



PHASE I PROSPECTUS APPLICATION

Office of Educational Opportunity

Van Hise Hall, 1220 Linden Drive

Madison, WI 53706

608-262-8887 | [wisconsin.edu/oeo](https://www.wisconsin.edu/oeo)

Phase I: Prospectus Application

The prospectus can be no more than twenty (20) pages in length (including the cover sheet and required attachments). Please convert all documents to one PDF file and submit the entire file and any related attachments via email to cynthia.gonzalez@wisconsin.edu. Any applications submitted after 5:00 p.m. CST on the last day of the application cycle will be rejected. Applicants must use the template below. Reference the application guide for full submission requirements.

The prospectus is intended to be a competent summary of a plan well underway, not an initial exploration of ideas.

Name of proposed school:	Frederick Douglass Academy of Classical Education (FDACE)
Name of non-stock corporation (board):	FDACE Ltd.
Primary contact person:	Marc Renault
Email:	
--Phone:	
Mailing address:	

Grade levels to be served by the proposed school:	Opening K-5, adding one grade per year up to K-8. (An application for extension to High School will be submitted in our third year of operations)
Proposed geographic location of the school:	West side of Greater Madison Area
Projected number of students to be served at capacity:	<i>Planning year – 0 students</i> First year [K-5]: 120-240 Second year [K-6]: 140-280 Third year [K-7] 160-320
Does the school expect to contract with a charter management organization or educational management organization for school management or operation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	If yes, identify the charter management organization: n.a.

Authorization Status	
As a courtesy, please indicate whether you have or will submit a similar application to another authorizer. If so, provide the name of the authorizer, the date (or intended date), of submission, and the status of the application.	
Authorizer	
Date (to be) Submitted	
Status	

Organization leadership team and board members, including organization affiliation and titles/positions of board members.		
Full Name	Current Job Title and Employer	Position with Proposed School
Dr. Marc Renault, PhD	Faculty Associate, <i>Department of Computer Sciences, University of Wisconsin-Madison</i>	Chair, FDACE Governance Board (GB)
Dr. Gene Ananiev, PhD	Sr. Program Manager, <i>Promega Corporation.</i>	Member, FDACE GB
Dr. Nisa Renault, PhD	Associate Director, R&D, <i>FUJIFILM Cellular Dynamics, Inc.</i>	Secretary, FDACE GB
Mr. Daniel Buck	Policy Associate, <i>Fordham Institute.</i>	Member, FDACE GB
Mrs. Maya Garbuz	Director of Family and Senior Services/ <i>Jewish Social Services</i>	Treasurer, FDACE GB
Mrs. Victoria Seibold	Teacher, <i>Madison Russian School.</i>	Member, FDACE GB

Section I: VISION & MISSION

Provide an overview of the proposed school, including:

1. A brief explanation of why you are seeking to open a public charter school and identify conditions the proposed charter school seeks to address.

Our motivation - improve student outcomes and reduce the achievement gap: According to the Wisconsin Department of Public Instruction (DPI) , only 38.9% of public school students in Madison are able to read and write at grade level (proficient in English Language Arts), and only 37.4% of students are at grade level for math (proficient in Mathematics).* This means that 6 out of 10 kids are struggling with reading and writing, and 6 out of 10 kids are struggling with math. Furthermore, there is a significant performance gap between students who are economically disadvantaged and their non-economically disadvantaged counterparts in Wisconsin (31.4% disparity in ELA proficiencies in Wisconsin; 34% disparity in Math proficiencies in Wisconsin) [*WISEdash Public Portal - <https://dpi.wi.gov/wisedash>; 2022-2023 statistics*]. More public school options that fit individual needs will help to close this gap and improve academic success. Families in the Greater Madison Area (GMA) are actively seeking educational options, especially ones that do not come with a private school tuition price tag.



*<https://www.usnews.com/education/k12/wisconsin/districts/madison-metropolitan-school-district-102029#>

To meet this need, the FDACE Governance Board (GB) is proposing a new, publicly-funded, tuition-free, K-12 public charter school, in the GMA: the Frederick Douglass Academy of Classical Education (FDACE). This school project fills a major gap in the educational offerings in our community by offering classical teaching methods, rich course content, and supportive safety net programming (including

innovative after school care and tutoring programs). The project is supported by an innovative, modular financial model.

Our concept is best summarized by our school's motto, "*Meritum ~ Veritas ~ Decor*", which means 'Merit, Truth, and Beauty'. In practice, we believe that given the right educational model, and sufficient supports, all children can earn their achievements (*meritum*), think for themselves (*veritas*), and appreciate beauty (*decor*). (For more information about our motto and coat of arms, please visit our website: www.fdace.us.)

FDACE will offer a classical education using proven teaching methods such as direct instruction and phonics to create an environment that promotes academic excellence. Our comprehensive curriculum (Hillsdale K-12 <https://k12.hillsdale.edu/Curriculum/Overview/>) focuses on the core disciplines of math, science, literature, and history, plus programs in music, art, physical education, and foreign languages. Our unique onsite after school program, *The Owls' Nest*, offers study halls, tutoring, care, and enrichment opportunities. Importantly, the after school fees are adjusted based on family means, so that families who qualify for free lunch also qualify for free after school care. This after school program, together with our in-school safety-net programs and homework transparency plan ensure that each child, if needed, can do their learning at school and has the opportunity to excel, regardless of the availability, education and/or language proficiencies of their caregivers.

We plan to open on the West side of the GMA in September 2026, starting with grades K-5, adding a new grade every year until we reach our planned K-12 scope.

For more information about our school, chosen curriculum, and innovative after school program, please visit our website: www.fdace.us.

2. State the mission, vision, and goals of the proposed school. The mission and vision statements provide the foundation for the entire prospectus. Together, the mission and vision statements should: a) Identify the students and community to be served and b) Illustrate what success will look like when the school is at capacity and fully operational.
 - The vision is a statement of the long-term, aspirational goals of the proposed school, that articulates the long-term change due to the proposed public charter school's success.
 - The mission statement outlines how the school will operate to achieve its long-term goals.
 - Goals must be stated as SMART goals.

Our vision: To create an academic environment where our students are empowered to develop intellectually and personally through a rigorous curriculum building the foundation for success in life.

Our mission: By offering a classical education with a comprehensive K-12 curriculum, our school provides the foundation of knowledge for a balanced education, with an emphasis on the core disciplines of math, science, literature, and history, with attention to music, art, physical education, and foreign languages. To ensure that all students have the opportunity to achieve excellence in our program, we provide highly qualified teaching staff, as well as unique programs to support learning and uplift all students ensuring that all students have an equal chance to succeed, regardless of their background, situation, or resources outside of school.

Our goals: Within five years of opening, our goal is for FDACE to have a higher percentage of fourth-grade students who are proficient in English Language Arts and Mathematics than the current

Wisconsin rates (38.9% proficient in ELA; 37.4% proficient in Math- Forward or DLM exams), and to have a narrower achievement gap in fourth grade ELA and Math proficiency rates between economically disadvantaged and non-economically disadvantaged students than the current Wisconsin achievement gaps on the Forward or DLM exams (31.4% disparity in ELA proficiencies in Wisconsin; 34% disparity in Math proficiencies in Wisconsin). Finally, in 10 years, we will also measure the character-benefits of classical education through longitudinal analyses with a goal to demonstrate a decrease in objectively undesirable outcomes, such as incarceration, suicide, homelessness and teenage pregnancy and an increase in positive outcomes such as civic participation and post-secondary attainment as compared to an appropriately matched student group.

3. Clearly state how the proposed school aligns with the OEO's mission and core values.

FDACE will increase access to high-quality public education, and opportunities for students: Part of the OEO's mission is to increase access to high-quality public education options. Currently, there are no public (tuition-free) classical education options for K-12 in the GMA. Currently, there are no secular classical education options for K-12 in the GMA in public, charter or private schools. FDACE is a planned public charter school offering K-12 classical education. Approving FDACE will fill a gap for a much needed, highly sought after educational model in our community, enabling all students access to high quality classical education, regardless of financial resources or religious / cultural background. Classical education is considered by some to be the highest standard of education that only the privileged few can access, but we, through a charter school structure, will offer that quality of education to everyone.

FDACE will incubate innovations, in collaboration with the community: Part of the OEO's mission is to incubate innovations in public education. Currently, many students struggle with homework or studying, and would greatly benefit from homework help and study halls. But many families lack the time, education attainment, or language proficiency to help their kids themselves, and may not have the financial resources to pay for private tutors. Additionally, there is a general lack of affordable after school care in our community. FDACE has designed an innovative after school program, the Owls' Nest, to address both the lack of affordable after school care in our community and the lack of affordable educational support. The Owls' Nest will increase access to after school care by providing on-site after school care, offered to families on a sliding-fee scale. This means that after school fees will be adjusted for each family based on family financial resources; those who qualify for free school lunches will qualify for free after school care and those who qualify for reduced-fee lunches will also qualify for reduced-fee after school care, for example. This will increase availability and access to quality after school care for our students. Secondly, the Owls' Nest program integrates teacher-led study halls, homework help, and tutoring, and will provide both enrichment and extra-help opportunities to support success for all of our students. Approving the FDACE project will fill a much needed and sought after gap in affordable after school care and affordable and effective academic support and enrichment opportunities for all of our students. Our program is innovative both in content and equality of access.

4. For charter management organizations: please provide a statement outlining the purpose and a brief history of the organization in relation to public education and its experience operating and/or managing charter school(s). If the organization has experience operating charter schools, specify the number, and, if any were not renewed, or closed for any reason. **Not Applicable.**

Section II: NEED, DEMAND AND EVIDENCE OF COMMUNITY INVOLVEMENT

1. Describe how the school's founders have assessed family/community demand and need for the school. Need refers to the reason(s) existing schools are insufficient or inadequate. Demand refers to the desire of prospective families to attend the proposed school.

FDACE - serving the needs and demands of our community: The FDACE project is a grass-roots project, meaning that it was created by parents in our community who had a personal need and desire for

affordable, secular, classical education for their own children. Finding no options, the group determined to fill the gap for the benefit of their own children and the other children in our community.

To confirm a need and a desire for a classical education charter school in our area, the FDACE design team thoroughly evaluated all of the educational opportunities in our area, performed multiple community interest surveys and held a community input meeting.

The school districts considered were: Madison Metropolitan School District (MMSD), Middleton-Cross Plains Area School District (MCPASD), Waunakee Area School District (WASD), Verona Area School District (VASD). We are referring to this group of zones as the West Side of the GMA (West-GMA). These districts are within 10 miles of the preferred location of FDACE.

Our analyses have led to three critical conclusions. We confirmed that there is:

1. A need for improved educational outcomes in our area
2. A lack of classical education offerings, affordable after school care, and affordable academic support in our area
3. A desire for a tuition-free, secular, classical education offering in our community

Need for improved educational outcomes -

***Evidence: low standardized test scores and large performance gaps**

A troubling and sad trend is the consistent underperformance of economically disadvantaged students in the GMA as compared to their non-economically disadvantaged counterparts (as measured by Wisconsin proficiency tests). According to the DPI, the economically disadvantaged students in each of the four districts in our area have a much lower ELA proficiency rate than their non-economically disadvantaged counterparts (VASD 33.3% vs 71.0%; MCPASD 21.8% vs 72.6%; WASD 19.2% vs 65.5%; MMSD 15.4% vs 67.4%) (WISEdash Public Portal - <https://dpi.wi.gov/wisedash>); 2022-2023). Similarly, all four districts have a massive gap in Mathematics proficiency rates (VASD 21.9% vs 69.0%; MCPASD 32.7% vs 75.6%; WASD 19.2% vs 65.5%; MMSD 23.1% vs 72.3%). (WISEdash Public Portal - <https://dpi.wi.gov/wisedash>); 2022-2023).

FDACE will provide a comprehensive and well-structured curriculum, use direct instruction, teach phonics, and utilize the science of reading, and Singapore math curricula (all of which have proven effectiveness for student learning) to improve this situation. Additionally, by providing affordable after school care, homework help, and tutoring, all students will have the opportunity to do their learning at school, without a need to rely on additional external support. We believe that this will increase proficiency rates for both economically disadvantaged students and non economically-disadvantaged students, and reduce the performance gap between these groups.

Lack of classical education options, lack of affordable after school care and affordable academic support resulting in barriers to access -

***Evidence - Educational opportunities gap analysis results**

We have analyzed the traditional public schools, public charter schools, and private school options in the West-GMA (4 public school districts, 8 public charter schools, 13 private catholic schools, 4 private christian schools, 6 Montessori schools, 5 secular private schools) and 16 after school care offerings. We have made three conclusions that clearly show a lack of accessible classical education options in our area.

Conclusion 1: There are no tuition-free schools that offer classical education in the West-GMA.

Resulting barriers to accessing classical education:

1. Not all families can afford private schools, so these schools are less accessible to economically disadvantaged families.

- Private schools are not required to admit students who are struggling academically, or who have a history of behavioral difficulties, so private schools are less accessible to educationally disadvantaged students.

Conclusion 2: There are no secular private schools in the West-GMA that offer classical education.

Resulting barriers to accessing classical education:

- Not all families are willing/interested/able to send their children to a school requiring religious education. Those families are not able to access classical education in our community. This is a barrier to families looking for a secular education.
- Not all families are willing/interested/able to send their children to a school requiring Catholic religious education. Those families will not be able to access classical education in our community. This is a barrier to some non-Catholic families.

Conclusion 3: There are no schools in the West-GMA that offer much-needed affordable academic support and enrichment opportunities to our community students in a manner accessible to ALL students.

Resulting barriers to accessing classical education:

- Students who are struggling academically must rely on family support or costly tutoring or support programs, such as Mathnasium to succeed at school. This is a major barrier for families without the resources to supplement their child’s education (resources: parental education, family time, language proficiency, economic situation). This creates a fundamental inequity between the educationally disadvantaged and those who are not educationally disadvantaged, which is exacerbated by economic disparities. Consequently, educationally disadvantaged students fall further behind their peers. This is true even in Middleton Cross Plains, where the number of economically disadvantaged students is relatively low compared to other jurisdictions, and there are therefore no school district financial excuses for why these children are not being adequately helped, and yet, at the 4th grade, economically disadvantaged MCPASD students scored worse than the state average for ELA proficiency (21.8% in MCPASD vs 28.2% statewide).

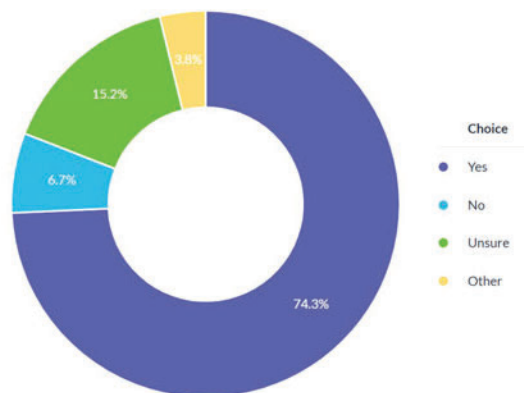
Community desire for classical education options in our area -

***Evidence: community interest surveys and community input meetings.**

The FDACE design team has created three online surveys to gauge community interest in our school project. All have demonstrated sufficient interest to support our project enrollment plans.

First Survey: Our first survey was designed to gauge the interest of our community for a classical education public charter school in our area. The results of the survey found that the families surveyed in Dane County were overwhelmingly interested in a public charter school offering classical education.

Respondents were overwhelmingly supportive of opening a public charter school offering classical education in the area. Specifically, when asked Questions 5: “Rate your level of favorability in the opening of a charter school in your area (0- not favorable; 4- no opinion, 7 fully support)”, almost all respondents (84%) were at least favorable, selecting 5 or above, and the majority (67%) selected ‘Fully support’. Furthermore, (see figure) when asked Question 4: “If there were a free charter school opening in your area focused on classical education, would you consider enrolling your child?”, respondents again responded most favorably, with 74% selecting “yes”. An additional 19% asked for additional information. Only 7% of respondents were not interested in enrolling their own children. Finally, when asked “What are you looking for in a school for your child



(select all that apply)”, respondents were enthusiastic about the curriculum features which are integral to the Hillsdale curriculum and FDACE. In particular, “Classical Education”, “Content rich curriculum”, “Rigorous academics”, “Student accountability”, “Teaching students how to think for themselves”, and “Well rounded education” were each selected by more than 60% of correspondents.

Taken together, our first survey results indicate that there is significant community interest for a public charter school in Dane County that would offer classical education and the kind of programming and teaching philosophy proposed by FDACE. Importantly, if out of just 106 families surveyed, we have successfully identified 119 children who would be interested in enrolling in our school (74% * 161 children in Dane County = 119 children). We should have no trouble filling our desired 120-240 seats our opening year. (**There are more than 50,000 families in Dane county with school-aged children).

Second Survey: Subsequently, we launched a more comprehensive, 14-question, online survey which collected more detailed geographical information than our first survey and focused more on the specific needs and desires of parents and students.

This second survey was completed by a total of 35 respondents representing 52 children. The vast majority (80%) were located within our geographical focus area (West-GMA), with the remainder of the respondents being in nearby school districts (Sun Prairie, Mount Horeb, Stoughton, Oregon, Belleville, Deerfield). One respondent answered “n.a”. All respondents but one therefore, were within ~20 miles of our preferred school location.

Once again, When asked to “Rate your level of favorability for the opening of a public, tuition-free, charter school in your area” (from 0 to 7), Respondents were overwhelmingly supportive of opening a public charter school in our area, with 91% selecting 5, 6 or 7 out of 7. And, once again, when asked “ If there were a tuition-free, public charter school opening in your area, offering a classical education curriculum, would you consider enrolling your child?”, The vast majority of respondents (77.1%) said“yes,” they would consider enrolling their children in a classical education public charter school.

In order to ensure that our understanding of classical education aligned with those of our community, we asked respondents what appeals most to them about classical education. This was a ‘free form’ question, and respondents could type in any answer. Answers fell primarily into the following seven categories: Content and Teaching Methods (15 responses); Academic Focus and Accountability (5 responses); High expectations and rigor (2 responses); Critical Thinking and Reasoning / Preparation for work and life skills (5 responses); Values and Virtues (2 responses); Positive Personal Experiences with classical education (3 responses); Alternative to current public education options / a critique of current public education options (6 responses). Collectively, their responses indicate to the FDACE design team that respondents were well aware of the content, teaching methods, and focus of a classical education, and were overwhelmingly positive about it.

In order to ensure that our plans for the safety-net programming, including our after school program, are aligned with the needs and desires of the community, we asked what challenges our community children faced that were affecting learning, and what supports would help overcome those challenges. The most common challenges cited were lack of motivation (34%), lack of school interest (29%), poor reading skills (29%) and poor basic math skills (26%). When asked what factors or tools have been or would be beneficial to them to overcome their difficulties, the following 5 categories of responses were found: Effective teaching methods (9 responses); Individual attention and support, including after school help (11 responses); Focus on the Basics / Rigorous curriculum (7 responses); Parental Involvement / Transparency (6 responses); School Environment, including safety, discipline, and political concerns (10 responses).

Based on the responses to the more extensive second input survey, it seems that the chosen curriculum, teaching methods, and innovative safety-net programs are aligned with the top needs and recommendations of our community parents. Specifically, a classical education curriculum, our Homework Transparency Plan, our in-school tutoring and enrichment time (“Flight Time”), and our innovative after school care + homework help + tutoring and enrichment opportunities (Owls’ Nest) fulfill the needs and expectations of our families.

Third Survey: Learning from our first two surveys, we have designed, together with a professional market researcher, a third community interest survey. Unlike the first two surveys, this survey is being administered by *Centiment*, to a random sample of persons from our targeted geographical area. Based on *Centiment* calculations, 250 responses will provide a reliable sample, the results of which can be extrapolated to the wider population. We are restricting the sample to parents of kids 0-18 years old.

To date, we have collected 93 responses. Preliminary results are excellent, showing support for both the academic program as well as the after school program. Further analysis will be completed when the full data set has been collected. At this point, 30% are likely to enroll in FDACE. There are 50,000 families in Dane county with school-aged children. So, our survey means that there are over 15,000 students that would be interested in enrolling in FDACE.

First community input meeting: On October 16th, 2023, we held our first community input meeting. A small group of 8 or more families joined the FDACE design team to learn about the school plan and discuss their needs and desires. Attendees were excited and enthusiastic about the school project, and discussions lasted more than an hour. Topics included frustrations with their public school experience, and challenges in the public school getting EL support. We discussed FDACE opening timeline, how the lottery works for charter schools, student : teacher ratio, recruiting and training qualified teachers, projected lunch program, availability of textbooks, FDACE EL support, FDACE enrichment opportunities, school day, school calendar, potential locations, and how the attendees could help to make the charter application a success.

At the end of the meeting, attendees were invited to participate in our community input activity. This consisted of answering the following questions on post-it notes:

- “One thing that really helped me / my child to learn / study / excel in school was...”
- “One thing that would have helped me or my family succeed at school would have been...”

The following suggestions were collected, which the FDACE Design team will be integrating directly into our safety-net programing, as explained below: (1) A school-provided agenda where teachers checked all homework was correctly noted. (2) An after school program where my child could complete his homework before coming home for the day. (3) A communication booklet where notes from teachers were pasted in and parents could write back to teachers. (4) A single, online location where I can check my child’s grades, see what is submitted, what is late, what is missing and what is due soon. (5) Homeroom at the end of the day. Teachers checked our agendas for homework. (6) A university-style syllabus for every class, available to parents. (7) Written instructions for all major assignments and projects. (8) Help understanding the difference between SAT, pre-SAT, ACT etc. and how to prepare.

In response to these suggestions and the discussions we had with community parents during this meeting, FDACE will offer the following safety net programs to maximize student success:

- Homework Transparency Plan,
- Flight-time in-school Tutoring,
- Family Information Series
- The Owls’ Nest after school program

Our Homework Transparency Plan: Our plan comprises five elements 1. At the beginning of every semester, each course will provide students and parents a complete syllabus. This will include, at a minimum, topics covered, texts utilized, and important due dates. 2. The school will provide a paper agenda with ample space to note each day's homework, assignment due dates, project deadlines, and test/exam dates. The agenda will also be used to note when and where each student will access extra support or enrichment activities for the week. 3. Teachers will be encouraged to take sufficient time (ex. the last five minutes of class time) to post the homework for that night, giving students time to write in their agendas. 4. A portion of the homeroom period will be used to help students determine which extra learning opportunities they need / want to sign up for, and the time to enable them to sign up for those sessions and note the appointments in their agendas. 5. An electronic system, such as "Power School" or similar will be implemented to track due dates, submission status and grades. The information will be available to students and their families, with links to written instructions for larger assignments and projects. After School teachers and tutors will also have access to this information to support students as they work and study at the Owls' Nest or during Flight Time (see below).

"Flight-Time" In-school Tutoring Program: Immediately after the 30 min dedicated lunch period, we have set aside 1 hour for "Flight Time". This can be used to meet with teachers for extra help, work on homework in a study space, receive specialized instruction, participate in clubs or enrichment activities, or for free play. Integrating this extra study period into the school day ensures full access to all students. When we expand into High School, we anticipate offering free, school-led tutoring for the SAT and ACT.

Family Information Series: Families who have moved to Wisconsin from another state or country may not be familiar with the Forward exam or Star tests. Many families will have had no experience with Singapore math or the Science of reading. To support all of our families on these and other important scholastic topics, we will offer a free, evening series of information to ensure that all have the information they need and are aware of resources available to support them in the education and success of their kids. (In the same line, when we expand to High School, we will include information on ACT, SAT, college applications etc. , in this information series.)

The "Owls' Nest" After school program: This is a truly unique program, inspired by the French "Centre de Loisirs" after school programs. Whether it be a need for a quiet place to work alone or study with friends, access to teachers and tutors for extra support, or a chance to enhance or enrich the topics being covered in class, the Owls' Nest is our solution. After sufficient time to eat a snack and decompress, there will be dedicated homework /study/ reading time. This time will be led by qualified teachers, preferably teachers who are already full-time staff at the school. If needed additional tutors can also be hired to support these teachers in facilitating the afterschool program. Volunteers will also be welcome to help provide more individualized support. In our organizational chart, and throughout the application, we refer to adults participating in the delivery of the after school program as "Owls' Nest Facilitators." Teachers will have access to the electronic homework tracking system mentioned above, and will be in communication with general teaching and special education teachers to ensure students receive the support they need as individuals. If after the dedicated 1-hour work time a student has completed his/her work, he/she can be dismissed for free play, to support other students in their work (peer mentoring), or to participate in clubs and enrichment activities. The latter will only start 60 minutes into the after school program, to ensure protected homework/study/reading time.

2. Based on the identified needs and demands, describe how the new and unique characteristics of this school will attend to those needs and demands, distinguishing it relative to other public education options available to students in the area.

Please see above question for details on how FDACE will fill our community needs and demands in a unique and innovative way.

In summary, if approved,

- FDACE will be the only secular, zero-tuition, educational opportunity offering a classical education in the West-GMA. This will fulfill a major gap in educational opportunities in the area, and satisfy the desires of many families in our community for this educational model.
 - FDACE will offer a unique suite of safety-net programming during the school day, including our Homework transparency plan and Flight-time in-school tutoring.
 - FDACE will offer the only on-site after school care that is affordable for all students, irrespective of their family financial situation, thanks to our innovative sliding-fee structure, filling a major gap and addressing a fundamental inequity in care options for economically disadvantaged families.
 - FDACE will offer the only on-site after school program offering professional homework help, tutoring and enrichment opportunities, which we predict will improve academic performance for all students, will reduce the achievement gap between economically disadvantaged students and their non-disadvantaged counterparts.
3. Identify how the founders have and/or plan to engage families and community members and organizations in the school's development during its charter application cycle and planning year

Family and community engagement at FDACE: FDACE plans on engaging families, community members, and organizations during our charter application cycle, our planning year, and operations. It is crucial to include families and the community to build a supportive network and ensure that the school meets the needs of its stakeholders.

Here are some strategies FDACE founders plan to use:

- Community Meetings: Organizing regular meetings where the GB and School Leaders can present their plans, gather feedback, and address concerns from families, community members, and local organizations.
- Surveys and Feedback Mechanisms: FDACE has already implemented 3 surveys and one community input meeting and is planning to implement more surveys and to collect input on various aspects of the school. FDACE has engaged with a market research company, Centiment, to help gather data, and a marketing company, Thirteen Strategy Group, Ltd., to support our ongoing assessments of need and desires from our community.
- Outreach Events: Events such as open houses, information sessions, and community fairs will introduce the school's vision, mission, and goals to a broader audience and encourage participation.
- Ongoing communications: Our marketing team is supporting the GB in communicating with our community through social media (Facebook, X, newsletters, website updates, mailers), to reach the widest audience possible.
- Partnerships and Collaborations: FDACE is seeking partnerships with local businesses, nonprofits, and educational institutions to enrich the school's programs and resources, as well as foster community support. FDACE is already fostering relationships with affinity groups including the hockey community, the Madison Russian School, and with future school resources including *WRCCS* and *Launch Speech and Reading*.

- **Volunteer Opportunities:** Offering volunteer opportunities for families and community members to contribute their skills, time, and resources toward the school's development and preparation.
- **Cultural Sensitivity and Inclusivity:** GMA is growing and changing rapidly. FDACE's outreach efforts and engagement strategies will ensure that the unique and diverse needs of our community continue to be met.

Additionally, we will involve our families and community more formally through their involvement in the GB (there will be two elected positions open to FDACE families) and Advisory Committees (*The Executive (operational) Advisory Committee; The Academic Advisory Committee; Financial Advisory Committee; Fundraising Committee; Ad Hoc Advisory Committees*). Each Advisory committee will support the GB in an advisory capacity. In general, they will support the GB and School Leadership in drafting reports and making suggestions for updates to policies or procedures etc, which will be presented to and voted on by the GB.

By actively involving families, community members, and organizations in these ways, founders can build a strong foundation of support, gather valuable insights, and create a school that truly meets the needs and aspirations of its future students and community.

Section III: DESCRIPTION OF THE SCHOOL AND PROGRAM

1. Identify the student age range(s) and grade levels that will be taught.

FDACE plans to open initially serving grades Kindergarten through 5th grade (i.e. ages ~5-11 years in our first year with students) and will add one grade per year up to grade 8 (ie. ages ~5-14 years in our third year with students). Note: An application for extension to high school (grades 9-12) will be submitted in the third year of FDACE operations. K-5 age range was chosen for strategic reasons, to allow children to have a complete K-12 classical educational experience, as the school matures. This is an essential requirement for success in middle and high school programs, given the rigorous nature of the curriculum.

2. Project the number of students, pupil teacher ratios and general staffing patterns during the first five years of operation.

We have created an innovative, lean, and modular financial structure to support our school vision and maintain financial viability for a wide range of enrollment number scenarios. Please see further notes on budget in later sections. Key to this model is an innovative staffing plan that brings in teachers and other staff based on enrollment numbers. To illustrate this model, we present here three enrollment number scenarios: Low enrollment, Mid-enrollment and High enrollment scenarios, wherein FDACE has recruited 20, 30 or 40 students per grade, respectively. (It should be noted that, based on our needs assessment data, the Design team feels strongly that recruiting 40 students per grade is the more likely scenario, however, we present two contingency plans in case our predictions are overly ambitious.)

The number of students per year for the three scenarios are depicted in the tables below.

Grades:		Planning Year	Low Enrollment (20 students/grade)				Mid Enrollment (30 students/grade)				High Enrollment (40 students/grade)			
		Year 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 2	Yr 3	Yr 4	Yr 5	Yr 2	Yr 3	Yr 4	Yr 5
Elementary	K	0	20	20	20	20	30	30	30	30	40	40	40	40
	1	0	20	20	20	20	30	30	30	30	40	40	40	40
	2	0	20	20	20	20	30	30	30	30	40	40	40	40

	3	0	20	20	20	20	30	30	30	30	40	40	40	40
	4	0	20	20	20	20	30	30	30	30	40	40	40	40
	5	0	20	20	20	20	30	30	30	30	40	40	40	40
Middle	6	0	0	20	20	20	0	30	30	30	0	40	40	40
	7	0	0	0	20	20	0	0	30	30	0	0	40	40
	8	0	0	0	0	20	0	0	0	30	0	0	0	40
Total		0	120	140	160	180	180	210	240	270	240	280	320	360

The pupil to teacher ratio will vary depending on the enrollment numbers, however, it will **never exceed 20 students per teacher at the elementary school level.**

Staffing projections also vary depending on the enrollment numbers. The three scenarios are depicted in the table below.

Staffing Plan		Yr 1	Low-enrollment (20 students per grade, on average)				Mid-enrollment (30 students per grade, on average)				High-enrollment (40 students per grade, on average)			
			Yr 2 (K-5)	Yr 3 (K-6)	Yr 4 (K-7)	Yr 5 (K-8)	Yr 2 (K-5)	Yr 3 (K-6)	Yr 4 (K-7)	Yr 5 (K-8)	Yr 2 (K-5)	Yr 3 (K-6)	Yr 4 (K-7)	Yr 5 (K-8)
Students:	Elementary (K-5)	0	120	120	120	120	180	180	180	180	240	240	240	240
	Middle school (6-8)	0	0	20	40	60	0	30	60	90	0	40	80	120
Certified Teachers:	K-5 classroom teachers	0	6	6	6	6	9	9	9	9	12	12	12	12
	K-8 Specialty Teachers (Phys Ed, Arts, and Languages)	0	1	1	1	1	1	1	2	2	2	2	2	3
	6-8: English / History / Civics	0	0	1	1	2	0	1	2	3	0	2	3	4
	6-8: Math / Science	0	0	1	1	1	0	1	1	2	0	1	2	3
SpEd Teachers:		0	0.5	1	1	1	1	1	1.5	1.5	1.5	1.5	2	2
Paraprofessionals:		0	1.5	2	2	2.5	2.5	2.5	3	3.5	3	3.5	4	4.5
Admin. Staff:	Head of School	1	1	1	1	1	1	1	1	1	1	1	1	1
	Assistant Principal	0	0	0	0	0	0	0	0	0	0	1	1	1
	Administrative Assistant	1	1	1	1	1	1	1	1	1	1	1	1	2
Support Staff:	Custodial/Maintenance	0	1	1	1	1	1	1	1	1	1	1	1	1
	School Resource Officer	0	0	0	0	0	0	0	0	0	0	0	0	0
	School Nurse	0	0	0	0	0	0	0	1	1	1	1	1	1
	School Counselor	0	0	0	0	1	1	1	1	1	1	1	1	2

	Breakfast/Lunch Supervisor	0	0	0	0	0	0	0	0	1	0	1	1	1
After School:	Facilitators	0	4	4	5	6	6	7	8	9	8	9	11	12

- Identify any special issues or characteristics of the school (i.e., extended day/teacher model/organizational design/community partnerships), which demonstrate how the proposed innovation or incubation is different from what is already being offered in the community it plans to serve.

Bringing classical education to the 21st century: As described more thoroughly throughout this application, FDACE is innovative for our community in that it would be the ONLY classical education option available to all students, regardless of economic situation or religious/cultural background. FDACE will also be the ONLY school offering affordable after school care to ALL students, including those who are economically disadvantaged. And, while we are excited to bring a long-standing, data-driven educational model and curriculum to the GMA, we are innovating on its delivery through our one-of-a-kind safety-net programming, which supports students during and after school. Details about our after school program, in school tutoring, homework transparency plan and family information series are detailed in previous sections.

Special school day schedules to ensure access to all families: Furthermore, we are offering an extended day, to support flexible/early drop-off needs of families, an extra long lunch period to ensure children have ample time to eat, decompress, and interact with their peers during unstructured time. And lastly, our extra long, on-site and affordable after school care program will be one of a kind in our area, and will support student learning, social and emotional development through unstructured play time in a safe environment, and optional late pick up to support family needs.

Times	Elementary (K-5)
7:15 - 8:00	Early/extended Drop Off time (Breakfast for students who qualify)
8:00 - 9:45	Classes
9:45 - 9:55	Homeroom; Pledge of Allegiance; Announcements; Flight Time sign up
9:55 - 10:15	Milk Break and Recess
10:15 - 11:45	Classes
11:45-12:15	Lunch (protected time for eating and decompressing)
12:15-12:45	Flight Time: (academic support, enrichment opportunities, unstructured time to interact with schoolmates)
12:45 - 15:15	Classes
15:15 - 15:30	Interlude (parent pick up / switch over to after school)
15:30 - 18:30	Owls' Nest After school (with late pick-up options until 6:30 pm)

Times	Middle School (6-8)
7:15 - 8:00	Early/extended Drop Off time (Breakfast for students who qualify)
8:00 - 9:55	Classes
9:55 - 10:05	Homeroom (same room as 9:00 class) Pledge of Allegiance, Announcements, Flight Time sign up
10:10 - 12:05	Classes
12:05-12:35	Lunch (protected time for eating and decompressing)
12:35-13:35	Flight Time (academic support, enrichment opportunities, unstructured time to interact with schoolmates)

13:40 - 15:35	Classes
15:40 - 18:30	Owls' Nest After school (with late pick-up options until 6:30 pm)

Section IV: INTRODUCTION AND SUMMARY OF THE EDUCATIONAL PROGRAM

1. Provide an overview of the curriculum and instructional design, the guiding educational philosophy, and how the educational program aligns to the school's mission. Include aspects of the educational program that offer distinctive learning and teaching techniques with supporting research/evidence.
 - a. Within the overview, describe how the school's model is designed to improve the educational outcomes for children who qualify for special education services, linguistically diverse students (English Learners) and those who have been historically underserved.

As described in our mission, the Frederick Douglass Academy of Classical Education (FDACE) adheres to a philosophy of classical education, an approach to rearing children with a storied history stretching back to Aristotle and other Greek philosophers. In practice, that means that FDACE will adopt a Core Knowledge approach to its history, science, and English curriculum with Singapore Math — all taught through direct instruction techniques.

Regarding evidence for the Core Knowledge curricular approach, there is ample evidence supporting its use. Perhaps the most rigorous study to date came out just this year ([Grissmer, White et al. Ed Working Papers. 2023](#)) The remarkable, long-term, randomized-controlled trial demonstrates robust, beneficial effects of the core-knowledge approach to curriculum. It tracked students who both won the lottery to oversubscribed core knowledge schools and those who didn't. The gains of students who made it into the schools were large enough to eliminate achievement gaps. Eliminate them. The researchers posit that if we could collectively raise reading scores across the country by the amounts seen in Core Knowledge schools, we'd make the American school system one of the best in the world.

As for direct instruction, the research literature into its efficacy is robust and pervasive. Consider one: In the [study](#) (Kroesbergen, Van Luit, Maas, *The Elementary School Journal*, **2004**, 104(3):233.), researchers split students struggling in math into two separate groups. Teachers either administered explicit teaching of the math concepts or ran students through inquiry-type activities.

In the inquiry group, the teacher presented a problem and relied on group discussion to develop solutions. In the explicit instruction group, the teacher presented a problem and demonstrated the strategy they would use to solve it. Students then practiced numerous problems of a similar type. In the end, students who learned from a supposedly mechanistic lecture demonstrated better proficiency.

The researchers posited that the students in the inquiry group encountered both correct and incorrect solutions and processes; thus, the reliance on student input actually led to confusion. Conversely, in teacher-directed classrooms, teachers can more clearly organize instruction, only presenting correct solutions.

Both direct instruction and the Core Knowledge Curriculum provide the structured, guided, and supportive learning environments that struggling children need. I re-emphasize that the study of Core Knowledge found that schools that used the curriculum effectively eliminated the achievement gap between affluent and historically underserved students including linguistically diverse students (English language learners).

At FDACE, we uphold the enduring philosophy of classical education to nurture well-rounded thinkers. Grounded in Core Knowledge, the Science of Reading and the principles of Singapore Math, our

curriculum emphasizes truth, beauty, and goodness. Research underscores the pivotal role of substantive knowledge in comprehension, validating our approach. Through evidence-based, direct instruction methods, we empower students, ensuring they not only understand but also apply their knowledge effectively. Our commitment lies not just in teaching subjects but in shaping future leaders armed with the wisdom of the past and the skills for tomorrow. Further information can be provided on the Hillsdale curriculum, the scope and sequence of which is available online at: <https://k12.hillsdale.edu/Curriculum/Overview/>.

For further information on the innovative safety-net programming we have designed to best deliver this curriculum and support all student learning, please see the sections above that outline our Homework Transparency Plan, Flight-time in-school Tutoring, Family Information Series, and Owls' Nest after school program.

Section V: GOVERNANCE STRUCTURE

While structures/models vary, all charter school boards aim to uphold the mission/vision, set clear expectations for outcomes of school improvement work, create conditions for success, build the collective will to succeed, learn together as a board team, provide fiduciary and academic oversight, evaluate the school leader and board itself, and approve policies and budgets in a governance capacity.

1. Describe the governance structure/model of the proposed school (i.e., Carver Policy Governance Model also known as Policy Governance Model, Consensus Governance) and how it will interact with the principal/head of school and any advisory bodies.

FDACE will use a Traditional Board Governance Model. The GB will initially consist of 6 appointed members who will be selected from the FDACE Founders. After our first student body is finalized in our second year of operations (i.e. after the results of the lottery are determined), we will transition 2 of the positions to elected positions, open to our student body families. The GB will have broad authority over the school's operations. The GB will set policies, approve budgets, and hire/fire the Head of Schools. The GB will be assisted by four standing Advisory committees, and Ad Hoc Advisory Committees as needed. The four standing advisory committees are as follows: *Executive (operational) Advisory Committee (EAC)*, *Academic Advisory Committee (AAC)*, *Financial Advisory Committee (FAC)*, and *Fundraising Committee*. The Head of Schools will manage the day-to-day operations of the school, supported by the EAC. The Head of Schools will implement the policies and decisions made by the GB and report back to the GB on the school's progress. The Head of Schools will regularly report to the GB, typically during scheduled board meetings and Advisory Committee meetings. The GB in turn will provide oversight and may be more involved in operational decisions.

2. Explain how the proposed governance structure will:
 - a. Ensure the school will be an educational, financial, and operational success.

Ensuring educational success: To ensure the educational success of FDACE,

- The board will set clear educational goals and policies, focusing on student achievement and well-being.
- The board will closely monitor student performance, and adjust course as needed.
- Resources will be allocated towards educator professional development.
- There will be curriculum oversight, to ensure dedication to classical education.

The AAC will assist the GB in achieving these goals.. The AAC is responsible for monitoring school-wide academic performance measures and reporting back to the GB. The AAC will consist of at least one GB Member, the Head of Schools and/or Vice Principal(s), and at least one senior teacher from

each level (elementary, middle and high schools). The AAC can include additional GB members, school staff or families, or subject matter experts.

Ensuring financial stability: To ensure the financial success of FDACE, the GB will be assisted by the FAC. The FAC will be responsible for monitoring the financial situation of FDACE according to the periodic review policies, and for generating and presenting financial reports to the GB. If needed, they will also be responsible for generating and presenting to the GB any suggestions of corrective measures to ensure financial sustainability. The FAC will consist of at least one GB Member and at least one accountant (or person with financial / accounting training). The FAC can include additional GB members, volunteers from the school staff or families, or subject matter experts.

The FAC will:

- Work with the Head of Schools to develop an annual budget.
- Monitor the organization's financial health.
- Elevate strategic issues to full board in a timely manner.
- Educate the full board to conduct proper oversight of the financial health of the organization.

Ensuring operational success: The GB will set all policies and procedures. The Head of Schools will act as Chief Executive Officer and Superintendent, on behalf of the GB, to put policies and procedures into action. The Head of Schools must work to enable educational and operational goals, is responsible for overseeing daily operations, and will collaborate with GB for staff hiring, pupil enrollment, credit accrual, course completion, annual teacher evaluations, and presenting quarterly summary reports to the OEO, reconciled with reports submitted to the Wisconsin DPI. To assist the Head of Schools in operational duties, an EAC will be established to support the GB and the Head of Schools in these objectives. The role of the EAC is to oversee school operations. The EAC will consist of at least one GB member, the Head of Schools, and the Assistant Principals as applicable. The EAC can include additional GB members, volunteers from the school staff or families, or subject matter experts.

The EAC will:

- Determine how to implement the policies and procedures established by the GB.
- Evaluate and report on the success of the implementation of policies and procedures.
- Make recommendations to the GB for updates to policies and procedures.

b. Evaluate the success of the school, school leader and board itself.

To evaluate the success of the school,

- The school will be evaluated via student performance metrics and parent feedback.
- As we mature, graduation and college acceptance rates will be a performance metric.
- Student retention and commitment will be measured.

To evaluate the success of the school leader,

- The GB will conduct a school leader performance review on a yearly basis. There will be quarterly meetings with the head of school to assess performance and manage expectations.

To evaluate the success of the GB,

- There will be regular self-assessments by board members to evaluate their effectiveness in governance, decision-making, and strategic planning.

- Stakeholder Feedback: Collection of feedback from the Head of Schools, staff, parents, and community members on the board’s performance and areas for improvement.
 - c. Assure active representation of key stakeholders to effectively govern school, including parents/family members representative of the community it plans to serve (i.e., expertise in legal, K-12 education, public relations, HR, accounting/finance, health, fundraising, strategic planning, facilities, business administration).

Active representation of key stakeholders will be implemented using the following mechanisms. Maintaining a diverse board composition with board members that have expertise in key areas such as legal, K-12 education, public relations, human resources, accounting/finance, health, fundraising, strategic planning, facilities, and business administration. This ensures that the board has the knowledge and skills needed to govern effectively. The GB includes parents and family members representative of the community the school serves. This ensures that the GB understands and addresses the unique needs and perspectives of the student population.

The board will strive to engage key stakeholders using the following approaches; Establishment of the above advisory committees including parents, teachers, and community members. Engage in regular communication with parents, students, and the community through newsletters, meetings, and forums. There will be encouragement of active parent involvement through volunteer opportunities, parent-teacher associations, and participation in school events. Finally, transparent governance practices, including open board meetings, public access to board meeting minutes, and clear communication of decisions and policies, will be implemented to build trust and accountability with our stakeholders.

Section VI: FINANCIAL MANAGEMENT AND FIRST YEAR OPERATION PLAN

1. Address the degree to which the school/campus budget will rely on variable income (e.g., grants, donations, fundraising).

Financial sustainability, independent from variable income: Our budget is designed to be independent from donations and grants. FDACE Ltd will be a 501c3 organization accepting tax-deductible, charitable donations, and the GB will establish a Fundraising Committee that will plan, facilitate and report on fundraising activities for FDACE. Such funds will be used to enhance the school experience, e.g. building new facilities or enabling special programming. The core school activities, however, will not rely on these funds. Additionally, our budget is very conservative in that we assume no increase in per-pupil rate; i.e., even to year 5 of operations we are assuming the same per pupil rate as the current 2023-2024 rate for charter schools.

2. Describe how the proposed school will develop and maintain sufficient financial capacity that will facilitate the school's success. If the proposed school is to be managed by an existing organization, explain how that entity will maintain its capacity to successfully operate the proposed school.

FDACE Independence: Our school will not be managed by an existing organization. We are using a curriculum designed by an outside organization, Hillsdale, however, we will be a Hillsdale curriculum school (not a Hillsdale member school), and will thus have complete autonomy in running the school.

FDACE’s innovative financial design: As illustrated above, FDACE has created an innovative, lean, and modular financial structure to support our school vision and maintain financial viability for a wide range of enrollment number scenarios. The critical innovation is that we have designed a modular staffing plan that brings in staff based on enrollment numbers. Note that cost estimates for each element of our budget

are conservative but have been developed based on actual budgets of successful charter schools, advice from WRCCS, and in consultation with members of CESA 1 to ensure realistic cost estimates.

Dr. Marc Renault, PhD in Math/Computer Science, has created this model, as well as accompanying worksheet that generates 5-year budgets based on the number of students enrolled. We have used this tool to generate three separate example budgets for three scenarios: high, mid- and low enrollments, with 40, 30, and 20 students per grade, respectively. Complete budgets are available here:

>low enrollment: https://docs.google.com/spreadsheets/d/1uaI9zV9FIYCMYnHTTrX6pnYHkY-KVhqxZ9rZdECsBZ0/edit?usp=drive_link

> mid-enrollment: <https://docs.google.com/spreadsheets/d/1JtoS-MM7250jI9zM7gRfFPt89y43baQYQLZqiOr8fYc/edit?usp=sharing> ;

>high-enrollment: https://docs.google.com/spreadsheets/d/14sBa4LjCzcc--zMDIIF_OEP46HAzmKTOeC0LjW1wiXI/edit?usp=sharing

Importantly, an analysis of our financial model shows that our school is financially sustainable with as few as 10 students per grade. Note that, to achieve 10 students per grade and open with 60 students, only 0.2% of West-GMA families would need to enroll!).

3. Identify any existing or anticipated relationships that exist between the proposed school and any related business entities (charter management organizations, subcontractors, community organizations, business, educational institutions, etc.). State the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities.

FDACE will have a curriculum licensing agreement with Hillsdale College. This licensing is free of charge. It will grant FDACE access to a proven curriculum (<https://k12.hillsdale.edu/Curriculum/Overview/>). Please note, that we are not expecting to become a Hillsdale Member school, as we desire to maintain complete autonomy to function as an LEA. As a Hillsdale curriculum school, we have full access to the Hillsdale curriculum, and, for a fee, access to teacher training, GB continuing education, and Hillsdale College Teacher job fairs (Member schools have free access to these supports, but have less autonomy).

FDACE will be working with WRCCS for training and support. We have already received a lot of training as part of our WRCCS Design Team Stipend that we were awarded this summer.

Additionally , FDACE is exploring contracting to CESA 6 or 9 for payroll, HR, and accounting services.

4. If applicable, identify the person(s) preparing the full application and describe how any costs associated with developing the full, new school application (if any) will be financed.

The full application will be prepared by the FDACE Design Team. Costs for developing this full application, especially needs assessment costs, are largely supported by a Design Team Stipend which was granted by WRCCS, awarded to FDACE in the summer of 2024 (\$10,000).

Section VII: POTENTIAL LOCATION OF SCHOOL

1. Describe the proposed geographic location of the school and rationale for selecting that location. Be explicit as to how the selected location aligns to the educational need, anticipated student population, and non-academic challenges the school is likely to encounter.

The proposed geographic location for FDACE is on the West side of the GMA. This location was selected for several reasons: **Educational Need:** The West side of Madison has been identified as an area lacking in affordable schools offering a classical education curriculum, which FDACE aims to provide. This unique educational model is designed to diversify the educational options available to families in this

region, meeting a significant community demand for alternative and rigorous academic programs. **Anticipated Student Population:** The proposed location is expected to serve a diverse student body drawn from the local community, including families who value a classical education. In particular, our area has rapidly growing immigrant populations many of whom are accustomed to and are seeking classical education, in particular to support learning English as a second language. The school plans to open with grades K-5, adding one grade each subsequent year until it reaches K-8, and eventually expanding to K-12. **Non-Academic Challenges:** The school site will be selected to be on a bus route. This will enable all students in the GMA access to the school, regardless of family transportation situations. Our broad drop-off time window in the mornings will also support the use of public transportation by providing arrival time flexibility to accommodate public transport schedules. We also aim to place the school near the belt-line highway for ease of parent drop off for those who are commuting.

2. Describe the steps that have been taken to identify potential school facilities.

FDACE has the following detailed plan for identifying /securing a facility prior to the school's opening:

Determine Specific Location Requirements: The facility should be located on the West side of GMA, with easy access to transportation routes. It must have adequate space to accommodate two classrooms per grade (K-8), a multipurpose space, an administrative office, and a controlled entrance. The facility should provide at least 45 square feet per student.

Conduct a Search for Available Facilities: Research available spaces using real estate websites like CREXi and other similar platforms. We will contact commercial real estate brokers to inquire about available spaces that meet our criteria. We will evaluate the cost per ft² of each space, compared with budget projections for rental expenses.

Evaluate the Available Options: Schedule site visits to shortlisted properties; assess whether they meet the specific requirements. Consider factors such as the building's age, condition, security features, accessibility, and parking availability. Check if any necessary renovations or modifications are required to meet the school's needs and whether they fit within the maintenance and repair budget.

Negotiate and Finalize a Lease Agreement: Negotiate the terms of the lease agreement with the property owner or management, including rental rate, lease duration, renewal options, and any tenant improvement allowances. Finalize the lease agreement and secure the facility for the school's opening. Ensure that the lease agreement includes provisions for early termination, expansion, or downsizing to accommodate potential changes in enrollment or facility needs.

Develop a Plan for Future Facility Needs: Assess the future facility needs of FDACE as it expands into high school, which may involve renting 2 or 3 spaces for the entire K-12 range. Determine when a sufficient cash reserve has been accumulated to make a substantial deposit for the construction of a building. Begin the process of identifying potential locations for constructing a building. An example of a potentially suitable building is 802 Deming Way, located on the West side of Madison on the border between Madison and Middleton. This building fits the zoning requirements for schools, is accessible, and has a rental price within the school's budget.