

Charter School Proposal to Milwaukee Public Schools Next Door Charter School

1) The name of the person who is seeking to establish a charter school.

Tracey Sparrow, Ed.D., President of Next Door (ND) seeks to renew the charter for the Next Door Charter School.

2) The name of the person who will be in charge of the charter school and the manner in which administrative services will be provided.

Tracey Sparrow, Ed.D, President, is the person in charge of the Next Door Charter School. Dr. Sparrow is the person authorized by ND's Board of Directors to address contractual issues.

Staff members of ND will deliver administrative services for the Next Door Charter School. These services include the following: human resources management, information technology and fiscal management. A full time controller, with the support of six fiscal staff, will administer the charter school contract.

3) A description of the educational program of the school.

The educational program of Next Door's Charter School will reflect Milwaukee Public School's commitment to high standards of achievement for all children. Next Door's core mission is to support the intellectual, physical and emotional development of children by partnering with their families for success in school and the community. ~~to support the intellectual, physical, spiritual and emotional development of children so they become self-sufficient, contributing members of the community.~~

Decades of research have demonstrated that low-income children often enter ~~are entering~~ the K-12 school system unprepared to ~~learn~~ succeed academically, creating an unfair disadvantage right from the very start of their educational experience. Research also shows that some of these disparities can be mitigated through high-quality early education programs with intentional, focused curricula and holistic service offerings focused not just on the child, but also on the family parent. ND's Charter School offers innovative, data-driven teaching practices to ensure each individual child's educational trajectory is enhanced and supported. Through research-based teaching practices, ND helps to ensure that our students enter the K-12 school system ready to learn and succeed, and that their parents are equipped to be their child's best advocate.

The ND Charter School offers comprehensive educational programming to low-income children, with a focus on tailored individualized academics and effective teaching strategies, as well as ~~as~~ strategies to support for social-emotional development. A health component, including ~~an on-site nurse and pediatric clinic~~ a full team of health professionals and partnerships with Children's Wisconsin for on-site services, forms an important part of the school's overall approach to school readiness. The ND Charter School requires that each student completes health screenings every year, including screenings for vision, hearing, lead, blood pressure, height, weight, lead levels, and hemoglobin. The school is child-centered and family focused. This underlying principle encourages education-based relationships while strengthening the social competency of students. ND's approach seeks to strengthen children's reciprocal relationships with other children, family, teachers, society, and the school environment, and to ultimately close the persistent achievement gap experienced by minority, urban students across the nation. ND has created a school climate where students and their families feel welcomed and supported to reach their full potential. ND believes that by nurturing children in their earliest years and instilling

them with the academic and social-emotional skills necessary for school readiness, children will enter the formal school system prepared to learn and thrive.

The Charter School offers full-day K4 classes – a program designed to minimize daily transitions for students and offer a needed solution for working parents. The Charter School offers full-day K5 classes. Eighty five percent of ND students are African American and with 245% of our students receive ing services for one or more diagnosed disability. Classrooms for the Charter School are located at the same sites as ND’s Early Head Start and Head Start programs. This approach aligns with a birth-to-school continuum to ensure school readiness.

In addition to the Charter School, ND provides Early Head Start (EHS) services to 287 663 infants and toddlers, and Head Start (HS) services to 1,075 591 children, ages three and four. ND partners with is home to Milwaukee’s Educare School, a part of the national Educare Learning Network, funded by with support from -the Buffett Early Childhood Fund and Start Early. Educare schools focus on four basic pillars: Intensive Family Engagement, High Quality Teaching Practices, Data Utilization and Embedded Professional Development. These four core features work together in a comprehensive and intentional way to achieve a high-quality early childhood program that helps children from birth to age 5 grow up safe, healthy and eager to learn. Educare prepares children for success in school and life, and helps parents develop the skills they need to champion their child’s education. Several years of rigorous evaluation show that when children leave Educare schools for elementary school, they have stronger literacy skills, less challenging behaviors and a stronger parent –child bond. For over 20 years, ND was a HS delegate serving 294 children and families. In 2012, ND became the HS grantee (replacing the Social Development Commission) and increased our HS enrollment to 1,075. The HS expansion has been successful with ND consistently reaching full enrollment and fully implementing the program across five sites in Milwaukee, resulting in more low income, at risk children served across the city.

ND’s 2013 EHS federal review concluded with no non-compliances, and in January 2015, the agency was awarded \$4.8M in federal funds to lead another federally funded program, the Early Head Start Child Care Partnership (EHS-CCP). This PSince 2015, Next Door has been the leader of a child care partnership program, which will engages early education partners in ten locations across Milwaukee and Ozaukee counties, with support programs and services designed to increase access to high quality raise the quality of care for low-income families with infants and toddlers.

ND is a community leader. ND is a state implementation site for the Center on the Social and Emotional Foundations for Early Learning (CSEFEL) Pyramid Model and has on-site staff that are state trainers on the Wisconsin Model Early Learning Standards. At Next Door, we understand that a child’s social emotional development is just as important as their academic growth, to ensure future success. ND is committed to CSEFEL’s Pyramid Model and Next Door’s S.T.A.R core values of being Safe, Thoughtful, Accountable and Respectful. We use the Prevent Teach Reinforce for Young Children (PTR-YC) model to provide individualized behavior support for children. The S.T.A.R. values -also align with ND’s established Positive Behavior Intervention and Support (PBIS) strategies and partnership with Healing Species. TOur partnership with the Healing Species program utilizes the assistance of a rescue dog as a unique way to teach compassion and other character skills. Currently, ND leadership staff are active members in the following many community early childhood groups, including the -Wisconsin Alliance for Infant Mental Health, Wisconsin Early Childhood Coalition, Wisconsin Child Care Administrators, and the he Black Health Coalition of Wisconsin. Milwaukee Early Childhood Education Civic Response Team.

The ND Charter School believes that the quality of the teacher is the key to the quality of programming within the classroom. The school seeks to create a “learning community” among staff and encourages interdisciplinary teams to collaborate as a way to best serve students and their families. Charter School teachers and coaches form a Community of Practice and participate in Collaborative Curriculum meetings to share strategies and lesson plans, problem solve, review data, and collaborate at the peer-to-peer level. Reflective practice is conducted by supervisors with teaching teams to enhance teacher capacity and to improve classroom practices and student outcomes. Reflective practice allows staff to consider the impact of their behaviors and decisions on student outcomes. Each teacher creates an annual professional development plan with their supervisor and progress is monitored throughout the year.

A Director of Educational Services, Instructional Coaches, Education Managers, and Site Directors form the Education Team at the Charter School and work closely with ND Charter School teaching teams to implement a research-based, developmentally appropriate curriculum and use best teaching practices. Through a process of ongoing training and technical assistance and data analysis, the Education Team helps teachers to individualize lesson plans, analyze teaching practices based on classroom and student data, and improve overall program, classroom, and individual level outcomes. The curriculum is continually adapted based upon data analysis to ensure that it is meeting the needs of the children served by ND. The Education Team also works closely with ND leadership staff to aggregate and present data and align ND educational practices and assessments with state and national standards.

Next Door is committed to academic excellence for Milwaukee’s urban children. The agency’s robust early childhood education programs and services extend to the ND K4 and K5 Charter classrooms, providing continuity of care through seamless transitions for children and families. The ND Charter School utilizes a thorough data collection and analysis process. ND provides comprehensive support to families – each family is assigned a Family Advocate to ensure that they have the resources they need to facilitate their child’s success. ND offers a robust parent training program and regular parent activities to engage the family. At Next Door, the entire family is a part of the child’s life in school.

~~ND Charter School believes that the quality of the teacher is the key to the quality of programming within the classroom. The school seeks to create a “learning community” among staff and encourages interdisciplinary teams to collaborate as a way to best serve students and their families. Charter School teachers form a Community of Practice to share strategies and lesson plans, problem solve, and collaborate at the peer-to-peer level. Reflective practice is conducted by supervisors with teaching teams to enhance teacher capacity and to improve classroom practices and student outcomes. Reflective practice allows staff to consider the impact of their behaviors and decisions on student outcomes. Each teacher creates an annual professional development plan with their supervisor and the Principal.~~

~~A School Readiness Coach, a Kindergarten Curriculum Leader, and a licensed administrator form the Learning Team at the Charter School and work closely with ND Charter teaching teams to implement a research-based, developmentally appropriate curriculum and learn to use best teaching practices. Through a process of ongoing training and technical assistance and data analysis, the Learning Team and Site Directors help teachers to tailor lesson plans, analyze teaching practices based on classroom and student data, and improve overall program, classroom, and individual level outcomes. The curriculum is continually adapted based upon data analysis to ensure that it is meeting the needs of the children served by Next Door. The Learning Team also works closely with ND leadership staff and the Quality Assurance Team to aggregate and present data dashboards and align ND educational practices and assessments with state and national standards.~~

~~Next Door is committed to academic excellence for Milwaukee’s urban children, as evidenced by ten years of a successful charter partnership with the Milwaukee Public Schools. The agency’s robust early childhood education programs and services extend to the ND K4 and K5 Charter classrooms, providing~~

continuity of care through seamless transitions for children and families. The ND Charter School utilizes a thorough data collection and analysis process. ND provides comprehensive support to families — each family is assigned to a Family Advocate to ensure that they have the resources they need to facilitate their child's success. Our Fatherhood Initiative works with fathers to promote their involvement in their child's life. Next Door also offers Adult Basic Education to support our families in reaching their educational goals. At Next Door, the entire family is a part of the child's life in school.

4) **The methods the school will use to enable students to attain the educational goals under 118.01, and promotion/graduation requirements, as well as the manner in which bilingual and special education services will be delivered to support the identified educational goals.**

Children enrolled in Next Door's K4 ~~program~~ are ~~will~~ also ~~be~~ enrolled in Head Start to enable full day attendance. ND ~~will~~ also provides s an extended day for K5 students.

Curriculum

The Charter School's curriculum concentrates on literacy and math development and uses data-driven practices along with teacher training and technical assistance to enhance the early-learning environment. ND is committed to staying abreast of best practices, trends, and research from the field in order to provide a comprehensive high-quality early childhood educational program to Milwaukee's most vulnerable children. The Wisconsin Model Early Learning Standards (WMELS) guide the school readiness goals defined by the Charter School for K4 and the Common Core State Standards (CCSS) guide school readiness goals for K5 classrooms.

Curriculum – K4

The primary curriculum for Charter School K4 classrooms is the Creative Curriculum for Preschool

(CC) accompanied by Everyday Mathematics. The primary assessment tool used is Teaching Strategies GOLD (TSG), which ensures age-appropriate objectives are identified within each domain based on typical development for children ages four and five. K4 students are also ~~assessed~~ screened using the Phonological Awareness Literacy Screening (PALS) and the ASQ-3 and ASQ-SE.

Curriculum – K5

The primary curriculum for Charter School K5 classrooms is guided by the Common Core Standards. Specifically, K5 teachers use the ~~LEAD 21 Read Street~~ reading curriculum, Lucy Caulkins' Writer's Workshop, and Everyday Mathematics curriculas. Assessments for K5 classrooms include the Fountas and Pinnell Reading Inventory, PALS, STAR and local summative assessments based on reading, writing and math benchmarks.

Instructional Methods

Next Door Charter School teachers work in collaboration with their colleagues by sharing information and taking partworking in multi-disciplinary teams. Supervisors use a Reflective Supervision model, and teachers are expected to understand the individual pupil's needs so that instruction is intentional, age-appropriate, and responsive. Teachers adapt lesson plans for individual students, as needed, and always seek to ~~match~~, challenge, and support students.

Successful outcomes for students can be enhanced with authentic partnerships between schools and parents. The Head Start approach to parent involvement promotes the development of parenting skills through participation in classroom, program governance, recruitment of new families, and advocacy in the community. Next Door is continually assessing the needs of children and families so that we have a clear understanding of partnerships and community involvement that needs to be strengthened. We recently implemented Ready Rosie, an early education tool that helps families, schools, and communities deepen and scale their family engagement efforts. This tool leverages the power of video modeling, family workshops, professional development opportunities, and mobile technology to build powerful partnerships between families and educators. We are looking forward to this new model for engaging our families. Our Books for Kids program is an important organizational asset. A hallmark of our Books for Kids program is Read With Me, which depends on volunteers to provide a one on one reading experience to children. At the conclusion of the experience, children select a book to take home to build their home library. Each child enrolled in the school receives two books per month to take home. Books for Kids also offers a community library where ND parents and other community members can select books. Family Literacy events are scheduled regularly by the Books for Kids' staff.

Parents are an essential part of each child's education at Next Door Charter School and ND is also home to a highly successful GED preparation program that includes family members from the Charter School. Parents are supported through these opportunities to develop their own skills and learn the value of education to promote learning in the home. ND has a Family Literacy and Education program. This program also maintains an on-site library, Books for Kids. Books are donated and properly shelved to create an onsite library where families are encouraged to come and select books for their home "library." Each child enrolled in the school receives two books per month to take home.

~~Parents are an essential part of each child's education at Next Door Charter School. Staff members involve parents through a variety of activities. These include:~~

- ~~Regular~~ general communications: newsletters, texts etc.
- ~~H~~ home visits
- ~~P~~ parent meetings at school or elsewhere
- ~~P~~ parent education classes
- ~~P~~ parent child activities, such as ~~;~~ Family Literacy events, potluck dinner meetings, field trips
- ~~O~~ orientation to 4K or transition to 5K
- ~~C~~ classroom involvement training
- ~~F~~ family Success Center ~~resource center~~
- ~~parent policy council~~ Policy Council participation

Special education services are delivered by a team led by a ~~trained~~ certified special education teacher. The team includes a speech pathologist, ~~a~~ special education aide, and support services from an MSW, as well as from a child psychologist. The team contracts for Occupational and Physical Therapy ~~services and mental health~~ services as needed. In the ~~2015-16~~ current school year, 245% of our children awere provided with special education services as indicated on their IEP.

5) **The method by which pupil progress in attaining the educational goals under s.118.01 will be measured.**

The Creative Curriculum is aligned with the Wisconsin Model Early Learning Standards and is used in many of Wisconsin's K4 public school programs and in many Head Start programs across the country. Creative Curriculum's Developmental Continuum is an observational assessment that allows teachers to identify children's developmental level in each of 50 objectives that are imbedded within four developmental domains. ND uses this Continuum for guidance in daily observations. The ND Charter School uses the Phonological Awareness Literacy Screening (PALS) for formal assessments for 4K students. These ongoing observations and formal assessments drive the curriculum choices for each class and individual children and t. The data from the PALS is specifically used in developing literacy activities.

The Creative Curriculum instructional design has a balance of large group, intentionally planned small groups, and child selected activities integrated around a study or focus topic.

~~A learning coordinator is assigned to ND's K5 classrooms as a .50 FTE literacy coach. Break through to Literacy~~ Reading Street and Everyday Math are used ~~to expand~~ curriculum development ~~infor~~ literacy and math. PALS is used as a ~~formal~~ literacy screening tool ~~assessment and t~~. The data from the PALS informs instruction.

Training, coaching, community of practice, and reflective practice are used to improve or ensure mastery of the implementation of all assessment tools and the effective use of child and family data to inform effective, positive teaching practices. Classroom practices and foci are determined based on a comprehensive series of classroom and student assessments. For both K4 and K5 classrooms, assessments including educational outcomes, parent and staff surveys, and ~~the~~ CLASS results will be used in the development of School Readiness Goals. Head Start defines school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. The three dimensions of school readiness are: (1) Ready children: focusing on children's learning and development; (2) Ready schools: focusing on environment and teaching practices that promote learning; (3) Ready families: focusing on parental involvement in children's learning and school experience.

A culture of data-driven decision-making is embedded in the teaching and curricular practices of the ND Charter School to promote continuous quality improvement. In the 2019-2020 school year we revised our coaching model to be one with an emphasis on student outcomes. In this student-centered coaching approach, Instructional Coaches work closely with teachers to address student progress. Goal setting and data meetings are a regular part of coaching cycles.

~~The Learning Team revised our locally designed rubrics for reading, writing (language arts), and mathematics to align with the Common Core State Standards in the summer of 2012. This revision and alignment to CCSS added rigor to the expectations of students in the academic areas. As an initial result, the Learning Team saw a drop in student performance scores, but this allowed the team to analyze data to determine areas where classrooms needed supports. The Charter School implemented curriculum modifications and worked with teaching teams to more intentionally use data to enhance student performance. In the 2013-14 school year, ND Charter School student scores increased. The school anticipates that these academic gains will continue as teams continue to rely on both qualitative and quantitative data points to guide instructional practice and strategies, as well as professional development.~~

~~Data analysis and aggregation provided~~ conducted by the Education School Readiness Coach and ND's Quality Assurance Team provides insights into classroom and individualized child goals for teaching teams and Site Directors. Data sharing occurs through reflective supervision with teachers and during quarterly Data Dashboard Collaborative Curriculum meetings led by the School Readiness Coach Instructional Coaches and other members of the Education Team. Teaching, coaching, mentoring and training is tailored individualized based on the information provided by program data as a part of ND's commitment to ongoing monitoring and program improvement.

Compliance with Required Assessments and Reporting

Monitoring program and classroom quality is conducted using the Classroom Assessment Scoring System (CLASS). The CLASS is a research-based tool that uses three domains to evaluate teacher engagement with children: [Emotional Support, Classroom Organization and Instructional Support](#). Research shows that teachers who score in the average range or higher have a greater impact on children’s school readiness. [Over the past several years, Next Door teachers have consistently scored above the national average, and frequently in the top 10% nationally](#). CLASS data is collected two times during the program year and drives decisions related to staff professional development. Child assessments, based on teacher observations, are completed three times annually by K4 teachers and entered into the TSG website. The [School Readiness Coach](#) [Director of Educational Services](#) oversees classroom observations and recording of anecdotal notes to ensure compliance with the tools and accuracy of reporting.

Assessment Tool	Age Group	Frequency
CLASS	K4, K5	2x/school year
Teaching Strategies Gold (TSG)	K4	3x/school year
Student Proficiency System (SPS) – local measures	K5	2x/school year
Phonological Awareness Literacy Screening (PALS)	K4, K5	3x/school year

To drive the rigor and performance of our programs, ND uses a balanced assessment system that includes district required assessments and classroom-based components [s-ND uses a Student Proficiency System \(SPS\)](#) to report student proficiency in mathematics, reading, and language arts.

Proficiency levels are determined by locally designed rubrics based on the Common Core State Standards. ND includes information gathered from PALS [assessment screening and STAR assessment](#) on this rubric to gather a comprehensive understanding of what our program wants children to know and do before [they enter first grade. they leave ND.](#)

Teaching Strategies Gold (TSG) is an authentic, ongoing observational system for children from birth through kindergarten. The tool is used in ND Charter School K4 classrooms to guide teacher observations of children in the context of everyday experiences, which is an effective method of learning what children know and can do. TSG is based on 38 objectives of development and learning that include predictors of school success and are based on school readiness standards. Teachers are provided with immediate feedback on each student’s progress and lesson planning is developed around the evolving individual progress goals.

Phonological Awareness Literacy Screening (PALS-K) is [an assessment a measure](#) of children’s knowledge of several important literacy fundamentals: phonological awareness, alphabet recognition, concept of word, knowledge of letter sounds and spelling. PALS-K provides a direct means of matching literacy instruction to specific literacy needs and provides a means of identifying those children who are relatively behind in their acquisition of these fundamental literacy skills. The ND Charter School administers the PALS-K in K4 and K5 classrooms three times each year, in the Fall, Winter and Spring, to track and assess student progress in literacy. These results are compared to benchmark data from MPS students and presented quarterly to teaching teams, as well as the Program Committee of the Board of Directors [and the full Board](#).

Leveled Literacy Intervention System (LLI) – K5. Under the direction of the School Readiness Coach, the Charter School utilizes the Fountas & Pinnell Leveled Literacy Intervention System (LLI) – a

small-group, supplementary literacy intervention designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving students at their grade level. Through systematically designed lessons and original, engaging leveled books, LLI supports learning in both reading and writing, helps students expand their knowledge of language and words and how they work. The goal of LLI is to bring students to grade level achievement in reading.

In the 2014-15 school year, ND began serving children based on the results of a letter/sound recognition assessment given to every K5 student. Teachers identified their top three candidates for intervention. This was the first time that the letter/sound recognition assessment was given to all students by Reading Intervention. Each identified child was further assessed with a full Marie Clay Observation Survey including Concepts about Print, Writing Vocabulary and Hearing and Recording Sounds in Words. This presented a more complete picture of the student's strengths and opportunities in literacy through observation.

- Assessment was ongoing through use of Running Records and Miscue Analysis within the curriculum. Results were shared with teachers and special services, and intentional collaboration and conversation take place between classroom teachers, special services, and intervention. Weekly summaries for each student are prepared and shared with the classroom teaching team. In addition, each classroom teaching team was provided a full copy and explanation of the Marie Clay Observation Survey results to inform their instruction.

—After fourteen weeks in LLI, students were ready to rotate out and others rotate in after winter 2014 PALS/Benchmark assessment results were known. In doing so, ND was able to serve 48 students that school year, double the previous year. Results demonstrated increased literacy skills.

Program Evaluation

The ND ~~2013-2016~~2020-2023 Strategic Plan ~~includes was developed using~~ data from the Community Needs Assessment, the results of our School Readiness and Parent, Family and Community Engagement Frameworks, program and fiscal audits, community, parent and staff surveys, and the annual HS Performance Information Report. The Strategic Plan includes five positions: goals: (1) ~~Implement a culture of measurement—continuing to increase quality and implement efficient and effective program planning through the use of valid and reliable data;~~ (2) ~~Improve communication both internally and externally by developing improvements in processes using technology, effectively communicating outcomes and a consistent message about the importance of early childhood;~~ (3) ~~Build employee capacity in attracting, developing and retaining staff that share a unified vision;~~ (4) ~~Invest in and grow private sector funding through a cross-function approach that focuses on donor stewardship and aligns with our needs and positions ND as a leader;~~ and (5) ~~Develop and strengthen our systems and infrastructure necessary to support our growth in an effective and efficient manner. These five goals are continuously worked on throughout the year. A senior leadership staff convenes a monthly meeting with diverse group of employee participants to provide and implement solutions.~~

- -Next Door will be the leading early childhood education provider in Milwaukee.
- Next Door will be strengthened by strategic collaborations to ensure superior educational outcomes, meaningful family support, and comprehensive care of our children.
- Next Door will have strong, sustainable community relationships that support our mission.
- Next Door will be the best place to work among Milwaukee's non-profit organizations.
- Next Door will maximize its operational and administrative resources to support our leadership position in early childhood education.

In addition, to guide our day-to-day work, we have defined Operational Principles:

- We believe we are doing the most important work in Milwaukee.
- We recognized that the diversity of our staff is essential to our success.

- We are committed to compassion and empathy in our interactions with each other and with our children and families.
- We are committed to building partnerships with our families to reach their goals.
- We are defined by a collaborative, transparent and innovative culture.

On-going Program Monitoring

ND utilizes a Community Needs Assessment (CNA) and annual Self-Assessments to ensure service improvement, ongoing monitoring and outcome-based evaluations to measure current program status. ND completes a full CNA every three years and updates the assessments annually. The CNA uses data from policy groups, state demographic data, and ND's Performance Information Report, and includes ~~informal~~ information on trends, ~~from periodicals and blogs~~ to keep current with the needs of families in our community. ND's annual Self-Assessment includes parent input on classroom environments, nutrition, parent activities and other parent concerns. The Self-Assessment process ~~process distributes and collects blind survey~~ collects information from staff, Board and community members to ensure input in all areas of management, education and parent and community involvement. Also included is data from ND's last Performance Information Report, School Readiness Reports ~~child outcome report~~, teacher assessments, parent surveys, fiscal audits, and nutrition audits.

Test		Purpose	Constructs Assessed	Personnel	Administration	Popu
Ages & Stages Questionnaires Third Edition (ASQ-3)		Developmental screening tool to highlight a child's strengths and concerns	<ul style="list-style-type: none"> ▲ Communication ▲ Gross motor ▲ Fine motor ▲ Problem Solving Personal-social ▲ ▲ 	Parent Teacher	Within 45 days of enrollment	Head
Ages & Stages: Social-Emotional		Child monitoring system for social emotional behaviors	<ul style="list-style-type: none"> ▲ Self-regulation ▲ Compliance ▲ Communication ▲ Adaptive Functioning ▲ Autonomy ▲ Affect ▲ Interaction with People ▲ ▲ 	Parent Teacher	Twice per year	Head
Teaching Strategies Gold		Child development tool for observing and planning	<ul style="list-style-type: none"> ▲ Social-emotional ▲ Physical ▲ Language ▲ Cognitive Literacy ▲ Mathematics ▲ Science and Technology ▲ Social Studies ▲ The Arts ▲ ▲ ▲ 	Lead Teacher Assistant Teacher	Three times per year	Head
PALS Pre-K		Assess children's knowledge of emergent literacy skills	<ul style="list-style-type: none"> ▲ Name Writing ▲ Alphabet Knowledge ▲ Beginning Sound Awareness ▲ Print & Word Awareness ▲ Rhyme Awareness ▲ Nursery Rhyme Awareness ▲ ▲ 	Lead Teacher	Data collected in two consecutive weeks two times per year Administration time variable	K4
PALS K		Measure of children's knowledge of literacy skills and identify children who are behind in their acquisition of the fundamental literacy skills	<ul style="list-style-type: none"> ▲ Rhyme Awareness ▲ Beginning Sound Awareness ▲ Spelling ▲ Lower Case Recognition Alphabet ▲ Letter Sounds ▲ Concept of Word ▲ Word Recognition in Isolation ▲ ▲ 	Lead Teacher	Data collected in two consecutive weeks three times per year Administration time variable	K5
F&P Benchmark Assessment System		Assess student's reading levels for reading instruction and intervention	<ul style="list-style-type: none"> ▲ Reading level ▲ Sight Word Recognition Literacy Behaviors ▲ ▲ 	Lead Teacher	Three times per year	K5
K4 Math Assessment		Assess mathematics skills to guide individual and classroom instruction	<ul style="list-style-type: none"> ▲ Counting ▲ Number Recognition ▲ Patterning ▲ Sorting ▲ Shapes ▲ Colors ▲ ▲ 	Lead Teacher Assistant Teacher	Three times per year	K4

K5 Math Assessment	Assess mathematics skills to guide individual and classroom instruction	<ul style="list-style-type: none"> _____ Number and Numeration _____ Operations and Computations _____ Data and Chance _____ Measurement Geometry 	Lead Teacher Assistant Teacher	Three times per year	K5
Student Proficiency Scores (SPS)	Locally designed CCSS rubrics to determine student's proficiency level	<ul style="list-style-type: none"> _____ Mathematics _____ Reading _____ Language Arts (Writing) 	Lead Teacher	Twice per year	K5
Measure of Academic Performance (MAP)	Track academic growth	<ul style="list-style-type: none"> _____ Reading _____ Mathematics 	Lead Teacher Assistant Teacher	Three times per year	K5

As a part of ND's current agreements with MPS and Head Start, all children participate in some form of on-going assessment of their academic progress as cited above.

On-going Professional Development

Next Door's Professional Development team plays a crucial role in supporting and maintaining high quality education. This is done by offering required trainings, providing information on development opportunities, leveraging technology to allow our teachers and families to communicate and guide our children's learning progress, and building confidence and comfort for our teacher's use of virtual learning platforms and tools.

Trainings include safety (fire extinguisher use, COVID protocols), leadership development (Aspiring Leaders), mental health and self-care ("The Power of WHY," stress management, mindfulness), important reviews (Child Abuse & Neglect, Ethics & Boundaries), and department-specific programming (Facilitation Skills for Motivational Interviewing and curriculum training).

Examples of regular training topics include:

- Touchpoints Training
- Class Dojo training
- Active Supervision, Shaken Baby Syndrome/AHT, Classroom Zoning
- Child Abuse & Neglect Review – all staff
- CPI – Recertification and Initial Training
- CPR/AED/First Aid Training
- COVID Safety – Masks, Social Distancing, Handwashing
- Aspiring Leaders – MU Externship, curriculum development & delivery
- Annual Teacher Pre-Service – Planning & Priorities
- Virtual Teaching Tools & Platforms
- Engaging Students Virtually
- MS Teams training
- Stress Management Webinar
- Ethics & Boundaries
- Culture of Safety
- Facilitation training for MI Circles
- Pyramid Model Training – Overview, Challenging Behaviors, Full Program
- Infant, Toddler and Pre-K CLASS assessment/observer recertification T-TAP certification
- TSG Training for Gold Administrator e-Learning
- Training in curriculum implementation and delivery

All K4 teaching staff are required to participate in training on implementing the Creative Curriculum, Additional required training for K5 teaching staff includes Breakthrough to Literacy, observing and documenting individual child progress, and connecting the results of the PALS data to develop curriculum plans. The education leadership team provides training to all staff on a monthly basis with topics determined by a data based assessment of staff needs. The Professional Development team offers training as determined by the needs of the staff.

Monitoring Classroom Quality

Monitoring program and classroom quality is done using a classroom observation tool, Early Childhood Environmental Rating Scale – Revised (ECERS R) (1998, Teachers College Press) and the Classroom Assessment Scoring System (CLASS) (2008, Paul

H. Brookings Publishing Co.) Classroom observations by CLASS certified trainers provides constructive feedback and ongoing support for teachers in areas needing improvement. ~~Classroom environmental observations, using the ECERS-R provides teaching staff with an overview of their classroom's potential to maximize the learning of each individual student. The feedback from the CLASS form the basis of coaching plans.~~

6.) Governance Structure: The governance structure of the school, including the method to be followed by the school to ensure parental involvement and the plan for addressing parental complaints.

Next Door is a 501 (c) 3 organization, governed by a Board of Directors and a Policy Council.

Board of Directors:

~~Next Door's Board of Directors has been led by Tom Arenberg, a former business consultant, from 2009 present Brad Jansen. Currently, the ND Board has eight seven committees: Finance and Administration, Program, Nominating Board Development, Marketing, Executive Committee, Human Resource Committee, Advancement, and Advocacy Endowment.~~

The Board of Directors meets ~~five six~~ times annually, but may meet more frequently ~~if~~ needed. ~~There are~~ Board Bylaws, term limits, and training for new members ~~to~~ support the implementation of the Head Start Performance Standards (HSPS), the Wisconsin Model Early Learning Standards, Wisconsin Charter School Law, MPS contractual requirements and State of Wisconsin Child Care Licensing Regulations.

~~2015-1620-21~~ *Next Door Board of Directors*

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~~Angela Bier, M.D., – Retired Pediatrician~~

~~Benjamin S. Cordani, Caterpillar Global Mining~~

~~Vicky Cordani, Community Advocate~~

~~Mark Filmanowicz, The Walbec Group~~

~~Darrien Davis, Head Start Parent~~

~~Susan T. Doyle, North Shore Bank~~

~~Robert (Bob) Duncan, Children's Hospital and Health Systems, Inc.~~

~~Dr. Sadique Isahaku, Ph.D., Milwaukee Area Technical College~~

~~Jason Klein, US Bank~~

Dr. Dessie Levy, Medical College of Wisconsin
Meg Nelson, Children's Wisconsin
Shapayl Parker, Next Door Policy Council
Amy Rislov, Sentry Insurance
Wendy Schueller, Robert W Baird
Sean Scullen, Quarles & Brady
Celia Shaughnessy, CJS & Associates Consulting
Bradley Jansen, CPA, PricewaterhouseCoopers
Julie Krey, Manpower Group
Katherine Lambert, Lambert Law LLC
Lorelle Mahoney, Aurora Health Care — Retired
Rev. Barbara Rasmussen, Our Savior's Lutheran, Ordained Clergy — Retired
Tchernavia Rocker, HarleyDavidson Motor Company
Timothy G. Schaefer, Northwestern Mutual
Kathy Schrader, Greater Milwaukee Foundation — Retired
Michael H. Shapiro, Option Care
Dr. Alan Shoho, Ed.D., University of Wisconsin — Milwaukee
Leah Van Alstine, Head Start Parent
Barbara Wanzo, Black Arts MKE

Policy Council

Next Door has an established Policy Council with parent representation from all our programs, including the Charter School. The Policy Council members review and participate in employee candidate interviews, employee hiring and terminations, grant approvals, bylaws, program planning, self-assessment, community needs assessment, school readiness framework, and general monitoring of daily operations including fiscal and human resources. Two parents from the Policy Council are non-voting members on our Board of Directors. Representation is currently drawn from each of five sites' parent committees and our two home-based options for Head Start (HS) and Early Head Start (EHS). The Policy Council generally meets monthly. Members are trained at the beginning of each program year to provide information with an emphasis on governance and parent responsibilities, along with information on ND's programming. The Policy Council has a set of bylaws that are reviewed each year.

7) Subject to sub. (7)(a) and (am) and ss. 118.19(1) and 121.02(1)(a) 2. the qualifications that must be met by the individuals to be employed in the school. Subject to sub. (7) And (am) 118.9 (1) AND 121.02 (1) (a) 2. All lead teachers hired to teach at Next Door Charter School will meet the teacher education and teacher licensure requirements of the Wisconsin State Department of Public Instruction.

The Charter School Principal, Ms. Linscott, has a MS in Curriculum and Instruction and a BS in Elementary Education. Ms. Linscott has 13 years teaching experience in Wisconsin Public Schools, holds a current DPI teaching license, and has 20 years of experience in educational supervision. Ms. Linscott has the required DPI training for mentoring and reading Professional Development Plans for Initial Educators as outlined in DPI Rule 34. Next Door is currently hiring for the Director of Educational Services position. The Director of Educational Services has a key leadership role with the responsibility for planning, organizing, and directing Next Door's center-based Early Childhood Education Programs. This role will ensure educational services for children and their families are in alignment with Office of Head Start Performance Standards, Wisconsin Department of Children and Families state licensing regulations, and Milwaukee Public Schools Non Instrumentality Charter Schools requirements. The Director of Educational Services will provide the necessary leadership to maintain and promote quality

services and cost-effective program operations. The person hired for this position must have a Master's Degree in Early Childhood Education or Education and Principal/Administrator's license.

Next Door has two Site Directors who oversees operations at each site.

Jenna Heinen, 29th Street Site Director, has over 25 years in Early Childhood Education. She has held different positions across the span of her professional career in education. She started as a classroom teacher, and then came out of the classroom to fulfill a number of educational leadership roles such as Learning Coordinator, School Readiness Coach, Education Manager and finally School Leader for Next Door's Charter School 29th Street location. Her collaboration with key players in the Charter School provide the teachers the support and content needed to have positive impacts on student outcomes. She received her Masters in Reading and Learning Disabilities from Cardinal Stritch University.

Marshall Collins, Capitol Drive Site Director, has over 28 years of experience in Early Childhood Education. She started her career as a parent volunteer, and then served as a Teacher Assistant, a Lead Teacher, a Supervising Teacher, and she is now the Site Director as well as the School Leader for Next Door's Capitol Drive location. Marshall holds a master's degree in counseling and is a member of the Milwaukee Child Care Alliance and a Trainer for the Registry- Wisconsin Early Childhood Professionals[TS1].

All lead teachers are certified by DPI. Next Door performs background checks on each employee as required.

8) The procedures and requirements that the school will follow to ensure the health and safety of the pupils, including identifying steps to address safety concerns that may arise.

ND exceeds standards for pupil health and safety. A licensed Pediatric Nurse Practitioner (PNP) is on staff and available every day during school hours. We contract with Children's Wisconsin for a Medical Director. Each site has health staff and at the 29th Street site, ND also houses a Children's Medical Group Pediatric Clinic that is available to the community on a daily basis. Next Door also partners with the Midtown Clinic, located directly across the street from the Capitol site. Each classroom is regularly monitored for health and safety issues.

Health program services and activities are as follows:

- A health curriculum that teaches physical health, mental health, exercise, healthy eating, and gross motor activities is in place for each classroom
- Integrated Services Resources through MPS that provides occupational, speech, physical and special education therapies
- Dental screenings provided by Marquette University and Dentamed for all -students
- Mental Health Consultation through ~~Ssempijja Family Clinic~~ the onsite Next Steps Clinic.
- Health Services and Nutrition Advisory Committee, which includes representatives from all Head Start grantees, including MPS
- Children's Hospital of Wisconsin Onsite Health and Dental Clinic

The ND Health Services Team~~PNP~~ oversees immunizations, hemoglobin screening, hearing and vision screenings, blood pressure and lead screenings, ~~and~~ administers necessary medications, ~~in-~~ services staff ~~on~~ works with the PD Department to ensure staff is appropriately trained in Blood Borne Pathogens, first aid, CPR training, communicable disease control and nutrition issues. The Health Services team ~~PNP~~ works closely with the Parent Committee and, the Health Services and Nutrition Advisory Committee. ~~and provides pre-natal in-services and dental health information for children in~~

classrooms. The Health and Nutrition Services Advisory Committee meets bi – monthly semiannually and includes community physicians, public health staff, dentists, and mental health experts, as well as representatives from each Head Start grantee. This Committee helps the ND Charter School successfully access resources and create partnerships with community health resources. In addition, the Committee advises and helps to articulate health policies and procedures that are in the best interests of our students and families. The PNP coordinates health fairs on-site and regularly prepares health-related memos and information in parent newsletters.

Lead poisoning is a significant challenge for children in the central city. As a result, ND collaborates with the Milwaukee Health Department for lead poisoning referrals. The ND PNP Children's Wisconsin to screens for blood lead levels in children as needed. and W when a positive lead level is detected, the Milwaukee Health Department is contacted.

Asthma is another increasing concern for Milwaukee central city children. ND provides teacher and parent education on asthma issues including one-on-one sessions when appropriate. Medication is given to children with asthma as directed by a physician during school hours. An Asthma Care Plan is developed by the PNP Health Team and is in place for each diagnosed child.

Nutrition issues and obesity are increasingly prevalent in our student population, so healthy nutritious meals are a high priority. ND Charter School provides meal service on-site at each location daily, providing ~~Nutrition issues and obesity are increasingly prevalent in our student population. ND provides two healthy meals and a health snack per day. Healthy nutritious meals are a high priority and ND Charter School provides meal service on-site~~ The Health Team PNP currently works with ND students to determine BMI (Body Mass Index) to detect if students are overweight -and then -provides trainings for parents on childhood obesity, food portion sizes, meal planning, and appropriate foods.

~~Dr. Sebastian Ssempijja, Ph.D. will provide mental health consultation, treatment and referral for Next Door Charter School students and families on a contract and as needed basis. Dr. Ssempijja provides mentoring for teaching staff during monthly meetings where individual teachers make case presentations. ND Charter School has also developed a Positive Behavior Support Team, led by the Principal and Dr. Ssempijja, to help preempt and provide continual support for classrooms with children exhibiting challenging behaviors.~~

Fire and Emergency drills are conducted according to state and local statutes. Safety policies and procedures are in place for all aspects of the student day to ensure adequate protection for children. An ND Emergency Plan is in place, and all teachers/staff are trained in its execution. In case of an emergency, we have immediate contact with Clarke Street School, which is located across the street from our 29th Street site and Benjamin Carson Academy for our Capitol site. If necessary, ND may use these buildings to house students and staff during an emergency situation. All classroom and support staff receive annual training on the detection and reporting of suspected cases of child abuse and neglect.

9) The procedures and requirements by which the school will welcome and recruit a student body diverse in race, language, economic status, and special education needs reflective of the school district population.

Next Door ~~Head Start's Charter School's~~ primary -service area is bounded- by the Milwaukee River on the east, Capitol Drive on the north, 76th Street on the west and North Avenue on the south. Most of our students enroll in Head Start prior to charter school enrollment (at K3 or earlier) so we expect most of our charter school students to come from these areas as well. Because of the demographics of our primary service area, it is expected that the majority of students applying for and being admitted into the program will be of African-American heritage and meet the definition of at-risk or have a diagnosed disability. Additionally, the Next Door Charter School will makes a special effort to

reach out to at-risk students of other cultural and linguistic backgrounds, particularly Hmong, who live in the neighborhoods surrounding Metcalfe Park and Midtown and within ND's target area. Recruitment efforts will also target parents of other backgrounds including Somalian that have settled in our target geographic area and are often served by our home visiting programs.

ND's recruitment efforts are multi-dimensional, utilizing a combination of area-wide marketing and personal selling that includes: print media, radio, television, outdoor advertising, direct mail, brochures, flyers, door-to-door canvassing, participation at fairs and festivals and word of mouth. The Next Door Charter School will comply with MPS regulations regarding informing the public of the school, including participation in the Annual Preschool Open House, listing in the MPS annual directory and promotion of the availability of seats in local newspapers.

10) The procedures and requirements for admission to the school.

The Next Door Charter School does not discriminate against students on the basis of sex, race, religion, national origin, national ancestry, or physical, emotional or learning disability. Family advocates are on staff and available to consult with parents regarding their child's enrollment.

Priority is given to students who are currently enrolled in ND programs or have a sibling enrolled at ND. When there are more applicants than seats available, first-come, first served is the basis for selection.

11) Enrollment and grade level distribution expectations for the school, including the following:

A. Requested contract term, grades and enrollment numbers for each of the term year

B. Enrollment timeline

C. Reassignment process

Implemented if charter school does not meet minimum enrollment of by.

Enrollment and grade level distribution expectations for the school are as follows:

~~2016-17:2021-2024~~

K5: ~~90-100~~ students

K4: ~~392-180~~ students

~~325-208~~ FTE

~~2017-18:~~

K5: ~~175~~

K4: ~~291~~

~~350~~ FTE

~~2018-19 and remainder of contract term:~~

K5: ~~172~~

K4: ~~305~~

~~371~~ FTE

~~Due to the late start in recruiting for the 2016-17 school year, we anticipate some challenges reaching 100% enrollment. Enrollment will begin in the summer of 2016, subject to contract approval.~~

Next Door Charter School will claim .6 FTE of enrollment of four-year-old students as a result of the collaboration between Head Start and the Charter School. ND maintains a staff of family advocates to provide a minimum of 87.5 hours of direct outreach services to parents, in addition to a minimum of 437 classroom hours per year. Next Door maintains a year round recruiting process.

12) A proposed budget based on the established per pupil funding amounts for the particular level involved. If other funding is to be included, written confirmation of the purpose, amount, and duration of the funding source should be stated, as well as a plan for the program to maintain sustainability once other funding ends.

<u>Per Pupil Revenue</u>	<u>1,591,502</u>
<u>Title I</u>	<u>84,000</u>
<u>Head Start</u>	<u>1,799,039</u>
<u>Total Revenue</u>	<u>3,474,541</u>
<u>Personnel</u>	<u>1,370,637</u>
<u>Personnel - Support Services</u>	<u>649,854</u>
<u>Fringe</u>	<u>595,109</u>
<u>Supplies</u>	<u>84,197</u>
<u>Contractual</u>	<u>78,387</u>
<u>Contracted Services/Staffing Agency</u>	<u>62,045</u>
<u>Audit</u>	<u>12,688</u>
<u>Utilities, Telephone</u>	<u>7,928</u>
<u>Insurance</u>	<u>14,043</u>
<u>Facilities/R&M</u>	<u>188,844</u>
<u>Mileage Reimb</u>	<u>43</u>
<u>Nutrition Services</u>	<u>7,918</u>
<u>Parent Services</u>	<u>5,472</u>
<u>Advertising/Printing</u>	<u>19,692</u>
<u>Training/Staff Development</u>	<u>14,461</u>
<u>Health Services</u>	<u>2,558</u>
<u>Special Needs Services</u>	<u>6,927</u>
<u>Dues and Subs</u>	<u>4,402</u>

<u>Recruitment</u>	<u>5,409</u>
<u>Socialization, Parent/Student Activities</u>	<u>27,584</u>
<u>Background Checks</u>	<u>476</u>
<u>Indirect</u>	<u>315,867</u>
<u>Total Expenses</u>	<u>3,474,541</u>

Per Pupil Revenue	2,234,586
Title One	112,283
Head Start	1,996,229
	4,343,098
Salaries	1,991,846
Fringe	497,962
Travel	23,700
Training	57,075
Occupancy	394,168
Equipment	2,500
Supplies	28000
Contractual	123071
Other	95081
Health Services	21519
Library Services	16331
Nutrition Services	8651
Parent Engagement	5662
Transportation	407106
Reception	31672
Marketing	37388
QA Services	20962
SPED Services	96910
Administrative costs	305185
Contingency	178310
	4,343,099

13) The manner in which annual audits of the financial and programmatic operation of the school will be performed.

Next Door's Board of Directors is responsible for the fiscal oversight of the Next Door Charter School. This Board is comprised of business and community leaders and has established a Finance & Administration (F&A) Committee that meets monthly. The F&A Committee is responsible for the preparation of the annual budget of the charter school and general oversight of Next Door's operations, audit and compliance to regulations. ~~Other duties of this committee include 1) developing long-range financial plans, 2) reviewing all non-budgeted expenditures over \$5,000 and recommend action to the Board of Directors, 3) arranging for an annual audit, 4) insuring that proper internal controls are in place, and 5) reviewing monthly financial reports (balance sheet, income statement, changes in financial position).~~ Next Door will continue to contract with its current auditor for the Performance Audit.

14) The procedures for disciplining pupils.

Next Door has aligned its disciplinary procedures with those of the Milwaukee Public Schools and will adhere to MPS Administrative Policies and Procedures relating to discipline.

~~The mission of all programs at ND is to "support the intellectual, spiritual, and emotional development of children, so they can become self-sufficient, contributing members of the community. ND's preschool and kindergarten programs will concentrate on developing~~ develop a positive behavioral support system. The policies of these programs, ~~which are in compliance with the MPS Code of Conduct,~~ respect the fact that positive behavior is one of many areas of development that can and should be taught and modeled by caring adults.

~~ND has been recognized by MPS for the low number of children suspended from the school. During the current school year, no children have been suspended. ND's policies prohibit suspension and expulsion of students.~~

15) The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.

Enrollment at the Next Door Charter School is ~~entirely strictly~~ voluntary ~~There are various~~ public school alternatives throughout the City of Milwaukee are in close proximity to Next Door, and ~~Students may choose to apply to any of these schools, subject to eligibility. Several MPS schools are nearby including Clarke Street, Hi-Mount, LaFollette, Metcalfe, Thirty-seventh Street, Starms and Brown Street Academy, each of our sites.~~

Next Door Charter School consults with parents to provide advice on alternative sites as needed. In addition, the Charter School provides materials and support to assist parents in helping their child to make an effective transition to a new school particularly at the completion of their K5 year.

16) A description of the school facilities and the types and limits of the liability insurance that the school will carry. Include information regarding what is initially needed and what is ultimately needed, if you have a site, identify the facility/location and provide documentation of agreement. If planning a shared facility, provide documentation of agreement.

The Next Door Charter School will operate in two facilities that are wholly-owned by the Next Door Foundation, Inc. A facility is located at 2545 North 29th Street in Milwaukee and has been operated as an early childhood center for over twenty years, having been extensively renovated for that purpose. The building is approximately 58,000 square feet and is licensed by the State of Wisconsin.

In addition to the charter school, this facility houses the following programs:

- Birth to three programs including: ~~prenatal health care and childbirth education and support,~~ center-based Early Head Start, ~~home-based Early Head Start~~
- Center-based Head Start ~~and home-based Head Start services for children three to four years old~~
- ~~Educare full day education and care for children six weeks to four years old~~
- Books for Kids ~~free library/Read with Me~~
- ~~Adult Education/GED~~
- ~~Family Literacy and Education literacy activates for the entire family~~

- Next Door Pediatrics operated by Children's Medical Group
~~Family Success Center: partners include Next Step Clinic, Children's of Wisconsin and Medical College of Wisconsin School of Pharmacy~~

~~Children's Medical Group Next Door Pediatrics, a member of the Children's Hospital family, currently provides medical and dental care to children at Next Door as well as those from the Metcalfe Park neighborhood.~~

The facility located at 5310 West Capitol in Milwaukee is approximately 96,000 square feet and is a former hospital that has been completely renovated for Next Door. In addition to the charter school, this facility houses the following programs:

- Birth to three programs including: prenatal health care and childbirth education and support, center-based Early Head Start/Educare, home-based Early Head Start
- Center-based Head Start/Educare and home-based Head Start services for children three to four years old
- Books for Kids ~~free library/Read with Me~~
- ~~Family Literacy and Education literacy activates for the entire family~~

Each facility is fully-accessible to individuals with disabilities. The buildings also include a full-service kitchen, from which hot breakfasts, lunches, milk and snacks are served. There is adequate outdoor play areas with appropriate equipment and security and several indoor play areas for development of gross motor skills.

17) The effect of the establishment of the charter school on the liability of the school district.

There will be no liability on the part of the MPS Board as a result of the establishment of the Next Door Charter School.

ND complies with all applicable local, state and federal regulations and MPS board policies regarding health and safety standards and insurance requirements. Next Door Charter School certificate of insurance is attached:

General liability Excess liability Automobile liability Workers' Comp[TS2]

\$1 million each occurrence

\$5 million each occurrence

\$1 million

\$500,000 each accident

[TS3][TS4][TS5][TS6]

18) The transportation plan for the school including how the petition/proposal utilizes transportation, the projected transportation costs and the procedure to inform parents of the school transportation policy.

~~Transportation is provided based on distance from Next Door Charter School and/or need. In general, transportation is provided for those students who live more than one mile walking distance (one way) from the school. Exceptions will be made, however, on receipt of parent(s) request or in cases of special needs.~~

~~If a student is eligible for transportation, a parental request for an alternate pick-up or drop-off address, such as baby sitter or day care, will be considered.~~

~~Next Door maintains a small fleet of busses and employs bus drivers and bus monitors to deliver one-way and two-way routes daily based on distance or family need.~~

~~Transportation policies are disseminated in writing at the time of enrollment. Appropriate parental consents will be obtained and maintained throughout the school year. Next Door does not provide transportation for students.~~

19) Indicate whether the proposed charter school will be an instrumentality of non-instrumentality charter school.

Next Door Charter School will be a non-instrumentality charter school.

20) Indicate the school year that the charter status is requested to begin, and length (1 to 5 years) of the contract term sought.

Charter status is requested to begin for the ~~2016-17~~2021-2022 school year for a length of ~~five~~three years.