increased Parental Involvement Prospective students from the neighborhood are currently bused out of their neighborhoods to Sennett Middle School, a 45 minutes bus ride one way. Teachers at Sennett report that these student's school and home lives are not naturally connected because of the great distance. For the past 2 years Sennett has hosted its all school picnic in the proposed charter school neighborhood away from Sennett in an effort to connect families with the school. This has met with great success and indicates that a neighborhood school, especially one with an adjacent community center hub would create a higher degree of family involvement with their kid's academic lives.

Timing/Urgency There is great momentum both locally and nationally for this kind of school/community sustainability and food initiative. Additionally, there is a real urgency for schools across the country to figure out how to be more responsible environmental citizens, how to fulfill their obligation to address climate change, and how to reflect those values in their curriculum. Charter schools provide a fast and flexible way to try out new concepts on a smaller scale before adopting them for a larger district.

Middle Class Flight Many middle class families are choosing to leave the district because of lack of options for certain learners who might excel in a school that emphasizes project-based, place-based strategies in an environmental context. The experiential learning style and charter school concept that would be part of this school culture would appeal to many families who might otherwise look for other options.

E. A description of how this charter school is unique and how it will differ from the schools and programs now available to students enrolled in the district.

Badger Rock Middle School has a series of unique features based upon its site, its on-site collaborating partners, its location and the urban farm aspect, all of which make it unique and not immediately replicable at other school sites.

Methods / Approach

- *Collaboration:* The level of daily collaboration with on-site partners Growing Power and the Center for Resilient Cities and community partners is not currently available in the district, nor is this kind of site-specific curriculum.

- *Project Based, Interdisciplinary Learning:* Authentic on-site, field-based projects form the core of the curriculum and help students learn interdisciplinary problem-solving skills and processes. Projects are all standards based and aligned to the Wisconsin Model Academic Standards, but allow for multiple modes of engagement and assessment of learning.

- *Homerooms of multiage, multicultural, and varied-ability learners:* Multi-age classrooms, with students of diverse cultures and strengths help foster an environment of leadership. Student communities of 20 –25 students guided by two adults (one teacher, one other resource allocation or volunteer to be determined) will constitute small learning communities, where each group member is recognized for what they can contribute and each team member is valued.

- *Assessment*: Student achievement is measured in part by project-based "expeditions" that culminate in exhibits, performances, publications, and public service to the community—something that might be deemed more "real" or meaningful because it has an external, real world audience.

- *Meals serve as learning opportunities:* Students will play an integral role in growing food and preparing nutritious meals for the school community. Urban agriculture is interwoven in to every aspect of the curriculum. Working on-site with *Growing Power*, and the expertise of local working urban farmers, students will learn all aspects of caring for the land, planting and harvesting crops, and preparing meals with the food they grow.

- *Site-based Curriculum:* The curriculum will be intimately tied to the school's building and site and its relationship to the land, the surrounding community, and nearby natural and social resources. The Badger Rock Middle School curriculum's environmental focus will stem largely from an urban agriculture framework. In addition, every aspect of the physical environment including the school building, the grounds, gardens, greenhouses and operation will model sustainability, from building

materials, to energy sources, to cleaning products, to meal practices, to waste disposal, to animal care and beyond. Understanding and studying both the natural and built environments will be part of the curriculum. At the same time, students will venture off site to investigate other parts of the watershed and adjacent watersheds.

- *Curriculum stems from the critical study of three key branches of investigation:*
    - Sustainability-cultivating an awareness of how the way we live and work impacts our ecosystem. Urban farming, on-site energy systems and the built environment will be the primary focus during the school's first years.
    - Place- instilling a curiosity to examine the factors that shaped, shape and will continue to shape our place.
    - Culture- developing an appreciation for how different cultures adapted to the environment through their celebrations, social structures, food, language, and arts.
- *A Year Round Schedule:* Three week breaks follow each quarter of school with a five- week break during the summer. Additionally, a year round schedule affords children the chance to work outside in the gardens during the height of the growing season.

2. Purpose:

A. A statement as to why the charter school is being proposed.

Badger Rock Middle School reflects a local and national trend toward rethinking our educational practices, as they relate to individual and community wellness, best practices for engaging students and best practices for promoting civic engagement and citizenship. These ideals are especially important now in light of new information about the threats of climate change. The number one challenge during our lifetime is reconciling the impact of human existence with the limits of our ecological systems. The qualities, depth and extent of learning that takes place globally in the next ten to twenty years are critical to the human future. The "Great Work" ahead is remaking our human relationship with the earth and rethinking how we provide food and shelter, use materials, earn our livelihood, and protect and nurture our young. **Education is the core and is essential element needed to create a generation equipped to respond to these enormous challenges.** The stakes have never been higher for students in Madison Metropolitan School District to become active engaged citizens, who are critically aware, engaged with their neighborhoods, and learning how to work together to change their communities and become stewards of the earth.

Badger Rock Middle School is being proposed because there is increasing demand for this kind of school within our community and district, the climate is ripe for the kind of in-depth sustainability education that only a charter school can provide, the timing and opportunity is right, and the caliber and expertise of community partners that have come together to develop this partnership is outstanding. The opportunity to have this charter school at this time in collaboration with Will Allen is something other school districts could only dream of. Further, the neighborhood and students who would largely be served by this project are some of the MMSD's most needy and challenged youth. We believe creating Badger Rock Middle School can help our school district and community model and chart a progressive approach to sustainability education that responds proactively to these challenges.

3. Leadership and Governance:

A. The name of the person or persons seeking to establish the charter school.

Badger Rock Middle School planning committee seeks to establish this charter school, in partnership with Madison Metropolitan School District under the leadership of Superintendent Dan Nerad. The Badger Rock Middle School Planning committee consists of parents and professionals from within MMSD and outlying districts, including lead team: Jay Affeldt, Sara Alvarado, Brenda Baker, Julie Colmar, Jamie Domini, Kristen Joiner, Casey Meehan, Ben Senson, Mark Wagler and David Wasserman, It also consists of members of the MMSD staff, all of whom are listed in the appendix. Bios of each team member can be found in the appendix.*

B. The relationship of the charter school to the overall organization of the District, the Board and Administration.

Badger Rock Middle School would be an instrumentality school within the Madison Metropolitan School District. The school would be under the same jurisdiction as all MMSD schools, with teachers being hired, supported and fostered by MTI, supervised by MMSD management, and overseen by the Board of Education. Teachers would be required to adhere to the same regulations for testing, and the same local and state teaching standards. The only difference is that we would request that a project-based teaching expert be a representative of the school on the hiring committee so that only teachers who excel at this approach would be hired. Additionally, teachers would receive enhanced professional development on project based learning, culturally relevant teaching, sustainability (design and practice), and placed based teaching. They would also receive training in fostering community partnerships and working within the community surrounding the school. The biggest and most significant difference, is that teachers at Badger Rock Middle School would have more freedom and flexibility to reach the standards and surpass district goals, using different pathways to get there.

We are not ask for anything that would jeopardize the existing relationship between MMSD and MTI and would work to ensure that this charter school, if implemented, operates under conditions that have been negotiated into the collective bargaining agreement between MMSD and MTI. Any necessary Memorandum of Understanding would be negotiated in full collaboration with MMSD and MTI. Our intent is to be fully compliant with and work as part of MTI structure and be as transparent as possible. During the planning grant phase, we will work with the MMSD and MTI to learn how to best negotiate and work within the collective bargaining agreement.

There would need to be negotiations regarding long term, no rent use of a building that is not owned by MMSD, including terms of building and grounds maintenance. At this time, we are projecting that the Center for Resilient Cities would oversee all maintenance on its buildings and grounds, and MMSD would take responsibility for custodial services, and care of the schools equipment and resources.

Badger Rock Middle School would be developed in full partnership with MMSD staff and administration, with direct oversight from the Board of Education. The school would be a reflection of MMSD's newly adopted mission statement and would simply be a way for the district to innovate and test out new ideas on a small scale, rather than across the whole district at one time.

4. Other Information

1. Any other information that the sponsor of the initial proposal believes the Board may find helpful in addressing the initial proposal, including but not limited to any available information that might be

included in a detailed proposal, , as defined within this policy, or within the application for Charter School Planning Phase funds.

Preliminary Curriculum

Preliminary Curriculum Objectives

Curriculum will be developed in partnership with the Teaching and Learning Department at MMSD, using models from highly successful project based-environmental charter schools across the nation. Ideas for the preliminary curriculum outlined below come from several of these schools, with significant adaptations made to recognize our school's uniqueness and its location on an urban agriculture and sustainability campus. Wisconsin schools we have looked to for curriculum models include Hawley Environmental School in Milwaukee, River Crossing School in Portage and Valley New School in Appleton. These preliminary curriculum ideas will all be fully vetted, modified and adjusted as needed during the planning grant phase, by MMSD's Teaching and Learning staff and Educators Advisory Panel. All curriculums will be consistent with MMSD and DPI standards and will use MMSD's Eclipse software to ensure that all standards are achieved or exceeded. *These are preliminary ideas and possibilities only and should be read as such.*

Reading

The goal of Badger Rock Middle School's reading program is to produce environmentally literate students who attain high levels of achievement in reading, language arts, and writing. Teachers will use multiple models of learning including independent, flexible small groups, cooperative/collaborative groups, to address the individual and diversified learning styles of students. In order for students to excel beyond district and state standards, the staff will implement a multiplicity of effective research-based teaching models, strategies and approaches. Students will read a combination of environmental literature from our own community (Aldo Leopold, John Muir, William Cronon etc.) and also experience globally diverse literature with an environmental focus to build their understanding of and empathy for their peers around the world. Parents and our community partners will be an integral part of the implementation of our reading program.

To further develop and increase multicultural and global perspectives in our students, teachers will use quality, diverse literature and make use of our tremendous local resources for culturally relevant teaching within our community. Gloria Ladson-Billings is a member of our educator advisory committee and will help ensure that our teaching methods, strategies and approaches help learners of all backgrounds excel, find a love of learning and ways to connect their studies to their own lives. Teachers will design units of study that include multi-genre text sets in which students learn to analyze and compare/contrast differences among the triad of text-to-self, text-to-text and text-to-world. Students will also learn to read for both efferent and aesthetic purposes as well as from different viewpoints. As a result, students will deepen their appreciation and understanding of quality literature.

English / Language Arts

Written and communication skills are embedded throughout the curriculum at Badger Rock Middle School. Teachers will implement a variety of reading and language arts methods and frameworks determined by MMSD staff and the educator advisory panel. Writing frameworks will provide opportunities for students to develop their writing skills through shared, modeled, interactive, guided, and independent writing activities. Teachers will be involved in collaborative grade level and cross grade level meetings to discuss which instructional strategies and teaching models work best for students. Data analysis of student work and observations will be

used to determine further instructional needs. A "writing across the curriculum" strategy provides students with meaningful learning activities with an environmental focus that will be used as performance based assessments. A writing portfolio will be used as a tool for assessment and student self-evaluation. This portfolio will be available for students to review and discuss at any time throughout the year with his/her family and learning community.

To further the development and proficiency of our students through real-world applications, they will share their written work with peers through a variety of authentic venues. Student work could be published in a monthly school newspaper to acknowledge and showcase their accomplishments, or incorporated into displays in the adjacent Community Center. In addition, the BRMS learning community will seek to share student written work with our business and community partners to celebrate our commitment to environmental stewardship.

Mathematics

Badger Rock Middle School utilizes the Connected Math curriculum and portions of the Math in Context curriculum. We will expand this component to include more global mathematical concepts across all grade levels. BRMS will incorporate local math curriculum developed at River Crossing School in Portage and other environmental charter schools where appropriate to reinforce environmental themes. Through these strategies, students will become aware of the direct correlation between mathematics, science and environmental studies. Mathematical concepts, skills, and knowledge will be infused into our inquiry-based approach, which allows students to develop data driven projects that center on environmental issues.

Through the use of effective-descriptive feedback, teachers will coach students to develop the skills to analyze their own mathematical understanding. Teachers will apply a variety of differentiated approaches to learning while integrating high level thinking skills through their teaching. Parents will support the understanding and development of their child's mathematical processes and progress through project based investigations and explorations.

Science

Badger Rock Middle School has a comprehensive and in-depth curriculum that involves exploratory and real-life, local to global scientific learning experiences. The curriculum will focus on teaching fundamental science knowledge and skills related to biological, chemical, earth, and physical sciences as they interact within an environmental context. Teachers will enrich and supplement learning using diversified resources that include our school science lab, science-related texts, science kits, journals, field trips, guest speakers and the use of our adjacent grounds, greenhouses, gardens and urban farm. The linking thread between science and global studies is environmental education within a decidedly local context. Students engage in various hands-on/minds-on projects and activities that promote higher level critical thinking skills. Students learn to analyze scientific concepts and processes in and outside of our community through project-based, service learning experiences, many happening on site in the Growing Power gardens, hoop houses and greenhouse, and others in nearby natural areas, like Nine Springs E-Way, or our many lakes. BRMS will also utilize technology as a key instrument for bringing both local and global scientific experiences and perspectives into the school community, partnering with UW Games + Learning +Society to develop local games with environmental themes and contexts. Parents will be a key resource to support teachers and students through sharing their jobs, personal experiences and interests that relate to our science scope and sequence.

Social Studies

The social studies curriculum incorporates student driven, hands-on learning that utilizes higher level thinking skills. Also embedded in each lesson are our core environmental ideas of preservation, conservation, beautification and stewardship. Teachers incorporate instructional strategies that include cooperative learning, project based activities and thematic units. Our community partnership with Growing Power and the Center for Resilient Cities further connects our curriculum to real world experiences. As a result, students develop skills and knowledge to become civic-minded world citizens who participate in the community as active, informed individuals. To promote leadership as well as citizenship skills within our students, they will educate and demonstrate for their families the qualities of a model environmental citizen.

Fine Arts

Fine Arts will be taught with a community arts engagement approach, with community artists working collaboratively with classroom teachers. Students will work with volunteer visiting artists from throughout the community, on individual projects, site-specific environmental works on the grounds, as well as in off-site at studios in the community. Madison Children's Museum's new art studio will provide facilities and resources for off-site projects that require facilities not housed on school property, like printmaking and ceramics.

Students will be exposed to theater, symphony, sculpture, photography and technology. We will be using this program to help us integrate arts throughout the curriculum and across the grade levels in a way that will be sustainable after the grant ends. Badger Rock teachers will create a framework of art education experiences to ensure that all students will participate in a different arts-focused theme each year. We will hold family/community art exhibitions to celebrate student accomplishments.

Physical Education

The physical education program combines both cognitive and kinesthetic activities that guide our students in making informed decisions for healthier lifestyle choices. Students will develop social, physical and motor skills. Participating in community events, such as Paddle and Portage, the Boys and Girls Club Bicycle Trek, or the cross country ski events at the Madison Winter Festival will increase awareness of the link between physical activity and wellness. BRMS will focus much attention on physical fitness activities that take place out of doors, like hiking, bicycle riding, snowshoeing and running. Additionally, stress reducing physical activities like yoga and meditation will be integrated into the curriculum to increase student's sense of body awareness and coping skills. Partnerships will be developed with local sport organizations and companies to facilitate instruction, gifts or loans of equipment. Students will also participate in and build an appreciation for multicultural dance, games, and other forms of global activities that promote physical fitness. BRMS staff will empower the students to promote, inform and encourage their families to participate in healthy lifestyle choices and actions.

Health

BRMS will create a School Health Initiative that focuses on the total well being of our students and families. The school's nurse, psychologist and social worker will organize the School Health Initiative at the beginning of the year. The Initiative will incorporate all aspects of healthy living, including diet, lifestyle choices, hygiene, exercise, healthy relationships, and stress reduction and finding ways to implement a Healthy Living Plan for all members of the school community.

Technology

Technology will be an integral part of instruction embedded into every aspect of the curriculum. BRMS students will develop great capacities to incorporate technology into their projects. Rather than having a separate computer lab, students will use state of the art netbooks, hand-held devices and wireless hubs

throughout the campus to make collecting and interpreting data in the field as easy as possible. Students will work with the UW Local Games Lab (part of the UW Department of Curriculum and Instruction) to develop technology based computer games that explore complex environmental problems.

An important part of our family involvement with technology is the use of our website and email as a means of communication between home and school. We will work with families to encourage and support their use and understanding of technology. A further benefit of using technology as a form of communication is the conservation of paper.

Each grade level will be involved with internet based projects that allow scientific studies of environmental issues, thereby enhancing student learning and awareness of environmental matters in Madison and around the world. Internet based projects may include projects like The Globe Program, International Crane Foundation/China Schools partnership, or new partnerships with edible school classrooms in other parts of the country. Technology projects will be taught at all grade levels.

Environmental Education

Our environmental education program is based on the state environmental education standards. School-wide projects and activities will enhance and support student achievement. The environmental program supports classroom instruction and helps to integrate our environmental focus into all curricular areas. Environmental Education is learning about the world you live in. We teach environmental education through four major concepts: preservation, conservation, stewardship and beautification. Our business and community partners include Growing Power, the Center for Resilient Cities, UW Madison's Nelson Institute, Landscape Architecture Department and the Center for Biology Education, Aldo Leopold Nature Center, Madison Children's Museum, Community Groundworks at Troy Gardens, Edgewood College Leadership in Sustainability Program, the Nelson Institute, the Wisconsin Department of Natural Resources and Sustain Dane, among others. Through these partnerships, students will learn about local and global environmental issues. Students will determine the actions they can take to show environmental stewardship throughout their lives. Students will educate and demonstrate for their families the qualities of a model environmental citizen.

Local to Global Community Studies

Badger Rock Middle School will offer opportunities for Local and Global Community Studies. Each semester, unique classes that incorporate global environmental issues, human geography, service learning projects, and citizenship, will be offered. Students will participate in a different class each semester allowing them to focus on a particular interest. Badger Rock staff, parents, and community members will collaboratively teach classes with support from local business and community partners. Assessment will be done through self-reflection and peer evaluation. The Local to Global Community Studies reinforce our commitment to the local community and focus of developing the child's worldview and global citizenship skills.

Leadership and Governance

Planning Phase

Badger Rock Middle School organizing body will include a three branch structure in its planning phase that is comprised of the many diverse talents and leaders throughout our community, including teachers, administrators, neighbors, community and business leaders, agricultural, cultural, and environmental experts. The three Advisory Boards include Educational, Business/Community, and Operational/Site. Preliminary

members of each Advisory Board can be found in the appendix, with the exception of the Operational/Site board, which will be formed pending the Board of Education's initial approval. *

These three boards will tackle the diverse issues within their respective areas that arise during the school's planning and implementation phases. The Educational Advisory Team will consist of current and retired MMSD teachers, University curriculum, education and educational technology professors, and informal community educators (museums, community gardens, nature centers, etc.) The Business/Community Team will consist of neighborhood business leaders/owners, neighborhood association representatives, and members of community planning organizations. The Operational/Site Team will consist of lawyers, bankers, construction industry specialists, landscape architects, urban planners, sustainability experts and fundraisers. The separate boards will meet monthly with sub committees meeting as needed for short term. These three branches will provide the checks and balances to ensure that there is consensus within the school community.

A long term Governing Board will be established during the planning grant phase, and will be comprised of key community leaders from each of the three Advisory Boards. The Governing Board will act like an executive committee, with representatives from each group.

The Advisory and Governing Boards will be made up of local citizens in a voluntary capacity, with varying terms of commitment, from 1 year to 3 years. Governance bylaws, policies and procedures for both boards will be outlined and developed prior to receipt of the planning grant and will be in place before the implementation phase of the grant begins.

Both the Governing Board and the Advisory Board will consist of a diversity of people who possess skills in crucial areas including fiscal management, law, curriculum and content, community partnerships, strategic planning and school community partnerships so the school has a very present and active sounding board for each and every issue that arises. Both boards will be diverse and will represent the faces of the community we hope to serve. The Governing Board will meet quarterly during the School's planning phases and first five years of operation.

School Opening Phase

The Advisory Board will meet on a monthly basis once the school is open. An Executive Committee will be developed that represents both the Governing and Advisory Boards, and will serve as members to the larger Badger Resilience Center Board, which oversees the larger project and ensures that the school is working most effectively within the community partnership.

Badger Rock Middle School governing branches will be responsible for making the educational decisions aimed at raising student achievement and meeting the mission, vision and goals of our charter contract. A shared leadership model will be used to make decisions for the school. Once the school has opened, shared leadership will include: the Administrative, Teaching, Community and Government branches.

The administrative branch will administer the daily fiscal and building management, as well as day-to-day operations of the school. We will follow a shared leadership model that empowers our staff to vote on school issues such as budget, discipline procedures, building concerns and curriculum before presenting items further to our Governance Council. It is important that our teaching staff to follow the democratic , distributed style of leadership in order to promote a positive school climate and develop strong teacher leadership to meet the needs of our students, parents and community set forth within our charter.

Budget/Fiscal Impact on District:

Badger Rock Middle School organizers fully understand and appreciate the difficult budget climate that MMSD currently finds itself in. The outright goal of Badger Rock Middle School would be to be budget neutral (or close to budget neutral), while providing the district with new ways to leverage corporate support, government and foundation support.

Building and Site/ Acquisition

The currently proposed site for the new charter school is on the grounds of the old Badger School located at East Badger Road and Rimrock Road south of the beltline in the City of Madison and directly across the street from Badger Bowl. The school and property has been owned by Dane County since the 1980's and was offered for sale in 2009 as excess property. The Center for Resilient Cities has secured funds to acquire the property as a center for sustainability education and urban agriculture and will be overseeing a campaign to raise the remaining funds necessary to develop and build the facility. Though the current Badger School building is still standing, it is not in good condition and will most likely be torn down. New structures will be built on the property with state of the art green building technologies that include the proposed charter school. A timeline for the overall project is still being established, but there is great desire to get the project off the ground in fall of 2011.

In addition to a charter school, the four acre property will feature an innovative urban agriculture research center and demonstration site (greenhouses, compost, live animals, vermiculture, tilapia farm) and a built in alternative energy demonstration site. It will also include a community center, a much needed social and recreational hub for this neighborhood. Three additional adjacent acres are owned by the City of Madison and not currently in use. The City has offered use of this land for the project, and has also agreed to allow development of adjacent City of Madison Park property, adding another 4 acres to the site, for an approximate total site of 11 acres.

Fundraising Efforts

Sufficient funds for the purchase of the property have been raised since September and the closing on the property is scheduled for January 4th. The school building will be part of a larger sustainability campus, remaining funds for which will be raised by the Center for Resilient Cities and members of the Badger Rock Middle School Planning Committee. At this time, a definitive total fundraising goal has not been established, pending completion of data collection on community, school and neighborhood needs by the Center for Resilient Cities.

Joe Sensenbrenner, former Madison Mayor, and President of the Center for Resilient Cities Board of Directors is leading up the fundraising efforts for the larger project, along with Thomas Dunbar, the Center for Resilient Cities Executive Director. Mr. Sensenbrenner will be working closely with Will Allen's Growing Power to raise funds from a mix of sources, including individual gifts, private, foundation, and federal monies. The Charter School Planning Committee will contribute to the fundraising effort.

Operating Expenses

There would be no rent for MMSD to support the school, and minimal operating costs for the building, as the goal is to have a fully sustainable, zero waste building with little to no operating cots for energy or water use. Since the site will also be used as a green building and sustainable energy demonstration site, the newest technologies will be employed to try to create more energy than is being used. A binding contract outlining the

agreement between both parties would be jointly written by legal council from both entities during the planning phase.

Operating expenses for the first three years would come from a start up grant from DPI and possibly other local and federal granting sources. The Planning Grant funding for the first three years would provide MMSD with up to $750,000 (depending upon starting and ending enrollment numbers) to support planning, opening the school, purchasing equipment, professional development for staff and direct teaching needs of the students. This is higher than the standard DPI planning grant figure for a school of this size, because of its location in a low-income district.

Teacher/staff allocation

The district would be responsible for paying for the teacher, oversight principal/administrator salaries, fringe benefits and costs of additional support staff, which would include a combination of allocations, including food service, custodial, nurse and resource specialists. These figures and positions are currently being reviewed by MMSD's Business Services Department, in relationship to projected attendance figures. The Business Services Department is offering guidance and direction on all budget related issues. Preliminary numbers will be available in early January, with final numbers being available before the February 15th planning grant deadline. The planning grant phase will allow time for development of concrete budgets in all budget categories. The Business Services Department is helping determine the most efficient and cost effective class size, starting staff allocations and other outlying costs.

Transportation and Food Service

A detailed mapping of the area is underway by both the Center for Resilient Cities and MMSD Business Services Department to ensure that kids have safe access to the school and grounds. This safety measure is an important feature for all partners, to ensure that the community center would actually be used. A detailed review and report will be available in January, which will include recommendations and figures for any transportation or safety issues. We are aware that there may be transportation issues related to the year round school idea (needing buses for only one school during the month of July for example), and will remain flexible with options until we have more concrete information.

MMSD's Food Service will be employed for at least 3 days per week, with the other 2 days being set aside for meals prepared by the learning community. We have had preliminary conversations with the Food Service department and recognize that collaboration with the Health Department and negotiations with Local 60 will be necessary early on to make sure the students will have access to the kitchen and proper oversight for meal preparation.

Expanded Grant Opportunities

Initial surveys of federal grants and conversations with program officers from the US Department of Agriculture yielded many opportunities for grant funding to support the collaborative work of schools, community and families gardening together. Grants range from $25,000 up to millions of dollars in fund for ambitious, community collaborations like this one. While it is clear that MMSD doesn't want to budget base projections on grant funding, this project does open unique opportunities to approach significant funders, including private, foundation and federal opportunities like the USDA that would not otherwise be able to be considered by MMSD.

Current and Projected Enrollment Numbers* of 6 graders that live South of the beltline:

2009 – 42 (currently at Sennett)

2010 – 70
2011 – 62

**From Tim Potter, MMSD*

Impact on Attendance at Other Schools

The proposed school is in the Nuestro Mundo Community School & Allis/Sennett/LaFollette attendance area. There are currently space problems and overcrowding at Nuestro Mundo & Allis. As the large class sizes in both elementary schools move into Sennett, there will be space issues (if there are not already) at Sennett. The proposed school will help relieve overcrowding at Sennett. Wright Middle School, which is in close proximity to Badger School is in the West High School district and will not have an impact on attendance. Spring Harbor Middle School is in the Memorial district and will also not be impacted by the proposed school.

Who We Serve

Badger Rock Middle School will serve approximately 120 students, grades 6-8th, with 50% of the student body coming from the Rimrock Road and Badger Road neighborhood. The remaining 50% will draw from other Madison neighborhoods, most likely within the LaFollette attendance area and will reflect the racial and economic diversity of the city. 76% of the students from the neighborhoods immediately surrounding Badger Rock are currently receiving free and reduced hot lunch at school.

The first year, the school would serve either 3 or 4 classes, of approximately 20 students each, for a total of 60 to 80 students. Final numbers will be dependent upon numbers and staff allocations determined by the Business Services Department. Each subsequent year, an additional class would be added, until we reach a total of 120 students. The first year we would start with 6th and 7th graders in a mixed use classroom to establish a consistent school culture, and then the following year classes would be integrated with 6th, 7th and 8th graders mixed within classrooms.

Flexibility

With any large collaboration of this size, give and take is a must. The possibilities in this proposal are just that, ideas to be explored, tested, pulled apart, modified or revised. The most important message is that we want to make this project happen and we are willing to be flexible to ensure that it meets the needs of the MMSD community. While there are some things that are probably *not* negotiable with this project (a different site for example), there may be many others that could be discussed if research shows that they simply won't work. We're flexible and we want to work with MMSD to make this happen.

Community Support and Partnerships to Date

We have community support from Madison area businesses and organizations that support the vision and mission of the larger project and Badger Rock Middle School's charter. This list is preliminary only and will greatly expand once initial support is established. Current supporters include:

Lead Project Partners:
The Center for Resilient Cities will oversee grounds acquisition and purchase, building design, development and construction, and all fundraising for the project.

Growing Power will oversee site development, and fabrication of greenhouses, outbuildings and oversight of all growing operations on site.

Madison Area Community Land Trust (MACLT) will be instrumental in oversight of the overall site development and urban agriculture planning, including the gardens, working farm and buildings.

Program and BusinessPartners
Sustain Dane will connect community partners with the school's evolving needs. They will also facilitate sustainability courses for school administrators and teachers.

MG & E will provide alternative energy, demonstration equipment and educational feedback materials for the site, including but not limited to solar and wind power.

City of Madison will provide additional adjacent land to the site for use as adjoining gardens, compost facilities and site-specific artwork.

Madison Community Foundation is providing foundation support for the development of the Badger Resilience Center, including development of the ground, the charter school and the community center.

Edgewood College Sustainability Leadership Program will provide sustainability leadership training for teachers and administrators. In addition, the Leadership in Sustainability Program may provide volunteers, apprentices or project assistants.

Community Groundworks at Troy Gardens will provide educational training in gardening, nutrition, and organic agriculture.

Madison Children's Museum will serve as an off-site art studio and will provide a public venue for display of student work and performances.

UW Madison will provide support from a variety of departments, including but not limited to:

- Department of Curriculum and Instruction
- Games +Learning + Society Initiative
- Landscape Architecture Department
- UW Health Services
- Center for Integrative Medicine

South Metropolitan Planning Council will help generate interest and partnerships between Badger Rock Middle School and area business, community leaders and organizations.

Planning Team Bios

Jay Affeldt was born and grew up in Madison, and is a 1991 graduate of Madison Memorial High School. He is in his eleventh year as a teacher back at Memorial, and created the AP Environmental Science program there in 2000. He is in his second year as the school's Project REAL Smaller Learning Communities Grant Coordinator, and also coordinates the Professional Development School partnership with the University of Wisconsin- Madison for both Memorial and Jefferson Middle School. He received his Bachelors in Education

from the UW, and also has Masters degrees from the UW in Educational Psychology and Educational Leadership and Policy Analysis.

Sara Alvarado is a past Nuestro Mundo board member and named founder of Madison's highly successful dual immersion charter school. She is passionate about education and an active Mom to Alex, 3rd grade at Nuestro Mundo Community School and Leo, Kindergartner stating in 2010 at Nuestro Mundo. Sara lives South of the beltline in the Badger School neighborhood and owns a local real estate company, The Alvarado Group with her husband Carlos Alvarado.

Brenda Baker is an artist and Director of Exhibits at Madison Children's Museum, where she has worked for the past 19 years designing and developing project and place based cultural and environmental exhibits, many in collaboration with MMSD schools. She has been at the forefront of the sustainability movement within the museum field for the past 15 years and is founder of greenexhibits.org. Brenda has an MFA from UW Madison and a BA from DePauw University. She has received numerous awards for her work in informal education from the UW School of Education (Outstanding Alumni Award), the Wisconsin Department of Public Instruction for her work with community based cultural projects, and from the American Association of Museums and Association of Children's Museums for her groundbreaking work with cultural projects and sustainable exhibit design. She is a mother of two MMSD students (Franklin and Hamilton).

Julie Colmar-Davis is currently teaching 4th grade in the Middleton-Cross Plains Area School District. Julie has worked in the field of education as a school social worker, regular education teacher and an English Language Teacher for 9 years in various schools at all levels in Louisana, Wisconsin, Illinois, Alaska and Japan.

Jamie Domini has been teaching middle and high school for 13 years in both public and private schools. She has continuously incorporated service learning and active citizenship into her work throughout her career. Currently Jamie is in school working on her administrative license.

Kristen Joiner has 15 years of experience in leading initiatives for social change. Kristen is Executive Director of Sustain Dane, where she helps spearhead sustainability initiatives throughout Dane County. Prior to coming to Sustain Dane, Kristen was the Co-Executive Director and Co-Founder of the educational non-profit organization, Scenarios USA. Scenarios USA was founded in 1999 in collaboration with a group of New York City public school teachers, filmmakers Doug Liman (Mr. & Mrs. Smith) and Avram Ludwig (Fast Food, Fast Women) and producer Maura Minsky (ABC News), to engage young people in their own health and education. Over the past ten years, Kristen led Scenarios USA's development from an abstract idea to an award-winning organization that has been cited as a model for sex education, innovative school redesign and school engagement. The organization has a $1,000,000 budget, eight employees and major investments from the Ford Foundation. Scenarios USA brings millions of dollars of in-kind contributions into public school districts across the country by partnering Hollywood filmmakers with teachers and students.

Before starting Scenarios USA, Kristen developed her skills as an advocate and a community organizer. She worked in international public policy as the Program Officer for the Sustainable Development & Population Program of Parliamentarians for Global Action (PGA). Through PGA, an international organization of national legislators, she educated and mobilized politicians around the world to take action on the Program of Action developed at the International Conference on Population and Development (ICPD).

Casey Meehan taught social studies for six years at the high school level, including four at a public school in the Madison area. He has a Masters in Education from the University of Minnesota and is currently in his 3rd year as a doctoral student in Curriculum and Instruction at UW-Madison. The focus of his work at UW is at the intersection of democratic education and education for sustainability. In particular, he is interested in how the social studies curriculum helps or hinders students' ability to live in an ecological democracy.

Ben Senson is a science teacher and department chair at Memorial High School. He has been an educational innovator for 20 years having developed the MMSD Remotely Controlled Observatory and its online training program, published activities for the National Project WET initiative, created and taught an Aircraft Construction Experience course, and been a curriculum writer and master teacher for Project Lead the Way's Aerospace Engineering course. Ben is also the lead mentor for the BadgerBOTS Robotics program which operates a summer robotics camp, more than 20 individual FIRST LEGO League (FLL) teams, the Badgerland Regional FLL Tournament, and a FIRST Robotics Competition high school competitive team. The BadgerBOTS most recent collaborative project involves the creation of a student designed and run factory to produce "sit-skis", an adaptive technology that allows paraplegic athletes to participate in cross-country skiing activities. Ben is currently authoring a high school level textbook on aerospace engineering for Cengage Learning. Ben has a Bachelors in education from the University of Wisconsin Madison, a Masters in astronomy and physics education from Ball State University, and is currently working on a Masters in educational administration at Concordia University

Mark Wagler designs place-based games and curricula and researches student learning at the UW Local Games Lab. He has taught at all levels from pre-school to college, including 19 years in MMSD. His 4th and 5th grade Randall students created year-long cultural tours of Dane County, Wisconsin Hmong communities, Park Street, and the Greenbush; studied Lake Wingra wetlands in bi-weekly Mornings-in-the-Marsh and helped create the Randall Outdoor Classroom; and created web sites, videos, museum exhibits, book, community survey, community conference, city council resolution, and hundreds of articles published in Great Blue: A Journal of Student Inquiry. His publications include *Teacher's Guide to Local Culture*, *Kids' Guide to Local Culture* and "*Getting Places: Using Mobile Media to Augment Place-Based Learning*."

David Wasserman has been teaching at Sennett Middle School in a multi-age, multi-subject classroom for the past 4 years. He has also taught at Wright Middle School, one of MMSD's charter schools, as well as at the Environmental Middle School (another multi-age, multi-subject homeroom based school) in Portland, Oregon, where he wrote and developed a portion of their place-based curriculum and worked as an Outdoor Leadership Coordinator for the district. David has been honored as an Aristos Scholar (nominated group of "innovative and effective educators" in the district), and has been recognized for his development of a number of school-based projects. He also has two children who attend a MMSD elementary school.

Advisory Committee Members to Date

Education:

Diane Coccari, teaches 6th grade at Blackhawk Middle School

Nan Youngerman -- Retired teacher, formerly taught at Crestwood, Spring Harbor, and Cherokee

Kira Fobbs – teaches 2/3 grade at Falk, formerly taught at Lincoln

Dave Spitzer – Retired MMSD teacher, formerly taught at Lincoln and Spring Harbor

Jim Mathews – Social studies and media teacher, Middleton Alternative High School, UW doctoral student, Local Games Lab staff

Kurt Squire – Associate Professor, Curriculum & Instruction, UW; Co-Director, Games + Learning + Society Initiative; Associate Director of Educational Research and Development, Wisconsin Institutes for Discovery

Gloria Ladson-Billings - Chair, UW Curriculum & Instruction

Bob Tabachnick - Professor Emeritus, UW Curriculum & Instruction

Community:

Sam Dennis - UW Professor in Landscape Architecture

Sarah K. Kahn --Director of Tasting Cultures Foundation and Ethnobotanist/Researcher at the UW Center for Integrative Medicine.

Nathan Larson-Education Coordinator for Troy Gardens

Jim Lorman - Professor of Biology at Edgewood College

Anne Pryor - Traditional Arts Coordinator at the Wisconsin Arts Board; Folklorist

Margaret Nellis -- Manager of Academic Partnerships at University Health Services

MMSD Staff Team

Dan Nerad, Superintendent
Erik Kass, Superintendent for Business Services
Ann Wersal, Administrative Assistant
Pam Nash, Assistant Superintendent, Middle and High Schools
Marcie Pfeifer-Soderbloom, Grant and Fund Developer
Donna Williams, Director of Budget, Planning and Accounting
Frank Kelly, Director of Food Services
Doug Pearson, Director of Building Services
Steve Hartley, Chief of Staff
Lisa Wachtel, Director of Teaching and Learning
Tim Peterson, Science Coordinator
Mary Teppo, Director of Administrative Services

Preliminary Planning Timeline

2005-2006

December 2005-June 2006	Small group forms to discuss preliminary ideas for proposing an environmental charter school; group disbands because timing with district does not seem conducive and appropriate leadership is not in place.

2008

December 2008	New group forms to discuss environmental charter school. Community interest is high; timing seems right.

2009

January 2009-September 2009	Group meets on a monthly basis, with over 30 community members participating over 9 months to discuss community need, approach, goals.
Spring and summer 2009	Group members visit nearby charter schools begin writing preliminary vision, mission and philosophy for school; visit Will Allen's Growing Power for inspiration
September 2009	Will Allen speaks at Wisconsin Book Festival; members attend. Begin conversations with Center for Resilient Cities immediately after presentation about new Madison sustainability/food/education project and possible collaboration.
October 2009	Discussions with Center for Resilient Cities and Growing Power intensify; a strategy for collaboration is hatched. Contact with MMSD staff is made and preliminary meetings are held with administrative staff. More in-depth research on curriculum begins.
November 2009	Community support is gathered, preliminary documents are revised, conversations with MMSD administrative staff continue. Meet with Department of Public Instruction Charter School Division. Plans are made to present idea to superintendent and board of education members. Preliminary conversations with MTI begin.
December 2009	Meetings with MMSD staff, administration and superintendent intensify. Conversations continue with DPI, WI Charter School Association. Meeting held with MTI. Planning Committee begins recruiting advisory members, gathering support from neighbors/community, working on initial proposal, meeting and corresponding with board of education members for preliminary feedback. Preliminary work begins on Planning Grant. Summary documents are shared with Board of Education; Initial proposal is written and distributed to Superintendent, MMSD staff and Board of Education.
2010	
January 2010	Initial Proposal and presentation to MMSD Board of Education. If approved, development with MMSD staff, advisory committees, Center for Resilient Cities and Growing Power. Trips to local project based charter schools scheduled and organized for MMSD staff and Board of Education members. Planning grant developed in collaboration with MMSD and advisory teams.
February 15, 2010	Planning grant due to Board of Education for review. Continued work with Growing Power, Center for Resilient Cities, MMSD staff and advisory committees.
March, 2010	Public review of plans at Board of Education meeting. Continue work with Growing Power, Center for Resilient Cities, MMSD staff and advisory committees on project and site development.

April 15, 2010	Planning Grant due to Department of Public Instruction for review; planning continues with advisory board and MMSD; governance, policies and bylaws established.
Summer 2010	Planning Grants Awarded
Fall 2010	Planning
December 2010	Presentation to Board of Education; decision made about moving forward with implementation grant.

2011

January 2011	Implementation grant research and writing begin. Student recruitment begins.
April 2011	Implementation Grant submitted to DPI.
June 2011	Implementation grant awarded; staff and principal hired; professional development begins.
August 2011	School opens.

Websites Resources

Partners
Center for Resilient Cities: http://www.badgerschool.org/
Will Allen's Growing Power website: www.growingpower.com <http://www.growingpower.com>
NY Times article on Will Allen: http://www.nytimes.com/2009/07/05/magazine/05allen-t.html

Green Charter School Websites
New West Charter Middle School: http://www.newwestcharter.org/about/summary.html
Valley New School in Appleton, WI: http://valleynewschool.com
River Crossing Charter School in Portage, WI:
http://www.portage.k12.wi.us/faculty/rydbergv/handson_feetwet.cfm
Common Ground High School, CT: http://www.nhep.com/highschool_overview.php
Wildlands Charter School at Beaver Creek Nature Reserve near Eau Claire: http://www.wildlandschool.net
EdVisions Schools (project-based, integrated curriculum, & student-centered secondary schools):
http://www.edvisions.com

Environmental Charter High School (CA): http://www.echsonline.org/?page=home

Articles of Interest
NY Times "The Urban Environment"
http://www.nytimes.com/2008/07/27/education/edlife/27charter.html?_r=1&scp=1&sq=The%20Urban%20Environment&st=cse&oref=slogin

<http://www.nytimes.com/2008/07/27/education/edlife/27charter.html?_r=1&scp=1&sq=The%20Urban%20Environment&st=cse&oref=slogin>

Learning comes naturally in green charter schools: http://greenambassadors.org/main/about/sponsors/it%E2%80%99s-easy-being-green%E2%80%94once-you-know-how .

Attachments

Letters of Support

Gloria Ladson-Billings
Nan Youngerman
Bob Tabachnick
Jim Mathews
David Spitzer
Kurt Squire
Jim Lorman
Margaret Nellis

New York Times Article on Will Allen

Center for Resilient Cities Current Phase Plan and Case Statement

DANE COUNTY

Kathleen M. Falk
County Executive

December 23, 2009

Board of Education
Madison Metropolitan School District
545 West Dayton Street, Room 110
Madison, Wisconsin 53703

Dear President Silveira and Members of the Board of Education:

I am writing in support of Badger Rock Middle School.

The proposed Badger Rock Middle School is a project-based charter school focused on environmental and cultural sustainability. The school represents an amazing brain trust that has developed out of a partnership of multiple community organizations and educators. On the organizational side there is the Madison-based *Center for Resilient Cities,* led by the powerful former Madison Mayor Joe Sensenbrenner; the internationally recognized *Growing Power,* located in Milwaukee and led by the MacArthur Genius Will Allen; the nationally renowned *Community Ground Works,* led by White House Farmer Clare Strader; and the locally popular organization, *Madison Urban Land Trust.*

I so appreciate that Madison children (mine included!) are privileged to have access to high quality public teachers and administrators, high quality public schools, and a highly competent and dedicated school board in a supportive community that cares deeply about education. This collaborative project can help the District achieve many strategic goals with limited financial impact on its resources.

Dane County has several interests at play here. We are the entity selling the land (formerly a school and recently utilized by the County for youth programs) to the partners for the sustainability work they envision. The County has a great interest in promoting green sustainability to protect our terrific quality of life. And, finally, our best hope to achieve these goals is through the next generation who will learn so much through the partnership's work.

Thank you.

Sincerely,

Kathleen M. Falk
Dane County Executive

City-County Building, Room 421, 210 Martin Luther King, Jr. Boulevard, Madison, Wisconsin 53703
PH 608/266-4114 FAX 608/266-2643 TDD 608/266-9138

THE UNIVERSITY of WISCONSIN MADISON

December 22, 2009

Board of Education
Madison Metropolitan School District
545 West Dayton Street, Room 110
Madison, WI 53703

Dear President Silveira and Members of the Board of Education:

I strongly support the proposal to create Badger Rock Middle School as a new charter school. It promises to bring extensive resources to the Moorland-Rimrock neighborhood in South Madison, quality learning experiences to area students, and new energy to the Madison Metropolitan School District.

The planning team developing this proposal shows a determination to create a school where the contexts of learning are highlighted. They care about classroom community, students' families and neighborhoods, partnerships with organizations, community study, cultural sustainability, and service learning. Talking about culturally relevant teaching won't get us very far unless teachers know, respect, and respond to the cultures of their students, school, and community.

This is a bold proposal, one that will require a lot from everyone. I know from my work in training pre-service teachers that project-based teaching isn't easily mastered, especially when the projects are complex, the needs of students are substantial, and the standards are high. But I also know we have to be bold in order to engage many kinds of learners, and that place-based projects and serious games have a good chance to succeed with those students already turned off by school.

The planning team has asked me to serve on their advisory board, to help them stay on track in serving all students, and to help them pull together the many threads of their vision into a pedagogy that can be easily explained to parents and used to guide the operations of a new school. Of course I said yes.

I hope you'll say yes also, and move this idea further along the process of development. I am eager to work with you to make this new school a success.

Sincerely,
Gloria J. Ladson-Billings
Gloria Ladson-Billings, Professor &Chair

Department of Curriculum & Instruction
Kellner Family Chair in Urban Education
Phone: (608) 263-1006
Email: gjladson@wisc.edu

December 22, 2009

Board of Education
Madison Metropolitan School District
545 West Dayton Street, Room 110
Madison, WI 53703

Dear President Silveira and Members of the Board of Education:

I am writing to support the Badger Rock Middle School.

After talking with various leaders in the Madison educational community, thinking about the possibilities of engaging middle school students in school-wide project based learning and reflecting on the idea of a corps of teachers striving together to incorporate best practices in delivery of an integrated, problem based curriculum I feel very excited to add my name as a supporter and member of the Advisory Board for Badger Rock Middle School

I feel confident that the collaboration between the Madison Schools, the various local and national community organizations and the University of Wisconsin is a rare opportunity to explore the ideas in this proposal in a broadly supported fashion. I spent my entire career in the Madison Schools seeking to engage students in project based learning, working with others within the District, the University and in professional organizations to define successful ways to deliver curriculum, involve students and their families in the learning process and assess student progress in meaning ways to inform my decisions as a teacher. For the past three years I have worked as a mentor for initial educators and I have sensed their interest and that of their students to engage in school assignments that promote the development of imagination, creativity, curiosity and teamwork. The individuals I have spoken to who are promoting this vision have assured me they are committed to building on the strategic plan of the Madison Schools and expect to meet the curricular expectations for all middle school students, if not exceed them.

I am committed to sharing my vast experience and knowledge in curriculum and project based learning, recognized by various awards from MMSD, the University and a National Presidential Teaching Award in any way that is considered valuable to the formation and implementation of Badger Rock Middle School. I have also committed to serving on the Advisory Board.

With excitement, I endorse the proposed school and believe that the Badger Rock Middle School Team has the capacity to implement their plans.

Sincerely,
Nan Youngerman
Retired Madison Teacher, current Initial Educator Mentor
2445 Fox Ave Madison, WI 53711
608-233-0310 home 608-658-4119 cell

THE UNIVERSITY of WISCONSIN MADISON

Board of Education
Madison Metropolitan School District
545 West Dayton St.
Madison, WI 53703

Dear President Silveira and Members of the Board of Education:

Recently, I agreed to become a member of the Advisory Board for developing a new charter school, Badger Rock Middle School, within the Madison Metropolitan School District. I am writing to request the support of the MMSD Board of Education for this project.

The promise of Badger Rock Middle School (BRMS) is for the establishment of a school with culturally relevant teaching and place based learning at its core. The school's curriculum will encourage students to respond to local needs and involve parents, neighbors and local partners (such as the Center for Resilient Cities) as participants in strengthening school projects.

Badger Rock Middle School can develop and model aspects of multiage grouping, culturally relevant teaching and an interdisciplinary curriculum that is both intellectually challenging and productive of practical community development. The type of service learning that results, links academic learning to practical community activities through the collaboration of teachers and students with community participants, thus meeting core elements of the MMSD's strategic plan.

As an Advisory Board member, I expect to draw on 37 years of experience as a teacher educator with the UW-Madison School of Education and as a collaborator in MMSD and DPI programs in curriculum development for multicultural and international education and in preparing teachers who can implement these successfully. I look forward to working with colleagues, both faculty and students, to strengthen connections between UW programs in teacher education and MMSD goals for enhancing student achievement within a culturally diverse social environment.

Yours sincerely,

B. Robert Tabachnick

B. Robert Tabachnick
Professor Emeritus
Department of Curriculum & Instruction

School of Education
Department of Curriculum and Instruction
Teacher Education Building University of Wisconsin–Madison 225 N. Mills St. Madison, Wisconsin 53706–1795
608/263–4600 Fax: 608/263–9992 www.education.wisc.edu/ci

Local Games Lab
University of Wisconsin 222 W. Washington Ave. Suite 470 · Madison, WI 53703

December 22, 2009

Board of Education
Madison Metropolitan School District
545 West Dayton Street, Room 110
Madison, WI 53703

Dear President Silveira and Members of the Board of Education:

I am writing to wholeheartedly support the vision, mission, and pedagogical framework of the Badger Rock Middle School (BRMS). Badger Rock Middle School is a project-based charter school focusing on environmental and cultural sustainability. A core goal of the school is to leverage the best in sustainability education, place-based learning and culturally relevant pedagogy to build students' capacity for critical thinking, collaborative problem solving, stewardship, civic engagement, and lifelong learning. While there are other schools that incorporate sustainability as part of their mission, few do so in the wholistic manner proposed by the BRMS planning committee.

As a long-time teacher and educational researcher with extensive experience engaging students through community-centered learning, I am particularly excited that the BRMS planning committee incorporated a place-based pedagogy into their proposal. Place-based learning emphasizes authentic, interdisciplinary learning experiences that are anchored to the unique cultural, economic, historical and environmental contexts of the local community. Because place-based learning provides opportunities for students and community members to jointly investigate and design solutions to community-based issues, it positions students as agents of change, who have both the responsibility for, and ability to shape the world they live in. The particular type of place-based learning envisioned by BRMS's planning team, aligns nicely with their commitment to cultural and environmental sustainability, project-based learning, culturally relevant pedagogy, and interdisciplinary teaching and learning.

As a community resident and member of the BRMS advisory board, I strongly endorse the proposed plan. I have read the proposal and am confidant that the planning team has the capacity to bring their unique vision to fruition. Their ability to draw together a wide-range of community partners and resources will guarantee the future success of the school. Not only will the Badger Rock Middle School maintain the district's high standards for teaching and learning, it will also provide a truly unique learning environment that will benefit students in the Madison Metropolitan School District and the community of Madison as a whole.

Sincerely,

Jim Mathews

Social Studies Teacher, Middleton Alternative Senior High
Game Designer and Educational Researcher, The Local Games Lab
29 Waubesa Street, Madison, WI 53704
608-334-5390

December 22, 2009

Board of Education
Madison Metropolitan School District
545 West Dayton Street, Room 110
Madison, WI 53703

Dear President Silveira and Members of the Board of Education:

I am writing to enthusiastically support the Badger Rock Middle School.

Preparing our current student citizens for their future as adult citizens is a task that is becoming ever more daunting. Our planet's challenges will increase and become immensely complicated. Unprecedented awareness and decision making will be necessary in the coming decades. Our sixth graders now will be in that arena.

Current thought regarding our societal future revolves around smaller communities that are, in themselves, sustainable. The model is Earth itself, and its ecological systems. These systems, or cycles, need to be balanced to be sustained. Food, transportation, clean water, energy usage and community cooperation are all strands that will insure cultural sustainability. The design for Badger Rock School incorporates these and other models. This project will not only prepare its students, it will model for Madison and beyond the interconnected structures we all have to create in the coming decade. This design will need to become a norm.

In my years at Lincoln Elementary I strove to keep children aware of the systems of nature, whether in the classroom or out in natural spaces such as the Madison School Forest. We visited the Forest in all seasons to allow them to sense the phenological changes through the year. We explored the concept of invasive species and that of endangered species. The School Forest, as a learning lab and natural space, made it possible for kids to internalize the pulse of nature that will assist them in their decision making of the future. Badger Rock School would provide a similar mission: to alert students to the cycles of sustainability and to allow them to explore and execute their thoughts and proposals.

I strongly endorse the proposed school and believe that the Badger Rock Middle School Team has the capacity to implement their plans. I am willing to support their efforts in any way I can!

Sincerely,

David Spitzer
Retired, MMSD
d-spitzer@tds.net (233-8656)

THE UNIVERSITY of WISCONSIN MADISON

December 15, 2009

Dear President Silveira and MMSD Board of Education,

UW Games + Learning + Society Initiative is thrilled to be a partner in the proposed project-based environmental charter school that is currently being developed in Madison. Our program believes strongly in creating innovative ways to engage children in scientific inquiry using technology as a tool, and local environment as a starting point. We are deeply involved in exploring the potential for increasing scientific civic literacy through the use of digital role-playing games, many of which are based on environmental science and sense of place education. These are precisely the kinds of applications that are most needed for a growing number of today's learners.

Our program is currently undertaking place-based, environmental projects that will yield empirical research to support the growing interest in using video game-based learning in informal science education. A subset of these role-playing games, those that use place-based media to tie learning experiences to authentic problems of local concern and encourage players to query authentic data, present exciting new opportunities for science educators. These games not only strengthen learner's interests in and affiliation with science, but also increase their participation in scientific citizenship activities (Squire & Jan, 2007, in press). We have focused much of our research to date on working with students in informal learning centers, because of the inherent flexibility of these organizations, but are encouraged by the proposed project based environmental charter school idea and the opportunities for synergy with our program that they afford.

With new global challenges and changing scientific paradigms, science educators, both formal and informal, need to explore ways to introduce cutting-edge scientific research using frames both accessible and stimulating to a variety of audiences. Given the complex realities of enacting new science curricula in schools, charter schools are likely the most flexible avenues within the public school system to test and experiment with new modes of engagement about climate challenges.

Schools and teachers desperately want to know how to use technology and new media to reach their students in engaging ways. The construct of scientific civic literacy and the idea of supporting it through media dovetail with the key strands of informal science education: to

increase interest, build knowledge, investigate, reflect, participate, and identify. This project offers MMSD a chance to pilot not only a new charter school with a strong environmental focus, but also to pilot new ways of thinking about teaching and learning in collaborative, interactive ways, using place based media and video game design as one of the methodologies.

We look forward to working with the MMSD and the charter school planning group to develop curriculum that incorporates new ways of thinking about local culture, technology, scientific civic literacy and environmental sustainability. Our program could provide teacher training in the use of digital media and game design applications, and also help imbed technology and scientific citizenship into the school's culture.

Thank you for supporting this terrific project.

Sincerely,

Kurt D. Squire, PhD

Associate Professor, Curriculum & Instruction

Co-Director, Games + Learning + Society Initiative

Associate Director of Educational Research & Development, Wisconsin Institutes for Discovery

Department of Curriculum & Instruction,

School of Education, 225 N. Mills St. Madison, WI 53706

608 263 4672

EDGEWOOD COLLEGE

December 22, 2009

Board of Education
Madison Metropolitan School District
545 West Dayton Street, Room 110
Madison, WI 53703

Dear President Silveira and Members of the Board of Education:

I am pleased to write in support of the Badger Rock Middle School proposal. I am familiar with the vision and partnerships associated with this proposed school, I am convinced that it will serve MMSD and the larger community very well, and I am willing to support its success however I can.

The proposed school will take advantage of pedagogical practices (e.g., project-based and community-based learning) that are at once innovative and proven. As a teacher and researcher with nearly 30 years experience in science, environmental, and sustainability education, I know that the vision and approach described in the Badger Rock Middle School proposal represent the latest and best thinking in interdisciplinary education for sustainability.

MMSD has a unique opportunity to benefit from the partnerships being created around this project. I have been closely involved in the development of these partnerships, working with the Center for Resilient Cities, Sustain Dane, Community Groundworks, and the very competent Badger Rock Middle School Team. I have agreed to serve on the board of Center for Resilient Cities that will plan education initiatives for their Badger School project (www.badgerschool.org) and also on a board for the Badger Rock Middle School. I have been greatly impressed with the energy and resources that have come together around these initiatives, and I am very hopeful that the proposed charter school will become an important part of the larger Badger School project facilitated by the Center for Resilient Cities.

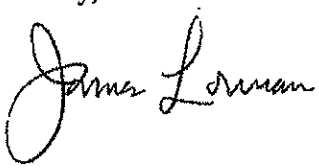
I am also working with Tim Peterson, Susan Hamlin, and others involved with the emerging MMDS district-wide sustainability initiative, independent of the proposed charter school. Erik Kass (Assistant Superintendent of Business Services) and Kristin Joiner (Sustain Dane) have invited me to advise a newly-forming MMSD Sustainable Schools Committee that will review current sustainability activities in the district and recommend policy to the Board of Education in support of a sustainable school district. It is my hope that the Badger Rock Middle School will serve as the flagship for this larger MMSD sustainability initiative, providing a model and laboratory for cutting-edge practices, which may then be more widely adopted as appropriate within the district.

My work with both the proposed charter school and the larger MMSD sustainability initiative is supported by my leadership in a new Edgewood College graduate program in Sustainability Leadership. This is a 15-credit project-based graduate certificate program designed (both in terms of curriculum and scheduling) for working professionals, including in-service teachers. As program director, I can offer to adapt this program to best meet the professional development needs of MMSD staff who will be engaged in both the charter school and broader district-wide sustainability initiatives.

More specifically, Edgewood's Sustainability Leadership program will provide an overview of key sustainability concepts (e.g., systems theory, life-cycle costing, triple bottom line, ecosystem services, biomimicry, natural capital), of different approaches to achieving sustainability (e.g., Natural Step, Earth Charter, ecological design, permaculture, bioregionalism), and of sustainability rating systems and accounting procedures (e.g., ecological footprint; LEED certification; Green Tier). Participants will acquire the ability to competently apply these concepts, approaches, and rating systems appropriately to plan and implement the sustainability goals of a school or school district. They will also gain strong connections with mentors and community leader, master specific new technical skills, and meet goals for personal growth.

I am happy to utilize my expertise in these areas to support the proposed charter school in whatever ways I can, including working with the Badger Rock Middle School Team and MMSD to acquire external funding for staff professional development through Edgewood's Sustainability Leadership program.

Sincerely,



Jim Lorman, Professor of Biology
Edgewood College
1000 Edgewood College Drive
Madison, WI 53711
608-663-6921

University Health Services UHS

608-265-5600
www.uhs.wisc.edu

University of Wisconsin–Madison
333 East Campus Mall
Room 8104
Madison, WI 53715-1381

21 December 2009

Dear President Silveira and Members of the Board of Education:

I am writing in enthusiastic support of the proposal to create Badger Rock Middle School as a project-based charter school focusing on cultural and environmental sustainability. I would be delighted to serve as an advisory board member helping to generate partnerships with the South Madison community and the UW-Madison community.

In my role as Manager of Academic Partnerships at University Health Services, I work to connect key health and community development issues to the academic work of the university through place-based learning, service learning, and community-based research. I am an affiliate faculty member in the Department of Interdisciplinary Studies in the School of Human Ecology (SoHE) and in the Department of Counseling Psychology in the School of Education (SoE). Every fall, I teach a SoHE course called "Campus Community Connections: Sharing Stories" and, every spring, I teach a SoE course called "Health, Community and Action."

For the past ten years, I have been actively involved with others in fostering campus-community connections between UW-Madison and our community partners, the South Metropolitan Planning Council (SMPC) and Park Street Partners. As the representative of the UW-Madison community to SMPC, I have sought meaningful ways to connect students with the neighborhoods along the Park Street corridor in South Madison, the gateway to campus.

* **Park Street Partners** is a coalition of stakeholders (representing residents, businesses, institutions & organizations) working to promote community and economic development along the Park Street Corridor.
***South Metropolitan Planning Council** is a coalition of neighborhood and business groups that work together to increase the civic capacity on Madison's south side.

Over the past five years, I have increasingly organized my own teaching around place-based learning, asking my students to study the past, present and future of issues affecting the neighborhoods directly outside the windows of our classrooms. I have witnessed the transformational power of engaging students in learning about local issues through field trips, interviews, research and service projects. Instead of reading and writing about phenomena in the abstract, my students have learned while contributing to hands-on community service projects in South Madison (neighborhood clean-ups, door-to-door surveys, intergenerational activities), participated in ongoing mentoring and tutoring programs (Muir Woods Mentors & Family Voices Projects), completed cultural documentation projects, contributed to community celebrations (Greenbush Day & Celebrate Park Street), and served as interns for the South Madison Farmers' Market, among other activities.

Accreditation Association for Ambulatory Health Care, Inc.

In my experience, this type of participatory and experiential learning is highly motivating to students, especially students of color and first generation students, many of whom struggle to adapt to our campus culture. By linking them to the people, places, and issues of South Madison, students become engaged in real world applications, developing interdisciplinary problem-solving skills and contributing public service to the community.

Learning through authentic community-based projects must be built upon deep, ongoing partnerships between committed organizations. I am interested in contributing to the strong partnerships already in place for developing the Badger Rock Middle School. In particular, I can envision exciting opportunities connecting middle school students with a new residential learning community on campus being launched in Fall 2010 called "GreenHouse." Students in this learning community will explore the meanings of sustainability and enact sustainable living practices in their residential facility, with projects in several areas of interest including agrifood systems, environmental justice, climate change & biodiversity, and green building and design.

I endorse the proposed school and believe the team will be able to carry out their plans. I feel strongly that the proposed Badger Rock Middle School will enhance not only the Madison Metropolitan School District but also the Madison and UW-Madison communities. I will support the effort in any way that I can.

Sincerely,

Margaret J. Nellis

Margaret J. Nellis, Ph.D.
Manager, Academic Partnerships, University Health Services
Affiliate Faculty Member, Interdisciplinary Studies, School of Human Ecology
Affiliate Faculty Member, Counseling Psychology, School of Education

The New Y[illegible] Magazine

STREET FARMER

Can Will Allen make the inner city the next front in the good-food movement?

BY ELIZABETH ROYTE

Will Allen, a farmer of Bunyonesque proportions, ascended a berm of wood chips and brewer's mash and gently probed it with a pitchfork. "Look at this," he said, pleased with the treasure he unearthed. A writhing mass of red worms dangled from his tines. He bent over, raked another section with his fingers and palmed a few beauties.

It was one of those April days in Wisconsin when the weather shifts abruptly from hot to cold, and Allen, dressed in a sleeveless hoodie — his daily uniform down to 20 degrees, below which he adds another sweatshirt — was exactly where he wanted to be. Show Allen a pile of soil, fully composted or still slimy with banana peels, and he's compelled to scoop some into his melon-size hands. "Creating soil from waste is what I enjoy most," he said. "Anyone can grow food."

Like others in the so-called good-food movement, Allen, who is 60, asserts that our industrial food system is depleting soil, poisoning water, gobbling fossil fuels and stuffing us with bad calories. Like others, he advocates eating locally grown food. But to Allen, local doesn't mean a rolling pasture or even a suburban garden: it means 14 greenhouses crammed onto two acres in a working-class neighborhood on Milwaukee's northwest side, less than half a mile

PHOTOGRAPH BY NIGEL PARRY


Together We Are

:rom the city's largest public-housing project.

And this is why Allen is so fond of his worms. When you're producing a quarter of a million dolar'-worth of food in such a small space, soil fertilt erything. Without microbe- and nutrient-ich worm castings (poop, that is), Allen's Growing Power farm couldn't provide healthful food to .0,000 urbanites — through his on-farm retail tore, in schools and restaurants, at farmers' mar-tets and in low-cost market baskets delivered to neighborhood pickup points. He couldn't employ cores of people, some from the nearby housing project; continually train farmers in intensive polyculture; or convert millions of pounds of food waste into a version of black gold.

With seeds planted at quadruple density and nearly every inch of space maximized to generate exceptional bounty, Growing Power is an agricultural Mumbai, a supercity of upward-thrusting tendrils and duct-taped infrastructure. Allen pointed to five tiers of planters brimming with salad greens. "We're growing in 25,000 pots," he said. Ducking his 6-foot-7 frame under one of them, he pussyfooted down a leaf-crammed aisle. "We grow a thousand trays of sprouts a week; every square foot brings in $30." He headed toward the in-ground fish tanks stocked with tens of thousands of tilapia and perch. Pumps send the dirty fish water up into beds of watercress, which filter pollutants and trickle the cleaner water back down to the fish — a symbiotic system called aquaponics. The watercress sells for $16 a pound; the fish fetch $6 apiece.

Onward through the hoop houses: rows of beets and chard. Out back: chickens, ducks, heritage turkeys, goats, beehives. While Allen narrated, I nibbled the scenery — spinach, arugula, cilantro.

If inside the greenhouse was Eden, outdoors was, as Allen explained on a drive through the neighborhood, "a food desert." Scanning the liquor stores in the strip malls, he noted: "From the housing project, it's more than three miles to the Pick'n Save. That's a long way to go for groceries if you don't have a car or can't carry stuff. And the quality of the produce can be poor." Fast-food joints and convenience stores selling highly processed, high-calorie foods, on the other hand, were ...cally abundant. "It's a form of redlining," Allen said. "We've got to change the system so everyone has safe, equitable access to healthy food."

Propelled by alarming rates of diabetes, heart disease and obesity, by food-safety scares and rising awareness of industrial agriculture's environmental footprint, the food movement seems finally to have met its moment. First Lady Michelle Obama and Secretary of Agriculture Tom Vilsack have planted organic vegetable gardens. Roof gardens are sprouting nationwide. Community gardens have waiting lists. Seed houses and canning suppliers are oversold.

Allen, too, has achieved a certain momentum for his efforts to bring the good-food movement to the inner city. In the last several years, he has become a darling of the foundation world. In 2005, he received a $100,000 Ford Foundation leadership grant. In 2008, the MacArthur Foundation honored Allen with a $500,000 "genius" award. And in May, the Kellogg Foundation gave Allen $400,000 to create jobs in urban agriculture.

Today Allen is the go-to expert on urban farming, and there is a hunger for his knowledge. When I visited Growing Power, Allen was conducting a two-day workshop for 40 people: each paid $325 to learn worm composting, aquaponics construction and other farm skills. "We need 50 million more people growing food," Allen told them, "on porches, in pots, in side yards." The reasons are simple: as oil prices rise, cities expand and housing developments replace farmland, the ability to grow more food in less space becomes ever more important. As Allen can't help reminding us, with a mischievous smile, "Chicago has 77,000 vacant lots."

Allen led the composting group to a pair of wooden bins and instructed his students to load them with hay. "O.K., you've got your carbon," he said. "Where are you going to get your nitrogen?"

"Food waste," a young man offered, wiping his brow. Allen pointed him toward a mound of expired asparagus collected from a wholesaler. As the participants layered the materials in a bin, Allen drilled them: "How much of that food is solid versus water weight?" "Why do we water the compost?" The farmers in training hung on every word.

If Allen at times seems a bit weary — he recites his talking points countless times a day — he comes alive when he's digging, seeding and watering. His body straightens, and his face brightens. "Sitting in my office isn't a very comfortable thing for me," he told me later, seated in his office. "I want to be out there doing physical stuff."

Which includes basic research. Warned by experts that his red wrigglers would freeze during Milwaukee's long winter, Allen studied the worms for five years, learning their food and shelter preferences. "I'd run my experiments over and over and over — just like an athlete operates." Then he worked out systems for procuring wood chips from the city and food scraps from markets and wholesalers. Last year, he took in six million pounds of spoiled food, which would otherwise rot in landfills and generate methane, a potent greenhouse gas. Every four months, he creates another 100,000 pounds of compost, of which he uses a quarter and sells the rest.

Uncannily, Allen makes such efforts sound simple — fun even. When he mentions that animal waste attracts soldier flies, whose larvae make terrific fish and chicken feed, a dozen people start imagining that growing grubs in buckets of manure might be a good project for them too. "Will has a way of persuading people to do things," Robert Pierce, a farmer in Madison, Wis., told me. "There's a spirit in how he says things; you want to be part of his community."

Allen owes part of his Pied Piper success to his striking physicality and part to his athlete's confidence — he's easeful in his skin and, when not barking about nitrogen ratios, incongruously gentle. He told me about his life one afternoon as we drove in his truck, which was sticky with soda and dusted with doughnut powder, to Merton, a suburb of Milwaukee where Growing Power leases a 30-acre plot. "My father was a sharecropper in South Carolina," Allen said. "He was the eldest boy of 13 children, and he never learned to read." In the 1930s, he moved near Bethesda, Md. "My mother did domestic work, and my father worked as a construction laborer. But he rented a small plot to farm."

A talented athlete, Allen wasn't allowed to practice sports until he finished his farm chores. "I had to be in bed early, and I thought, There's got to be something better than this." For a while, there was. Allen accepted a basketball scholarship from the University of Miami. There, he married his college sweetheart, Cyndy Bussler. After graduating, he played professionally, briefly in the American Basketball Association in Florida and then for a few seasons in Belgium. In his free time, Allen would drive around the countryside, where he couldn't help noticing the compost piles.

"I started hanging out with Belgian farmers," Allen said. "I saw how they did natural farming," much as his father had. Something clicked in his mind. He asked his team's management, which provided housing for players, if he could have a place with a garden. Soon he had 25 chickens and was growing the familiar foods of his youth — peas, beans, peanuts — outside Antwerp. "I just had to do it," he said. "It made me happy to touch the soil." On holidays, he cooked feasts for his teammates. He gave away a lot of eggs.

After retiring from basketball in 1977, when he was 28, Allen settled with his wife and three children in Oak Creek, just south of Milwaukee, where Cyndy's family owned some farmland. "No one was using that land, but I had the bug to grow food," Allen said. As his father did, Allen insisted that his children contribute to the household income. "We went right to the field at the end of the school day and during summer breaks," recalled his daughter, Erika Allen, who now runs

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iz' 'h Royte is the author of "Bottlemania: Big t Local Springs, and the Battle over Amer-a's Drinking Water."

Growing Power's satellite office in Chicago. "And let's be clear: This was farm labor, not chores."

Allen grew food for his family and sold the excess at Milwaukee's farmers' markets and in stores. Meanwhile, he worked as a district manager for Kentucky Fried Chicken, where he won sales awards. "It was just a job," he said. "I was aware it wasn't the greatest food, but I also knew that people didn't have a lot of choice about where to eat: there were no sit-down restaurants in that part of the city."

In 1987, Allen took a job with Procter & Gamble, where he won a marketing award for selling paper goods to supermarkets. "The job was so easy I could do it in half a day," he says now. That left more time to grow food. By now, Allen was sharing his land with Hmong farmers, with whom he felt some kinship after concluding that white shoppers were spurning their produce at the farmers' market. Allen was also donating food to a local food pantry. "I didn't like the idea of people eating all that canned food, that salty stuff." When he brought in his greens, he said, "it was the No. 1 item selected off that carousel — it was like you couldn't keep them in."

Allen is the go-to expert on urban farming, and there is a hunger for his knowledge. For a two-day workshop at his farm, 40 people each paid $325 to learn worm composting, aquaponics construction and other farm skills.

After a restructuring in 1993, P&G shifted Allen to analyzing which products sold best in supermarkets. He was good at that too: "I won sales awards six times in one year."

Driving across his Merton field, Allen smiled. Suddenly, I got it: Allen was a genius at selling — fried chicken, Pampers, arugula, red wrigglers, you name it. He could push his greens into corporate cafeterias, persuade the governor to help finance the construction of an anaerobic digester, wheedle new composting sites from urban landlords, persuade Milwaukee's school board to buy his produce for its public schools and charm the blind into growing sprouts. ("I was cutting sprouts in the dark one night," Allen said, "and I realized you don't need sight to do this.")

After parking his truck at the field's edge, Allen made an arthritic beeline for a mound of compost. "Oh, this is good," he said, digging in with his hands. "Unbelievable." He saluted a few volunteers, whom he had appointed to pluck shreds of plastic from the compost under the hot noonday sun. He turned to scan the field, dotted with large farm-unfriendly rocks.

The rocks gave me pause: didn't millions of Americans leave farms for good reason? The work is hard, nature can be cruel and the pay is low; most small farmers work off-farm to make ends meet. The appeal of such labor to people already working low-wage, long-hour jobs — the urban dwellers Allen most wants to reach — is not immediately apparent. And there is something almost fanciful in exhorting a person to grow food when he lives in an apartment or doesn't have a landlord's permission to garden on the roof or in an empty lot.

"Not everyone can grow food," Allen acknowledged. But he offers other ways of engaging with the soil: "You bring 30 people out here, bring the kids and give them good food," he said, "and picking up those rocks is a community event."

Of course, if rock picking or worm tending — either here or in a community garden — doesn't attract his Milwaukee neighbors, it's easy enough for them to order a market basket or shop at his retail store, which happens to sell fried pork skin as well as collard greens. "Culturally appropriate foods," Allen calls them. And the doughnuts in his truck? "I'm no purist about food, and I don't ask anyone else to be," he said, laughing. "I work 17 hours a day; sometimes I need some sugar!"

This nondogmatic approach may be one of Allen's most appealing qualities. His essential view is that people do the best they can: if they don't have any better food choices than KFC, well, O.K. But let's work on changing that. If they don't know what to do with okra, Growing Power stands ready to help. And if their great-grandparents were sharecroppers and they have some bad feelings about the farming life, then Allen has something to offer there too: his personal example and workshops geared toward empowering minorities. "African-Americans need more help, and they're often harder to work with because they've been abused and so forth," Allen said. "But I can break through a lot of that very quickly because a lot of people of color are so proud, so happy to see me leading this kind of movement."

If there's no place in the food movement for low- and middle-income people of all races, says Tom Philpott, food editor of Grist.org and co-founder of the North Carolina-based Maverick Farms, "we've got big problems, because the critics will be proven right — that this is a consumption club for people who've traveled to Europe and tasted fine food."

In 1993, Allen, looking to grow indoors during the winter and to sell food closer to the city, bought the Growing Power property, a derelict plant nursery that was in foreclosure. He had no master plan. "I told the city I'd hire kids and teach them about food systems," he said. Before long, com nit and school groups were asking for his hel in gardens. He rarely said no. But after years of labo ing on his own and beginning to feel burned ou he agreed to partner with Heifer International, th sustainable-agriculture charity. "They were lool ing for youth to do urban ag. When they learned had kids and that I had land, their eyes lit up. Heifer taught Allen fish and worms, and togethe they expanded their training programs.

Employing locals to grow food for the hungr on neglected land has an irresistible appeal, bu it's not clear yet whether Growing Power's mod can work elsewhere. "I know how to mak money growing food," Allen asserts. But he' also got between 30 and 50 employees to pa which makes those foundation grants — and grant-writer — essential. Growing Power als relies on large numbers of volunteers. All c which perhaps explains why other urban farmer have not yet replicated Growing Power's scale o its unique social achievements.

So no, Growing Power isn't self-sufficient. Bu neither is industrial agriculture, which relies o price supports and government subsidies. More over, industrial farming incurs costs that are pai by society as a whole: the health costs of eatin highly processed foods, for example, or wate pollution. Nor can Growing Power be re to other small farms, because it provides man intangible social benefits to those it reaches. "It' not operated as a farm," said Ian Marvy, execu tive director of Brooklyn's Added Value farm which shares many of Growing Power's core val ues but produces less food. "It has a social, eco logical and economic bottom line." That said Marvy says that anyone can replicate Allen' technical systems — the worm composting an aquaponics — for relatively little money.

Finished with his business in Merton, Allen san out his truck window to his plastic-picking volun teers, "Don't y'all work too hard now." The futur farmers laughed. Allen predicts that because o high unemployment and the recent food scares 10 million people will plant gardens for the firs time this year. But two million of them will even tually drop out, he said, when the potato bug arrive or the rain doesn't cooperate. Still, he wa sanguine. "The experience will introduce thos folks to what a tomato really tastes like, so nex time they'll buy one at their greenmarket. An when we talk about farm-worker rights, we' have more advocates for them."

At a red light on Silver Spring Drive, Alle stopped and eyed the construction e en beached in front of a dealership. "Lo tha front-end loader," he said admiringly. "That thin isn't going to sell." He shook his head and added "Maybe we can work something out with them We could make some nice compost with that." ◆

BADGER SCHOOL
CURRENT PHASE

Madison Area Community Land Trust

MG&E

Interested individuals

Green Charter School

MADISON COMMUNITY FOUNDATION

Center for Resilient Cities Board

Natural Resources Foundation of Wisconsin

COMMUNITY ACTION COALITION

Growing Power

NEIGHBORHOOD

Evjue Foundation

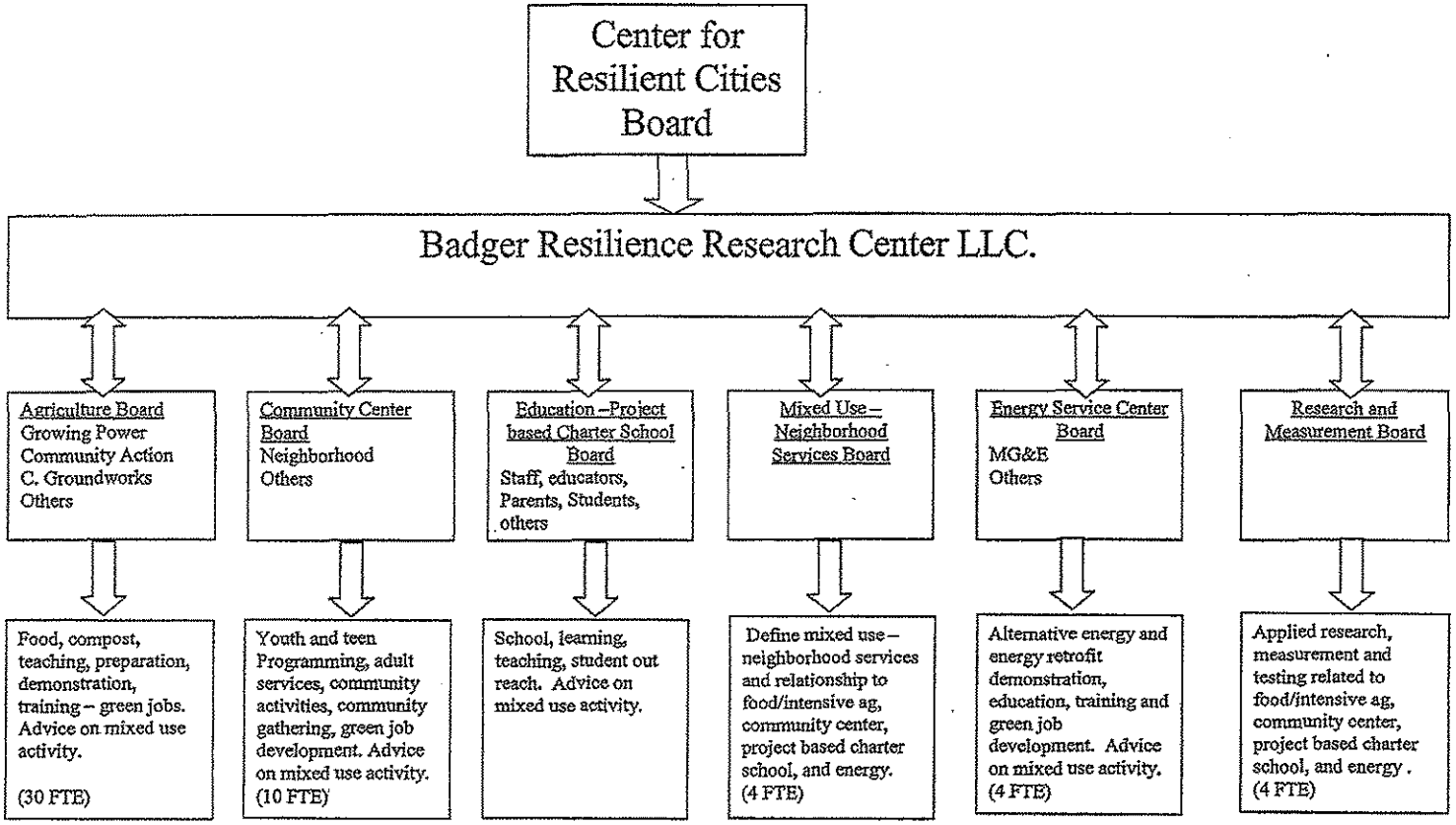
Community Groundworks

CENTER FOR RESILIENT CITIES BOARD IS WORKING TO RAISE MONEY TO PURCHASE BADGER SCHOOL FROM DANE COUNTY. DEADLINE FOR $500,000 IS NOVEMBER 16, 2009.

BADGER SCHOOL

PHASE TWO

(OPERATIONAL YEAR 2-5)

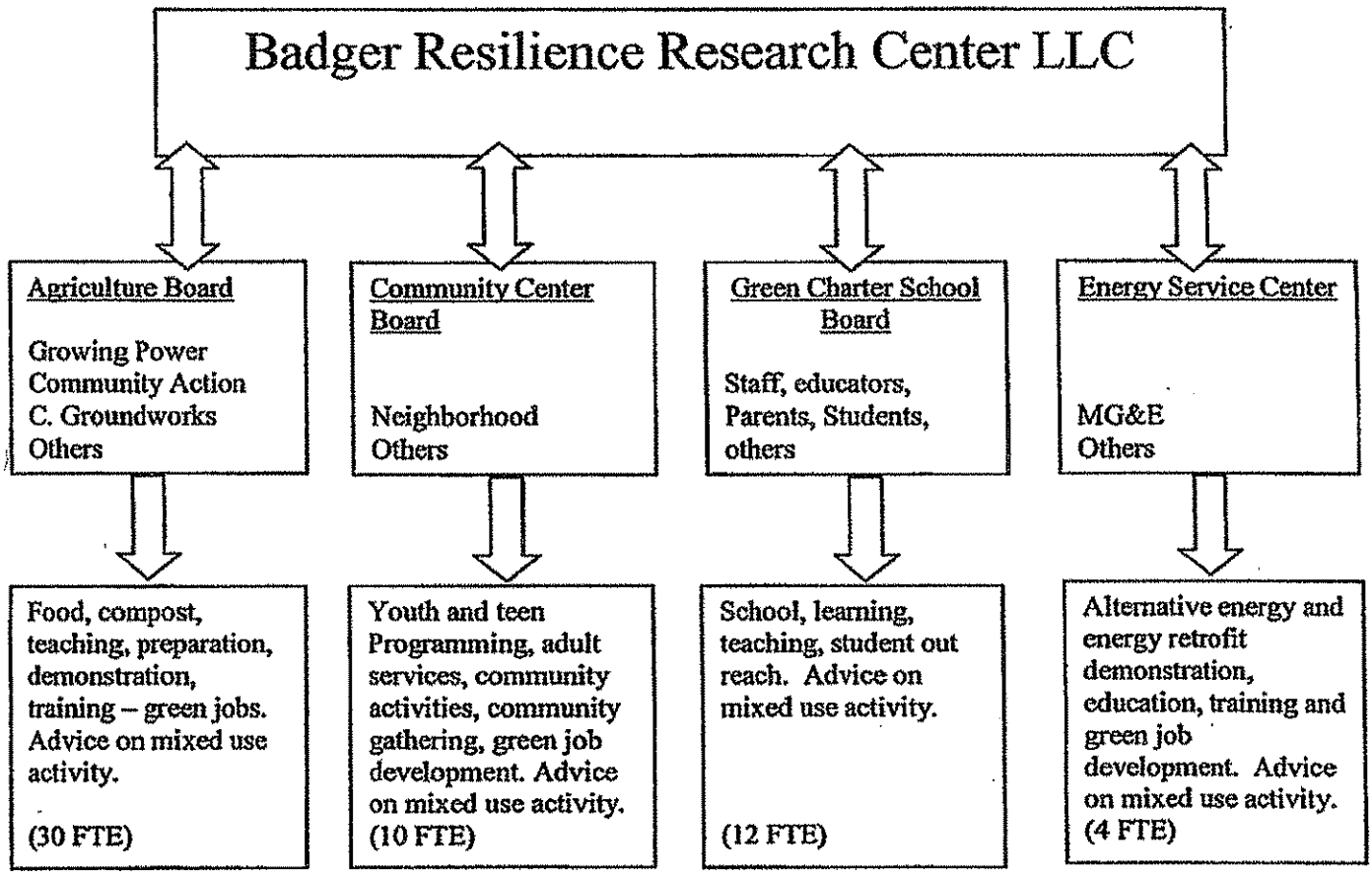


Center for Resilient Cities owns and manages Badger Resilience Research Center LLC with operational responsibility for Agriculture, Community Center, Project Based Charter School, Mixed Use – Neighborhood Services, Energy Service Center, and Research/Measurement functions carried out by separate Boards.

12.15.09.

BADGER RESILIENCE RESEARCH CENTER

PHASE THREE
(OPERATIONAL YEAR 6+)



Badger Resilience Research Center LLC is independent with a Board composed of representatives from Agriculture Board, Community Center Board, Green Charter School Board, Energy Service Center Board, and of representatives from corporate, donor, environmental, academic, citizen, foundation, city government, county government and the Center for Resilient Cities.

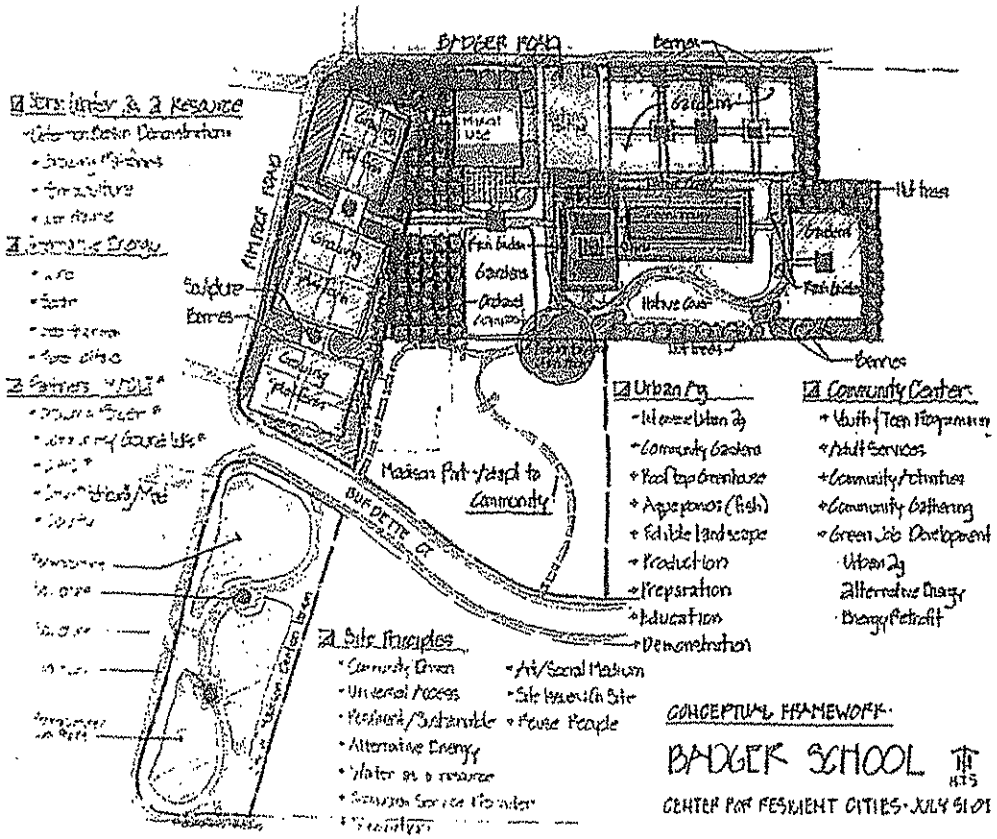
INTENSIVE URBAN AGRICULTURE AND COMMUNITY CENTER

at

BADGER SCHOOL
MADISON, WISCONSIN

DANE COUNTY

CASE STATEMENT – SEPTEMBER 23, 2009



CENTER FOR RESILIENT CITIES

Good Living Well Grounded

Importance

- ***Innovative Research and Demonstration.*** Badger School is the prime regional location for a combined renewable energy, urban agriculture, and green jobs incubator. This opportunity will help put Dane County on the map as a major resource for the developing Green Economy.

- ***Unique Community Center.*** Community centers serve as important social and recreational hubs for nearby neighborhoods. Badger School will exceed traditional expectations by incorporating the latest in green technology to provide a healthier indoor and outdoor environment, featuring Dane County's first-ever Nature Explore outdoor classroom.

- ***Resilience, Not Rescue.*** Neighborhoods that encourage proactive and positive responses to change inspire citizen leadership, as well as protect and enhance local resources. America's aging cities are facing a critical time with increasing threats from an unstable climate and an unreliable economy. We must take a preventative stance to ensure that our communities can become more resilient today *and* tomorrow.

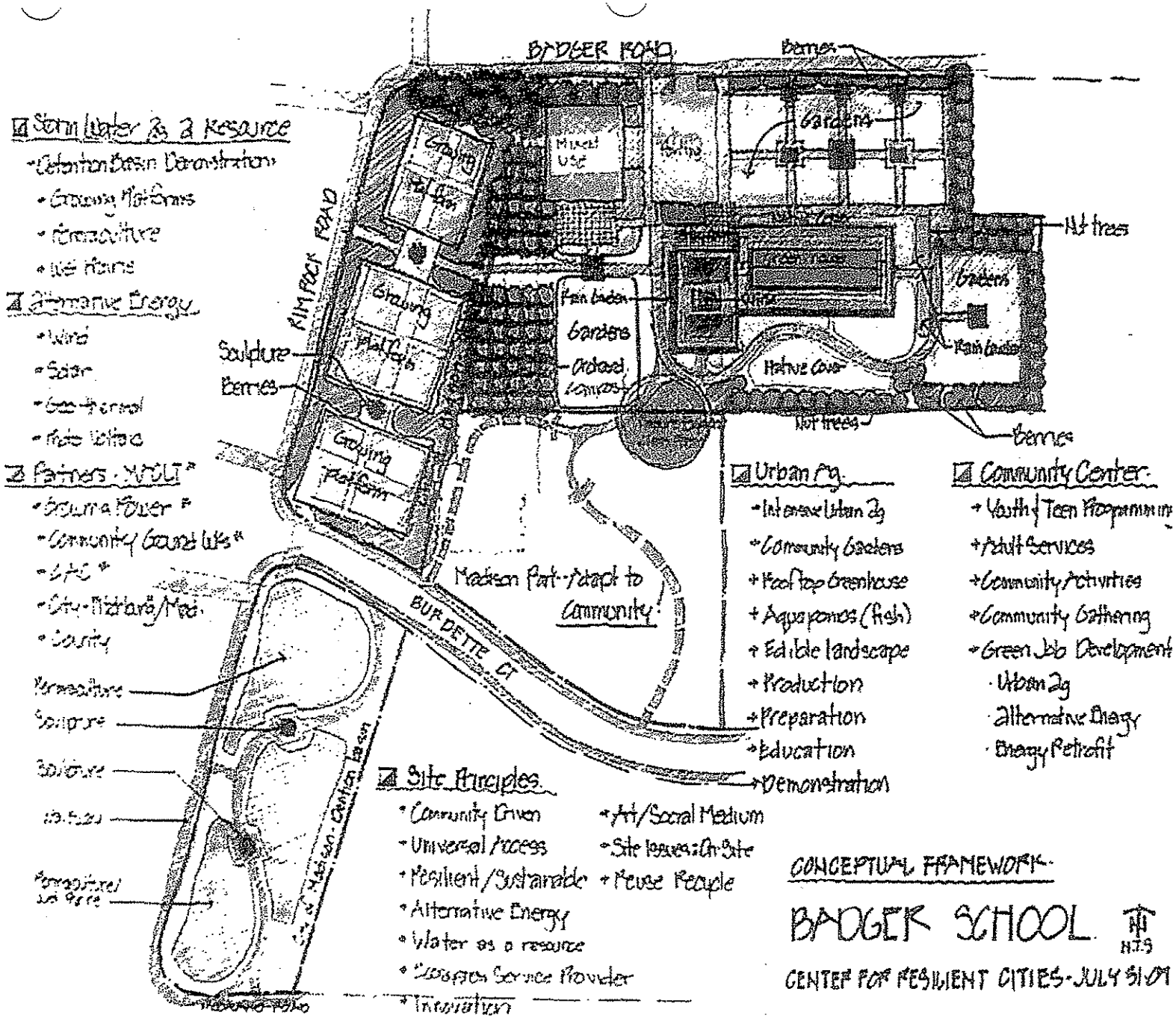
Urgency

- The Badger School property is available and must be purchased now. Time is limited for raising the funds since Dane County has determined that the final sale agreement is due by November 16, 2009.

- Neighborhood is approaching "at risk" conditions. As the area transitions to City of Fitchburg jurisdiction, there is concern that due to its physical isolation, it will be affected by increased unemployment and crime.

- Partnerships are solid. With the internationally recognized organization, Growing Power, and locally popular organization, Madison Area Community Land Trust, the Center for Resilient Cities will be able to quickly move forward with all aspects of the project once the land is secured.

- It is essential the property be secured in 2009. Implementation will begin with agricultural activities, community engagement and building and site design in 2010.


Storm Water & Resource
Alternative Energy
Partners
Badger Road
Kim Rae Road
Berms
Gardens
Mixed Use
Growing Platforms
Sculpture
Orchard
Native Cover
Hot trees
Greenhouse
Growing Platform
Madison Park - Adapt to Community
Bur Dette Ct
Urban Ag
Community Center
Site Principles
Community Driven
Universal Process
Resilient/Sustainable
Alternative Energy
Water as a resource
Art/Social Medium
Site Issues: On Site
Reuse Recycle
Innovation
Demonstration
Youth/Teen Programming
Adult Services
Community Activities
Community Gathering
Green Job Development
Urban Ag
Alternative Energy
Energy Retrofit
CONCEPTUAL FRAMEWORK
BADGER SCHOOL
N.T.S
CENTER FOR RESILIENT CITIES - JULY 31 '09

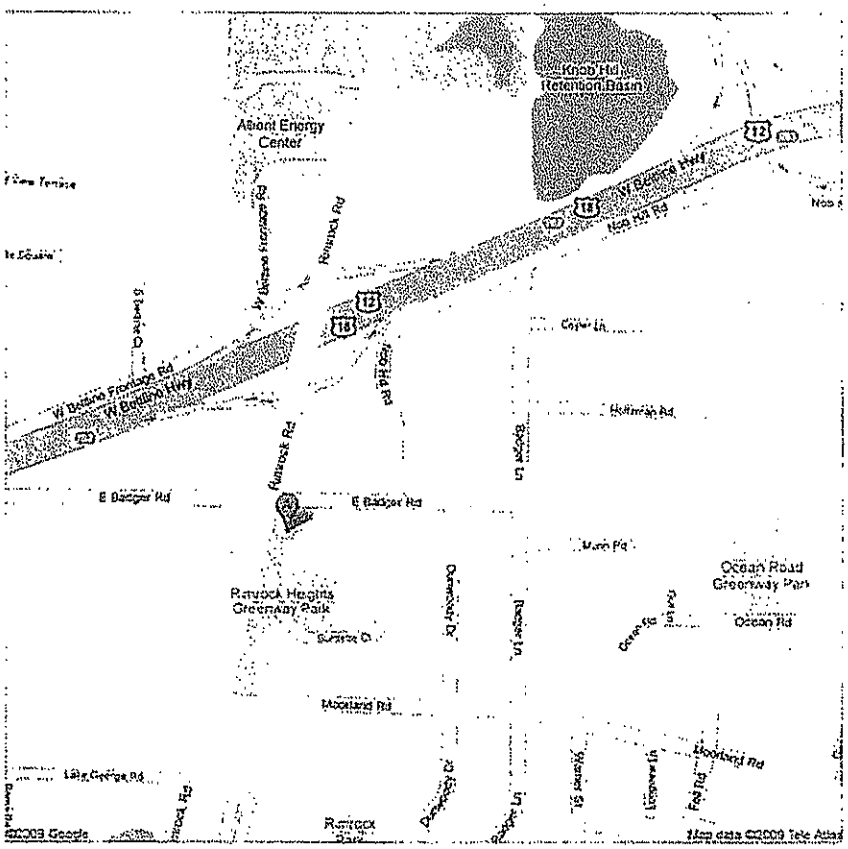
What is Needed

In order to proceed with this innovative project, we need supporters who can act within the County's timeline. It is critical to raise the initial funds immediately. We need your help in achieving the following:

- Secure $500,000 in private funding for purchase of Badger School property
- Raise $175,000 for community engagement, site agriculture start, preliminary programming and site and building planning and design.
- Develop and launch public activities
- Begin phased construction
- Celebrate project progress

The Site

- Badger School is a 4 acre site located at East Badger Road and Rimrock Road south of the beltline in the City of Madison, across the street from Badger Bowl
- Bounded on the west by City of Madison detention basins and on the south by City of Madison Badger Park
- Built in 1957 as an elementary school
- Sold to Dane County in the 1980's for use as a social services site and later as security file storage
- Dane County ceased use in 2006 and offered for sale in 2009 as excess property



Project Principles

The following principles will guide us as we move forward in the redevelopment of the Badger School Site:

- Reuse the existing building and/or its component materials, in order to keep material out of the landfill, and to demonstrate the adaptive reuse of outdated urban structures.

- Strive for the very highest levels of energy efficiency, in order to reduce the heating and cooling loads of the structure while maintaining excellent comfort for building users throughout the year.

- Demonstrate a wide range of innovative approaches to green, energy efficient design, ranging from low-cost alternatives that anyone could use in their own homes to higher-cost elements that demonstrate cutting edge technologies and design practices.

- Create indoor spaces that facilitate learning and community building for people of all ages to enjoy.

- Demonstrate cost-effective urban agriculture practices that anyone can implement in their own backyard and state of the art commercial growing practices that work well in urban settings.

- Engage the neighborhood to ensure that what we do is consistent with the hopes and dreams of the people who share the neighborhood with us.

Program Elements

Intensive Urban Agriculture

- Sustainable growing practices
- Community gardens
- Soil remediation
- Permiculture
- Aquaponics
- Vermiculture
- Year round greenhouse production
- Sustainable water conservation and recycling
- Entrepreneurial youth development
- Land stewardship
- Education, demonstration, production, processing, sharing

Community Center

- Green construction
- Alternative energy sources
- Green job training and development
- Structured activities for youth
- Community events and gatherings
- Nutrition education and workshop

Outcomes

Building

Once construction is complete, the building will have the following features:

- *A Green Roof* – including rooftop greenhouse and outdoor agriculture
- *Indoor Aquaponics* (fish farming)
- *Renewable Energy Systems*, including geothermal, solar PV and solar thermal systems
- *A Commercial Kitchen*, for cooking demonstrations as well as for commercial food preparation
- *A Basketball Gym/Multipurpose Space* for indoor recreation and social programming
- *Office Space for Center for Resilient Cities* staff and agricultural programs manager
- *Classroom Space* for a wide variety of programming
- *Extraordinarily High Energy Efficiency* meeting LEED NC certification standards

Outcomes (continued)

Site

The exterior areas of the site will include the following components:

- *Community Gardens* serving the local neighborhood
- *Education Gardens* serving as an outdoor classroom for students from around Dane County
- *Edible Landscape* including perennials such as nut and fruit trees and berries
- *Innovative Storm Water Management that views stormwater as a resource*
- *Rain Gardens for infiltration of stormwater*
- *Permeable Surfaces* for parking and walkways to increase stormwater infiltration

In collaboration with the City of Madison, adjoining lands owned by the City of Madison will feature:

- *Floating Growing Platforms* which rise and fall with stormwater levels, and which are self-irrigating
- Permaculture Wet Prairie to increase stormwater infiltration and to restore natural ecology
- *Sculpture Garden and Walking Path* for reflection and rejuvenation
- *Redesign and redevelopment of Badger Park* to better serve needs of local community and to create a community gathering space for people of all ages

Partners

Lead Project Partners

Three organizations will work collaboratively on the development of the Badger School Urban Agriculture and Community Center Campus. Together, we bring a wealth of experience and deep commitment to the project.

Center for Resilient Cities (Resilient Cities): Using resilience design to weave green landscapes into the built environment, the Center for Resilient Cities creates organic opportunities for social and economic development, enabling communities to adapt and respond to long-term change. Resilient Cities anchors redevelopment on principles of resilience, which include ecological variability, social and economic investment, citizen leadership, energy alternatives, and environmental innovation.

The Center for Resilient Cities is currently led by Executive Director, Thomas R. Dunbar, FASLA, who brings a wealth of experience in the landscape design field to the organization. From 1982-2007, Dunbar was a Principal, Landscape Architect and Planner with Dunbar/Jones PLC in Des Moines, Iowa, focusing on landscape architecture, urban design and planning. Dunbar is active in many professional organizations and has been recognized many times for his accomplishments and community service. He is a Past President of the American Society of Landscape Architects and currently serves on the Landscape Architecture Accreditation Board and the Leadership Development Committee. Dunbar received his Master of Science/Landscape Architecture and Master of Business/Administration degrees at UW-Madison in 1974 and the University of Iowa in 1985, respectively.

The Center for Resilient Cities was founded as the Urban Open Space Foundation in 1996. Since then, we have created green infrastructure plans for nearly 1,500 acres in Wisconsin's cities and have helped protect or restore more than 300 downtown acres in the greater Milwaukee and Madison regions. We also spearheaded a public finance referendum that set aside $30 million for open space acquisition in Dane County. In 2003, we created and staffed the Community Open Space Partnership, a coalition of nearly 50 Wisconsin agencies dedicated to educating communities about green infrastructure strategies and benefits on the statewide level.

Recently, the Center for Resilient Cities led early development of the Central Park project in Madison, which the City of Madison is now in the process of implementing. Our Greater Johnsons Park Initiative in Milwaukee is a true example of resilience, featuring park, school, and community garden enhancements that will benefit an economically-challenged community.

For the first time, the Milwaukee County Parks system has contracted with an outside entity (Resilient Cities) to substantially fundraise, design and develop a park. Project partners include: City of Milwaukee, Community Planning Council of NSP Area #10, Johnsons Park Neighborhood Association, Milwaukee Branch of the NAACP, Milwaukee County Parks Department, Milwaukee Public Schools, Preserve Our Parks, UW-Extension, Milwaukee County, and Walnut Way Conservation Corporation. The Greater Johnsons Park Initiative was recently featured on the Fox 6 "Gus Tour" and NBC 4 "Positively Milwaukee" news shows. www.resilientcities.org

Growing Power: Growing Power is a national nonprofit organization and land trust supporting people from diverse backgrounds, and the environments in which they live, by helping to provide equal access to healthy, high-quality, safe and affordable food for people in all communities. Growing Power implements this mission by providing hands-on training, on-the-ground demonstration, outreach and technical assistance through the development of Community Food Systems that help people grow, process, market and distribute food in a sustainable manner.

Since its inception, Growing Power has served as a "living museum" or "idea factory" for the young, the elderly, farmers, producers, and other professionals ranging from USDA personnel to urban planners. Training areas include the following: acid-digestion, anaerobic digestion for food waste, bio-phyto remediation and soil health, aquaculture closed-loop systems, vermiculture, small and large scale composting, urban agriculture, perma-culture, food distribution, marketing, value-added product development, youth development, community engagement, participatory leadership development, and project planning. Growing Power's Chief Executive Officer, Will Allen, is a 2008 MacArthur Fellow (also known as the MacArthur genius award). www.growingpower.org

Madison Area Community Land Trust (MACLT): MACLT has been building and renovating permanently affordable housing in Madison and Dane County since 1991, as well as protecting urban green spaces and promoting urban agriculture. One of its projects, the award winning Troy Community Gardens, comprises community gardens, a working CSA farm, a restored prairie, and a thirty home mixed-income cohousing community. MACLT's work at Troy Gardens has been featured in the *Wall Street Journal*, and they have received awards from the Home Depot Foundation, AARP, and the National Association of Homebuilders.

MACLT was founded by local visionary, Sol Levin, who worked for over 25 years in the housing field. Levin's passion for creating permanently affordable owner-occupied housing continues to inspire their work. MACLT is led by Executive Director, Greg Rosenberg. www.affordablehome.org

Other Project Team Members

In addition to the three lead project partners, the following organizations have also committed to participate in this project:

Program Partners

- Community Action Coalition: CAC empowers people in low income or disinvested communities by affording them opportunities to grow their own food, develop self-reliance, and forge social relationships and cross- cultural exchange with others. CAC provides leadership development services and technical support for youth garden projects and for gardeners with physical disabilities. As a result of CAC's commitment to local and safe food sources for everyone, there are 1700 households currently engaged in community gardening. www.cacscw.org

- Community GroundWorks at Troy Gardens: CGW at Troy Gardens manages 31 acres of open space land for community based food production, sustainable land management, food security for Madison's Northside residents, and providing educational programs on gardening, organic farming, natural areas restoration, food preparation, nutrition, and environmental education. Their environmental education programs include a nationally recognized leadership program for teenagers, an award-winning children's garden, and an innovative partnership with the University of Wisconsin. There are 330 family garden plots in the Community Gardens, and over 100 households pick up weekly bags of fresh organic vegetables from the Community Farm. www.troygardens.org

Business

- The Alexander Company: Nationally recognized for its achievements in urban development and historic preservation over the last 25 years, The Alexander Company has undertaken the development, finance, design, restoration, construction and management of over 250 projects, new and historic. Specializing in urban infill, new construction, brownfield revitalization, and historic preservation, its developments give new life to historically significant buildings and urban neighborhoods. www.alexandercompany.com

MADISON METROPOLITAN SCHOOL DISTRICT

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Daniel A. Nerad, *Superintendent of Schools*

December 23, 2009

MEMORANDUM

To: Members of the Board of Education

From: Daniel A. Nerad, Superintendent

Subject: **Badger Rock Charter School Timeline**

Below are the steps that must take place in order to complete the Badger Rock Middle School Charter and DPI planning grant deadlines for opening the school in the Fall of 2010.

January, 4, 2010 — **Planning and Development Committee Meeting**
- Discussion of Initial Proposal
- Must meet Policy 10,000 Content of Initial Proposal
- Other Grant Application and Detailed Proposal information helpful
- Board may request additional information
- Ed Hughes and Marj Passman sponsor

January 11, 2010 — **Regular Board Meeting**
- Board may or may not request a detailed proposal
- Board may or may not schedule a Public Hearing
- Planning Grant Application may be submitted to the district without Board request

February 15, 2010 — Planning Grant Application submitted to Board of Education
- Must meet DPI requirements

Detailed Proposal submitted to Board of Education
- Must meet Policy 10,000 Content of Detailed Proposal
- **No meeting, reports are distributed to Board Members**

March 1, 2010 — **Planning and Development Committee Meeting**
- Discussion of Detailed Proposal and Planning Grant Application

March 8, 2010 — **Regular Board Meeting**
- Resolution supporting the developing and opening of the school
- Approval of Planning Grant
- Board may still say no at a later date

April 15, 2010 — Planning Grant due to DPI
- DPI provides format