

CHARTER SCHOOL CONTRACT

Early Childhood Family Education Center

THIS AGREEMENT is made as of the 14th day of January, 2008, by and between the Board of Education of the Columbus School District, Columbus, Wisconsin, (Board) and the Early Childhood Family Education Center Governance Council (Council).

RECITALS

A. The Early Childhood Family Education Center (Center) is an existing Charter School in the Columbus School District and opened in September 2007. This contract nullifies any existing contract between the two parties.

B. NOW, THEREFORE, pursuant to 118.40(3) of the Wisconsin Statutes, the parties enter into a Contract for a Charter School as follows:

Name of Person/Organization Establishing Charter School. The name of the person/organization contracting with the school district is the Early Childhood Family Education Center.

Person in Charge and Manner of Administration.

a. Administrator. The Principal shall have administrative oversight of the Center, and will supervise and coordinate the daily operation of the Center with school staff and will work closely with and report to the Governance Council to ensure the educational goals of the Center are met.

b. Administrative Services. Except as otherwise set forth in this contract, administrative services will be provided by the Columbus School District in the same manner as they are provided to other Columbus School District schools, including: purchasing, accounts payable, accounting, bookkeeping, risk management, auditing, cash management, payroll, benefits administration, labor relations, staffing, enrollment, pupil services, record-keeping, and general testing of students. The Early Childhood Family Education Center is an instrumentality of the Columbus School District, and as such, no administrative fee will be paid to the authorizer by the Center.

Description of Educational Program. The mission of the Early Childhood Family Education Center is "To provide children, in the context of their family, the skills to become lifelong learners." A learning environment is envisioned in which parents of young children grow in their skills as parents just as their young children build the developmental skills necessary to be successful in school and the future world in which they will live. The center will follow the principles and content of the Wisconsin Early Learning Standards to create a place in which children flourish who might otherwise be at-risk of educational failure. (Appendix A) Broad goals include the following:

1. Children will enter first grade with developmental skills that are at or above age level.
2. Children will read at grade level by the end of grade two and will maintain grade level literacy skills.
3. Parents will have the knowledge and skills necessary to promote learning and wellness within their family.

4. A full-day learning and wrap-around care environment will be available for children through collaboration among parents, teachers, support personnel and community care providers.
5. The Early Childhood Family Education Center will serve students in the grade/age equivalents of kindergarten through 3rd grade. The EC FEC will begin serving K age students in 2007-08 and will add a grade level each year.

Choice of curriculum is extremely important and three key components must be present before a curriculum is chosen for the Center. The first is that it must be a developmentally appropriate program solidly based in the early childhood principles listed above. Second, it must be backed by research that demonstrates its effectiveness. Third, it must encourage parental use and provide specific training for parents or lend itself easily to parental use. Using these three factors as primary determinants, the HighScope curriculum (Appendix A) has been selected as the primary curriculum in the Center.

HighScope has been rigorously studied for over 40 years. Results of follow-up studies continuously support the HighScope program over other types of early learning experiences and it is designated as a model program by several accrediting agencies. The High Scope demonstration preschool program has been awarded the honor of being one of the ten best preschools in America by Child Magazine. Adults who participated in HighScope as young children have higher levels of education, earn higher incomes, and are more active contributors to their communities. The High Scope curriculum matches Wisconsin Early Learning Standards domains containing experiences that encourage active and engaged learning in the areas of Literacy/Language, Mathematics/Science, Social/Emotional, Physical, and Creative development. In addition, the program contains parent workshops about the curriculum and actively supports parents in extending its components into family life.

In addition, supplemental parenting programs will be offered throughout the school year for areas of language development, general parenting, and social interaction. Parents agree to attend at least one parenting program throughout the school year.

In addition to high quality curriculum, the instructional process and specific content of the curriculum must fully engage children and prepare them for future success. To accomplish this, an emphasis on outdoor, environmental and technological themes has been chosen. The playground area will serve as an outdoor laboratory in which children can observe changes in nature and create their own nature space.

Children in the Center will receive art, music and physical activity programming that is embedded into their program and that follows the academic instructional theme. Children may not receive separate instruction in these areas. Likewise, supplemental services to promote the acquisition of delayed developmental skills will be provided within the child's learning environment whenever possible, reducing or eliminating instructional fragmentation.

Evidence of student achievement and progress will be completed through portfolio development based on the assessment system contained in the High Scope curriculum. In addition, developmental outcomes are identified for all students and student attainment of developmental milestones will be documented in each child's portfolio.

Students in the Center will attend school on a full-day schedule, though this schedule may vary somewhat from other district schedules in order to accommodate teacher planning time.

Charter School Goals: Because the Board of Education’s End Policies (District Goals) are broadly written and generally accepted goals for any K-12 educational institution, the Council will adopt the Board of Education’s Ends Policies. The Council may submit to the Superintendent alternate interpretations to match the unique educational aspects of the Center. The Council will report on Goals to the Board of Education, through the District Superintendent, on a yearly basis.

Board of Education Outcome	Charter School Goal	Charter Indicator(s)
Board End 2: Academic Achievement: Students will meet or exceed established state standards in academic disciplines.		
2.1 Students will demonstrate continuous improvement toward achieving literacy- the ability to read, write and communicate orally- at or above grade level.	All children will make progress in literacy skills regardless of the level at which they begin school. Children will be reading at grade level no later than the end of 2 nd grade and will maintain that level through 3 rd grade. Corresponds to Charter Goal #2.	MAPS: Students who are below the 50 th percentile on the MAPS will demonstrate increases in their percentile score. Students who are at or above the 50 th percentile will make progress according to program calculations. PM Benchmark: Level 22 by end of 2 nd Grade. WKCE: 90% of students will score Proficient or above on the 3 rd grade WKCE. Skill Benchmarks: 95% of children will meet literacy Benchmarks at each grade level as measured in portfolios.
2.2 Students will demonstrate continuous improvement toward success in mathematics, language arts, science and social studies.	All children will make progress in math skills to meet state standards by 3 rd grade. Children will make continued progress in other academic areas to meet grade level outcome expectations. Corresponds to Charter Goal #2.	MAPS: Students who are below the 50 th percentile on the MAPS will demonstrate increases in their percentile score. Students who are at or above the 50 th percentile will make progress according to program calculations. Skill Benchmarks: 95% of children will meet benchmarks at each grade level as measured by portfolios. WKCE: 90% of students will score Proficient or above on the 3 rd grade WKCE.
2.3 Students will be technologically proficient.	All children will be comfortable in the use of technology and will actively use	Students will independently access and utilize educational software within the Charter School classroom. The percentage of children who can

	technology to advance learning.	independently utilize various forms of technology within the classroom will be reported.
2.4 Students will be proficient in one or more of: foreign language, visual or performing arts, vocational areas.	Children in the Charter School will be exposed to, experience and enjoy a variety of arts, vocational and language experiences.	Visual record of arts, language and vocational experiences. Children's reports of experiences and enjoyment will be shared with the board.
2.5 Students will demonstrate and apply critical thinking using research, creativity, analysis, and synthesis of information.	Children in the Charter School will continuously use the HighScope instructional method of plan-do-review and the scientific inquiry method of learning.	Plan-Do-Review: 100% of children will be able to successfully use the Plan-Do-Review method of independent work. Scientific Inquiry: 100% of children will be able to successfully use scientific inquiry in problem solving.
Board End 3: Citizenship: Students will be responsible citizens and productive participants in their school, community, their country and the world.		
3.1 Students will respect people, position and property.	Children will follow classroom and building rules.	Number of children who receive TRIBES violations. Number of children who require disciplinary action greater than teacher intervention.
3.2 Students will commit personal time and talent to improve their community.	Children will engage in service learning projects and community service within and outside the learning environment.	Description of projects, programs, events and percent of children who participated in each project.
3.3 Students will be civic-minded and patriotic.	Children will participate in classroom decision-making processes	Description of classroom decision-making process.
3.4 Students will value diversity and cultural difference.	Students will proactively experience differences in culture within the classroom. Students will take a proactive stand against bullying.	TBD

3.5 Students will build productive relationships and group affiliations within their school community.	Students will actively participate in group and school activities and will demonstrate helping relationships within the classroom.	TBD
Board End 4: Life Skills: Students will be able to productively and efficiently manage their own lives in order to be independent and self-reliant.		
4.1 Students will be able to set and achieve personal goals.	Children will be able to state learning outcomes in “kid-friendly” language. Children will develop skill-based goals for reading and math.	Percent of students who make effort and progress toward their personal goals.
4.2 Understand personal strengths & weaknesses, and have appreciation for abilities.	Children will feel positive about themselves and their abilities in school.	At least 90% of students will demonstrate positive self-concept on school-based checklist.
4.3 Take responsibility for own actions.	TBD	TBD
4.4 Choose and practice healthy lifestyle.	Children will exercise at least one hour per day and will eat healthy meals and snacks while at school. Children will participate in making and serving meals and snacks. Corresponds to Charter Goal #2.	Percentage of children who are active at least one hour per day.
4.5 Exercise self-control & discipline over personal actions.	Children will interact positively in unstructured situations of playground and hallway.	Number of discipline referrals from playground and hallway.

Center Governance Council: The Charter School shall be an instrumentality of the Columbus School District and shall operate under a charter school contract with the authorizing authority. The Center shall be an independent charter school that will also function within the parameters of the policies and procedures of the Early Childhood Family Education Center Governance Council. The Governance Council, consisting of at nine voting members, is a separate entity from the Columbus School District School Board. The Governance Council will meet monthly. The Governance Council shall be comprised of a majority of non-school district employees.

- a. Membership: The Governance Council shall be comprised of no less than the following:
 - Four Parents of current students
 - One community member
 - Two Charter School teachers
 - One District Educator
 - District Administrator or DesigneeMembership is currently comprised of:
 - Cory Denk – Parent
 - Laura D’Agostino – Parent
 - Danelle Anderson – Community Member and Science/Math Educator
 - Kim Schroeder – Parent
 - Angie Genko – Parent
 - Community Member - TBD
 - Joy Culver – Teacher
 - Peggy First – Teacher
 - Mark Jansen - District Administrator
- b. By-laws and terms: The Governance Council functions under by-laws that properly define its existence, including terms of office and election procedures.
- c. Open meetings: Governance Council meetings shall be announced and conducted in compliance with the Wisconsin Open Meeting Law, 19.81 et seq. of the Wisconsin Statutes.

The Governance Council has the following authority to make decisions regarding the operations of the charter school:

- a. Provide input to, approve and monitor curriculum, instructional design and assessment recommended by Center staff and administration.
- b. Approve and monitor the annual budget prepared by the administrator and center staff.
- c. Provide vision and guidance to the school so it retains its uniqueness in meeting the individual academic, social-emotional, and physical needs of its students.
- d. Approve the Center calendar.
- e. Interview and recommend staff for contract approval by the District Superintendent.
- f. Establish criteria for admission to the Center consistent with the contract and charter school laws;

- g. Propose modifications to this Contract as appropriate;
- h. Approve staff evaluation procedures and participate in staff evaluation.
- i. Approve of grant proposals and other programs to raise money for the operation of the Center
- j. Ensure that the Center is effective in achieving its mission and efficient in using its resources by self-evaluating the activities of the Governance Council and its performance in fulfilling its responsibilities.

Qualifications to be Met by Individuals Employed in the Charter School. All instructional and support staff shall be licensed according to Chapter PI 34 of the Wisconsin Administrative Code. All licensed instructional staff, other than substitutes, shall be members of the Columbus Educational Association, and are subject to all provisions of the Master Agreement with the Columbus Educational Association unless agreed to under a separate “memo of understanding.” All support staff, other than substitutes, shall be members of the Columbus Associated Personnel, and are subject to all provisions of the Master Agreement with the CAP. All Administrative staff will follow administrative contracts otherwise established by the Columbus School District Board of Education.

Procedures to Ensure Health and Safety of Pupils. The Charter School shall be operated at a site approved by the Columbus School District. The Charter School shall follow all applicable local and state health and safety regulations and building code standards, including, but not limited to, fire drills and tornado procedures.

Admission. Registration for the Center will take place no later than April 30th preceding the applicable school year. Registration will be capped at no more than 20 students per grade level served. At that time, families will be informed of Charter and traditional program options available to them. Children must be five years of age by September 1st to enter 5K. Early admission will be considered based on district policy. Parents understand that they will participate in parent education programs if their child is admitted to the Early Childhood Family Education Center. Children already enrolled in the Center will continue to be enrolled through 3rd grade unless they opt out of the program.

All applications for admission will be accepted. The ECFEC will not deny admission or participation in any program or activity on the basis of a person’s sex, race, religion, national origin, ancestry, pregnancy, marital status, sexual orientation or physical, mental, emotional or learning disability. Students identified by the school district as having an educational disability and a need for special education will be integrated into the Charter School with special education services, related services, and supplemental aids and services provided as indicated by the child’s Individual Education Plan. Should the number of applications exceed the allowed enrollment, students will be selected through lottery. Those not selected will be placed on an application-date-ranked waiting list.

No tuition will be charged to enroll in the Early Childhood Family Education Center. Any fees charged will match those charged by Columbus Elementary School.

Annual Audits. Because the Charter School is an instrumentality of Columbus School District, financial audits and programmatic operations audits shall be performed as

required by the Wisconsin Department of Public Instruction. Financial operations will be carried out in a manner consistent with current district practices. Financial audits are performed annually and results communicated to the Board by the independent auditor.

Discipline Procedures. Discipline in early education programs must be considered within the developmental context of the child. Environmental control, developmentally appropriate instructional activities and practice, explicitly teaching expected behaviors and positive behavioral supports will be the primary methods of discipline. The Responsive Classroom model of planning for positive behavioral outcomes will be implemented. When behavioral concerns do arise, Center staff will operate under the assumption that children want to demonstrate positive behavior and that misbehavior is a function of lack of skill or a misdirected attempt to gain something that the child needs. Discipline will be handled in a manner that is reflective of this philosophy and respectful of the child. Parents will be fully involved in addressing and continued behavioral concerns. Serious behavioral concerns will result in consultation with Pupil Service personnel to conduct a Functional Behavioral Analysis and develop a Behavior Intervention Plan.

Effect of Charter School on Liability. Because the Charter School shall be an instrumentality of the Columbus School District, there shall be no effect of the establishment of the Center on liability for the Columbus School District. Compliance within the terms of this Contract is intended to assure that there shall be no such effect on liability. The Center will be located within current district facilities. As an instrumentality of the Columbus School District, the Center shall have or require property, liability, and such other insurance as available and maintained for other facilities within the District.

Exchange of Funds. Because the Center shall be an instrumentality of the Columbus School District, no funds shall be exchanged between parties under this Contract.

Budget Responsibilities. The Charter School will be allocated yearly budget funds on a per-pupil basis in the same manner as other District school buildings. The Columbus School District will maintain a separate building budget code to designate Charter School spending. The district anticipates the following allocations and projected allocations for the duration of the contract:

2007-08: \$288

2008-09: \$299

2009-10: \$310

Center finance reports will be reviewed by the Governance Council at least four times per year. Center administration will have access to computer-based budget reports for the Charter School at all times

Nondiscrimination. The Center will not deny admission or participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or on the basis of physical, mental, emotional or learning disability.

Transportation. Transportation for students enrolled in the Charter Program will be provided and will follow the same guidelines as those for children enrolled in regular district programs.

Regulation Variations. Charter schools may define exemption from certain state requirements regarding public education unless specifically referred to in state statute. The Center will take these state exemptions in order to maximize the flexibility afforded to charter schools by state law.

- a. Length of School Day – Statute 120.12(15): Requires school boards to establish rules for scheduling hours in a normal school day. Center staff in conjunction with the Governance Council will establish the school's schedule.
- b. Number of Days and Hours – Statutes 121.006(2)(a) and 121.02(1)(f): Requires school districts to schedule 180 school days annually, less any days during which the State Superintendent determines that school is not held or educational standards are not maintained as a result of a strike by school district employees and requires school districts to annually schedule at least 437 hours of instruction for kindergarten and 1050 hours of instruction for grades one through three. The Governance Council will establish a schedule for its students that accommodate those students' needs that may or may not reflect the exact number of days or hours for students sited in this statute. Children enrolled in the Charter School will be present in school for the same number of minutes as children in the regular K-3 program.

Art, Music, Physical Education Instruction. Statute 121.02(1)(j): Requires that districts ensure that instruction in elementary and high schools in health, physical education, art and music is provided by qualified teachers. These subject areas, as well as Guidance, are a vital part of the instructional program of the Charter School. They will be amply integrated into the Charter School instructional program.

Waiver of Local School Board Policy: The Charter School Council will develop its own operational policies and guidelines separate from those of other schools within the Columbus School District.

The Columbus School District Board of Education uses a method of management known as Policy Governance. This method outlines very broad educational outcomes and operational requirements. Under Policy Governance, the Superintendent is responsible for interpreting the board-stated outcomes and operational requirements and for providing evidence to the Board of Education that they have been met. The Council will adopt the Board of Education Ends Policies and Executive Limitations. The Council will submit to the Superintendent interpretations of the Ends Policies that match its unique goals and program of instruction. The Center will establish compliance indicators in alignment with Board of Education requirements and to meet the needs of its unique instructional program. The Council will report to the Board of Education, through the District Superintendent, regarding compliance with Executive Limitations and status on Ends Policies following the same schedule as the regular K-12 program.

Allocation of Federal Funding: Federal funding for which the Charter Program is eligible will be allocated under the direction of the administrator that is responsible for that particular budget. In most cases, that will be either the Director of Curriculum and Instruction or the Director of Student Services. Budgeting will be planned cooperatively with the Charter Governance Council. In all cases, budget allocations will support the

missions of the Columbus School District and the Early Childhood Family Education Center.

Term and Termination of This Contract. The term of this Contract shall be for a period commencing upon execution and ending on the 30th day of June, 2011. It is the intent of the parties that there be an annual review of overall progress by the charter school with the Columbus School District's Board of Education. This contract may be withdrawn or revoked if inadequate progress is being made toward Board of Education Ends Policies or Executive Limitations. Changes or modifications in this contract can only be made by mutual agreement of both parties.

The contract can be terminated if one of the following circumstances occurs:

Mutual Agreement. Both parties agree in writing to the termination.

Failure to Comply with Executive Limitations. The Center demonstrates continued noncompliance with Board of Education Executive Limitations. A one-year probationary period with specific required remedial action shall precede a revocation of the contract under this stipulation.

Failure to Accomplish Ends Policies. After the second year of operation, the Center fails to make sufficient progress toward attaining the Ends Policies as defined in this contract. A one-year probationary period with specific required remedial action shall precede a revocation of the contract under this stipulation

Undue Financial Burden. Charter School policies and/or practices create an undue financial burden to the Columbus School District.

Violation of Wisconsin Statute 118.40. The Center otherwise violates Wisconsin Statute 118.40 (the Wisconsin Statute authorizing and governing charter schools).

In the event of termination of this contract, written notice by certified or registered mail, return receipt requested, shall be provided and shall list the reason(s) for termination and the effective date of the termination. In the event of termination of this contract, the Board of Education shall recover all funds advanced to the Center under this contract. Material and equipment purchased with Columbus School District and/or federal or other grant funds will remain or become the property of the Columbus School District in accordance with the State Statute.

IN WITNESS WHEREOF, the parties have caused this Contract to be approved and to be executed between the respective governing bodies by their duly authorized representatives.

BOARD OF EDUCATION OF THE
COLUMBUS SCHOOL DISTRICT
GOVERNANCE BOARD

EARLY CHILDHOOD
FAMILY EDUCATION CENTER
GOVERNANCE COUNCIL

By: _____
School Board President

: _____
Date

By: _____
Charter Board President

Date

Addendum A

Wisconsin Model Early Learning Standards

V. Guiding Principles

The Early Learning Standards Advisory Committee has established the following Guiding Principles to inform the development and application of Early Learning Standards in Wisconsin. These guiding principles reflect the knowledge base in scientific research, our values, and our commitment to young children and families.

1. All children are capable and competent. Development and learning begins at birth, for all children and in all settings. The Early Learning Standards support practices that promote development and protect young children from the harm that results from inappropriate expectations. In this, they are aligned with ethical principles of the early childhood profession.
2. A child's early learning and development is multidimensional. Developmental domains are highly interrelated. The Early Learning Standards reflect the interconnectedness of the domains of children's development: social and emotional development, approaches to learning, language development and communication, health and physical development, and cognition and general knowledge.
3. Expectations for children must be guided by knowledge of child growth and development. The Early Learning Standards are based on research about the processes and sequences of young children's learning and development, and the conditions under which children develop to their fullest potential.
4. Children are individuals who develop at various rates. The Early Learning Standards recognize that there are individual rates of development and learning across any age range.
5. Children are members of cultural groups that share developmental patterns. The Early Learning Standards acknowledge that children's development and learning opportunities reflect the cultural and linguistic diversity of children, families and environments.
6. Children exhibit a range of skills and competencies within any domain of development. The Early Learning Standards support the development of optimal learning experiences that can be adapted for individual developmental patterns.
7. Children learn through play and the active exploration of their environment. The Early Learning Standards reflect the belief that children should be provided with opportunities to explore and apply new skills through child-initiated and teacher-initiated activities, and through interactions with peers, adults and materials. Teachers and families can best guide learning by providing these opportunities in natural, authentic contexts.

8. Parents are children's primary and most important caregivers and educators. Families, communities and schools all have significant roles to play in terms of what opportunities are available to children, and how well a child is able to advantage of those learning opportunities.