

INSTRUCTIONS FOR CERTIFICATION

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

V. CHARTER SCHOOL INFORMATION

1. Name of Charter School River Oak Middle School		2. Public School Conversion No
3. Will your charter school be a virtual charter school as defined under Section 115.001(16), Wisconsin Statutes? A virtual charter school is a charter school under contract with a school board under s. 118.40 in which all or a portion of the instruction is provided through means of the internet, and the pupils enrolled in and instructional staff employed by the school are geographically remote from each other. No		
4. Type of School Instrumentality	5. Grade Level(s) to be Served by Charter School Grades 6 th -8 th	6. Projected Enrollment Upon Opening 100
7. Primary Type of Students Served All Student Types	8. Primary Educational Model Project-Based Learning (PBL) If Other, Specify	9. Curricular Priority Liberal Arts (traditional curriculum courses) If Other, Specify
10. School Leadership Model <i>See Instructions</i>		
a. Will your charter school share space with another public school? Unknown	b. Will your charter school be led by a principal? Yes	c. Will your charter school be a teacher-led school? No

11. Lead Teacher First & Last Name <i>If known</i>	12. Lead Teacher Email Address	13. Lead Teacher Phone Area/No.
14. Secondary School Delivery Model <i>See instructions</i> Interdisciplinary Collaboration If Other, Specify	15. Date Charter to be Granted <i>Mo./Day/Yr.</i> 12/1/2013	16. Date Charter School Will Open <i>Mo./Day/Yr.</i> 9/2/14
17. Charter School Administrator <i>If known</i> Not known at this point	18. Charter School Administrator Phone Area/No.	
19. Charter School Administrator Email Address		

VI. THE PLANNING PROCESS—RECORD OF ACTIVITIES

Provide details on planning activities to date.

Month/Year	Activities
August 2012	<p>This charter planning began in Feb. 2012. Parents Kathleen Hallett, Jodi Blank, Betsy Wilson and Jennie Eastman-Kiesow met to discuss the possibility of planning a charter middle school. Later, Kathleen Hallett held a meeting at her house for parents interested in idea of a charter middle school. Watched and discussed videos and information related to Montessori middle schools, place-based pedagogy, and project-based learning.</p> <p>April - Continued to meet with interested parents to develop initial ideas and a formal proposal to present to the NJSD administrators.</p> <p>May - Charter planning group met with Mr. Steve Dreger, Assistant District Administrator of Learning and Leadership and Mr. Phil Johnson, principal at Alliance Charter, to discuss our initial ideas for a charter school. Met with Toni Hameister, an assistant professor at Marian University who has done research on innovative school programs and discussed ideas with her. Contacted DPI and spoke with Barry Golden about questions related to chartering, planning grant.</p> <p>June - Charter planning group met with Shattuck Middle School administrators (Stephanie Phernetton and Chad Buboltz) to discuss middle school charter ideas and get their feedback. They were supportive of the idea.</p> <p>July 31 - Open meeting held at the Neenah Public Library. Interested parents attended to hear Oliver Schinkten from the OASD discuss project-based learning and the pilot program he and others started in 2012-13 for 9th and 10th grade students at Oshkosh North H.S. The program has a PBL and an interdisciplinary teaching focus, and community focus. After his talk, parents voted to work to establish a charter middle school in Neenah using project-based learning with a community focus.</p> <p>August 14, 2012 - a formal charter planning board was established with Kathleen Hallett as President and Kim Krause as Vice President. Additional members: Cathy Holecko, Kara Allen, Kim Krause, Jean Maurice Boyer, Jodi Blank, Sonja Rusch, and Tracy Romzek.</p> <p>On August 29th, the charter planning board met with Dr. Mary Pfeiffer, supintendent of the NJSD and Steve Dreger, to discuss the plan for a PBL charter school and get their input. They expressed support of the idea and agreed to collaborate with us. They stated that the NJSD and school have had discussions regarding the positive benefits of having more choices of school programs and charter schools in the district. This has been a part of strategic planning discussions in the district.</p>
	9/13/12 Meeting of the Charter Planning Board to work on the overall vision of school and start grant narrative.
October	<p>10/9- Met in a special meeting of the NJSD school board, gave a presentation about our proposed middle charter school, followed by questions/discussion with the board. The school board agreed to support our plan to write a planning grant.</p> <p>10/10/12 Meeting of the Charter Planning Board at NPL for continued planning for grant and planning a visit to the PBL program at Oshkosh North High School.</p> <p>10/16/12 Charter Planning Board meeting with Steve Dreger, Assistant District Administrator. District will provide funds for school visits, conference attendance for a district staff member, and some costs as they arise for planning purposes.</p>
November	<p>11/2/12 Charter Planning Board meeting. 11/8/12- Charter planning board met with the Learning and Leadership team of the NJSD (Anne Pergolski, Lisa Weiss, Sue Nennig, and Steve Dreger) discussing plans for the school, asking questions regarding curriculum, common core, integrated instruction, potential resources.</p> <p>11/15/12- Visit to ONHS Community School program by 3 planning group members. Observed students giving project presentations. Met with the teachers and discussed key aspects of their school, use of community partners, advisory groups, common planning time, philosophy, obstacles. Very supportive of us and willing to continue to help us in our process.</p>
December	On going research on interdisciplinary learning and teaching models, project-based learning research, outcomes.

VI. THE PLANNING PROCESS—RECORD OF ACTIVITIES (Cont'd.) See
page 10 of grant application, Section III, item 1

Month/Year	Activities
January 2013	Began grant work in earnest, splitting up some sections of the grant for with Kathleen Hallett leading this effort, Steve Dreger providing input and guidance, with meetings on 1/24 and 1/ 29 specifically for grant review and writing. School visit to Fox West Academy in Hortonville on 1/24. Met with staff and administrator there, discussed their PBL program, start-up, professional development, curriculum, scheduling, etc. Very supportive of us and willing to help us in the process, grant writing questions. Shared their planning grant with us. Charter Planning meetings held on 1/16 and 1/31/13 to discuss grant work, development of mission and vision statements, review of Fox West school visit. James Lewicki, educational consultant reviewed the draft of the grant to date and gave suggestions.
February	Planning and grant work meetings weekly, discussing governance, budget, names, professional development, lottery and admissions, special education, goals, curriculum using PBL, and ILC design. Kara Allen attended the DPI technical assistance meeting in Madison on 2/26.
March	Officially named the school, River Oak Middle School. 3/7- meeting with James Lewicki with the planning group and Steve Dreger. Discussed school vision and philosophy and he reviewed the grant for us. 3/13 - Grant reviewed by Dr. Pfeiffer and the administrative team. Sent on to school board for review and discussion 3/19 - NJSD school board meeting to discuss the River Oak planning grant.
April	4/9/13 - NJSD school board meeting -

Outline remaining work that needs to be accomplished to open your school and begin serving children by fall 2013.

Month/Year	Activities
April 2013	Submit Planning Grant Application to DPI.
May	Involve and engage potential teachers and middle school administrator (s) in the planning process. Explore district resources, expertise for curriculum development, technology, encore curricular subjects and integration of those.
June	Plan for a formal, Charter Governance Board and beginning charter contract planning. Use WISN resources, webinars, area conferences, expertise from other existing schools to help with planning of curriculum, assessment using the PBL and ILC approaches. Do research on math and Spanish curriculums, science, LA, and social studies curricular related materials.
July	Work on writing of charter, planning of a non-stock corporation for governance.
August	Draft charter contract and present to the NJSD School Board for approval before December 1, 2013 with a meeting for October or November planned. Plan to have a non-stock, River Oak governance corporation established by Dec. 1 also. Plan PR for announcing approval of planning grant application with informational session for parents and community members.

VII-A. LOCAL PLAN FOR USE OF DISCRETIONARY FUNDS See Completing the Application Narrative, VI. The Budget, item 2


Instruction	Amount	Explanation
Salaries and Fringe Benefits	\$3,876	\$3,876: 36 Days of Substitute teachers to cover: -6 core teachers during 2 2-day visits (24 days) to PBL schools (Note: While the school only needs 4 core teachers in the first year, based on district class size goals, we hope to identify and train all 6 core teachers during the planning year. The costs of training the additional 2 teachers is minimal and is outweighed by the the benefits of shared experience.) -4 core teachers during WISN conference (12 days).
Purchased Services		
Coaches / Consultants		
Others Specify		
Non-Capital Objects <i>Supplies and materials</i>	\$22,000	\$12,000 of furniture selected for optimal collaboration.; \$5,000 of Spanish curriculum materials; \$5,000 of Math curriculum materials.
Capital Objects <i>Equipment</i>		
TOTAL Instruction	\$25,876	
Support Services	Amount	Explanation
Salaries and Fringe Benefits <i>Subs, Extended contracts*</i>	\$61,087	\$13,716: 480 teacher hours to develop Integrated Curriiculum Development for core subjects and interdisciplinay approach; \$12,802: PBL 101 and PBL 201 training through Buck institute for 6 core teachers and 8 specialist teachers; \$10,337: 9 months @ 17 hrs/wk for a Planning coordinator to ensure that details are not neglected and that various efforts remain on track to meet our objectives during the planning year; \$5,144: 180 teacher hours to develop 3 grades of Spanish curriculum; \$5,144: 180 teacher hours to develop 3 grades of Math curriculum; \$4,572: 160 hours (32 hours for 5 specialty areas) to develop Integrated curriculum across supplemental areas (Art, Business & Information Technology, Technology & Engineering, Wellness & Health Education, and Special Education); \$6,858: 240 teacher hours: for research & training of benchmarking across 3 three areas (80 hours): 1) Leadership & Community Building, 2) Technology Innegration & Assessment, 3) Literacy across the curriculum); \$914: 32 hours for 4 core teachers to receive training on Project Foundry; \$1,143: 40 hours for core teachers to coordinate Partnership with local businesses and organizations; \$457: 16 hours teacher extended time to organize informational meetings for the community.
Purchased Services		

VII-A. LOCAL PLAN FOR USE OF DISCRETIONARY FUNDS (Cont'd.) See
Completing the Application Narrative, VI. The Budget, item 2

Coaches / Consultants	\$40,875	\$21,375 for Consulting services & PBL Training during the planning year, the consultant will assist the team in seeing the big picture, coaching the team through the on-boarding and curriculum creation process; \$13,000 to the Buck Institute Training Fees for 6 core teachers & 8 specialist teachers to spend 4 days to take PBL 101 (\$8,500) and PBL 201 (\$4,500); \$6,500 for workshops, PBL training seminars, and other teacher professional development opportunities.
WISN or Other Network	\$6,750	Annual membership, conference fees (for 4 core teachers), and consulting services to WISN
Other <i>Specify</i>	\$12,891	\$5,591 in travel & lodging expenses for teachers and administrators to visit other PBL schools and attend WISN conference; \$800 Conference fees for 1 administrator to attend WISN conference; \$3500 start-up fee to Project Foundry; \$3,000 fees paid to PBL schools for immersion visits
Non-Capital Objects <i>Supplies and materials</i>	\$40,311	\$26,311: Purchase instructional resources specific to teaching and integrated project-based curriculum including but not limited to:Reference materials on project-based learning, Digital and print resources, Literacy Materials to support Integrated Instruction, STEM - Science lab equipment and materials; \$14,000: Equip classrooms with technology and resources specific to goals of River Oak Middle School. This would include but not limited to:Printers, scanners, laminator, Digital cameras, video camcorders, laptop computers.
Capital Objects	\$15,000	Purchase of HD Video Conference System
TOTAL Support Services	\$176,914	
Support—Administration	Amount	Explanation
Purchased Services	\$21,310	\$7125: Consultant fees to ORIENT and TRAIN Governance Board on planning process, timeline, charter law, and autonomy/accountability measures; \$5000: Legal fees to Draft charter school contract; gain approval of authorizer (School Board); submit to DPI \$5000: Develop promotional materials: Design advertising and marketing materials such as: logo, signs, brochures and website information. \$2400: Conference fees for 3Governance board members to attend WISN conference; \$1785: Travel & lodging expenses for Governance board members to visit PBL schools and travel to WISN conference.
Non-Capital Objects <i>Supplies and materials</i>	\$900	Supplies & materials used to support drafting of charter school contract; gain approval of authorizer (School Board); submit to DPI.
Capital Objects		
TOTAL Support—Administration	\$22,210	
TOTAL BUDGET <i>Phase I and Phase II</i>	\$225,000	

* Applies to payments for additional time beyond contract. Cross reference with five-year budget worksheet A, line 3.

VII-B. BUDGET SUMMARY—PHASE I

Authorizer	Charter School Name	Grant Period Begin	End	Project Number For DPI Use Only
Neenah Joint School District	River Oak Middle School	August 1, 2013	July 31, 2014	
WUFAR Function	WUFAR Object	Phase I Amount		Phase II
Instruction (100 000 Series) Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)			
	b. Fringe Benefits (200s)			
	c. Purchased Services (300s)			
	d. Non-Capital Objects (400s) Supplies & Materials			
	e. Capital Objects (500s) equipment			
	TOTAL Instruction		\$0	
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development and supervision.	a. Salaries (100s), extended contracts, subs		\$8,922	
	b. Fringe Benefits (200s)		\$1,276	
	c. Purchased Services (300s)		\$16,500	
	— Purchased Services—WISN (300s)		\$6,750	
	d. Non-Capital Objects (400s) Supplies & Materials		\$0	
	e. Capital Objects (500s) equipment		\$15,000	
TOTAL Support Services—Pupil/Instructional Staff Services		\$48,448		
Support Services—Administration* (Associated with functions in 230 000 series and above.) Includes general; business; and central service administration.	a. Purchased Services (300s)		\$15,870	
	b. Non-Capital Objects (400s) Supplies & Materials		\$900	
	c. Capital Objects (500s) equipment		\$0	
	TOTAL Support Services—Administration		\$16,770	
Total Phase I Budget	Do not exceed 50% of Total Grant.		\$65,218	
DPI Approval	Signature of DPI Reviewer			Date Signed <i>Mo./Day/Yr.</i>
				

* No LEA may deduct administrative fees from subgrant funds that are not mutually agreed upon and voluntary. Any administrative fees or expenses reserved for the subgrant are prohibited unless agreed to by the chartering authority and the subgrantee [Section 5204(f)(4)(B), NCLB Act 2001]. USDE staff has indicated that administrative expenses may not exceed 5 percent of the grant award.

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

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

VII-B. BUDGET SUMMARY—PHASE II

Authorizer	Charter School Name	Grant Period	Project Number
Neenah Joint School District	River Oak Middle School	Begin: August 1, 2013; End: July 31, 2014	For DPI Use Only

WUFAR Function	WUFAR Object	Phase I	Phase II Amount
Instruction (100 000 Series) Activities dealing directly with the interaction between instructional staff and students.	a. Salaries (100s)		\$3,600
	b. Fringe Benefits (200s)		\$276
	c. Purchased Services (300s)		\$0
	d. Non-Capital Objects (400s) Supplies & Materials		\$22,000
	e. Capital Objects (500s) equipment		\$0
	TOTAL Instruction		\$0
Support Services—Pupil and Instructional Staff Services (in 210 000 and 220 000 Series) Support services are those which facilitate and enhance instructional or other components of the grant. This category includes staff development and supervision.	a. Salaries (100s), extended contracts, subs		\$44,522
	b. Fringe Benefits (200s)		\$6,367
	c. Purchased Services (300s)		\$37,266
	d. Non-Capital Objects (400s) Supplies & Materials		\$40,311
	e. Capital Objects (500s) equipment		\$0
	TOTAL Support Services—Pupil/Instructional Staff Services		\$48,448
Support Services—Administration* Associated with functions in 230 000 series and above. Includes general; business; and central service administration.	a. Purchased Services (300s)		\$5,440
	b. Non-Capital Objects (400s) Supplies & Materials		\$0
	c. Capital Objects (500s) equipment		\$0
	TOTAL Support Services—Administration		\$16,770
Total Phase II Budget	Phase I Total	\$65,218	\$159,782
TOTAL BUDGET			\$225,000

DPI Approval	Signature of DPI Reviewer	Date Signed Mo./Day/Yr.
	>	

* No LEA may deduct administrative fees from subgrant funds that are not mutually agreed upon and voluntary. Any administrative fees or expenses reserved for the subgrant are prohibited unless agreed to by the chartering authority and the subgrantee [Section 5204(f)(4)(B), NCLB Act 2001]. USDE staff has indicated that administrative expenses may not exceed 5 percent of the grant award.

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