



Chain Exploration Center

Governance Council-- Regular Monthly Meeting

Amended on October 22, 2019 at 10:44 AM CDT

Date and Time

Thursday October 24, 2019 at 5:30 PM CDT

Location

Chain Exploration Center, Community Room

Agenda

	Purpose	Presenter	Time
I. Opening Items			5:30 PM
A. Record Attendance and Guests			1 m
B. Call the Meeting to Order			
C. Public Comment Period		Open	3 m
D. Approve Minutes	Approve Minutes	Megan Sanders	2 m
II. Advisor Update			5:36 PM
A. Project Cycle, Past and Next	FYI	Representing Advisor	5 m
III. Administrator/CEO			5:41 PM
A. Office Position Posted	Discuss	Rhonda Hare	5 m
B. CEC Budget	Discuss	Rhonda Hare	10 m
IV. Governance			5:56 PM
A. Board On Track Training	FYI	Board On Track, Katrina Zaid	45 m
Board will attend a Zoom training session with Board on Track during our scheduled regular meeting.			
V. Fundraising Committee			6:41 PM
A. Srips Update	Discuss	Sara Rogers	5 m
B. January Fundraiser Night	Discuss	Bob Schulz and Sara Rogers	5 m
C. Coffee Fundraiser Set for November Project Night	FYI	Sara Zoeller	1 m

Coffee was postponed due to illness.

VI. Grant Writing Committee

6:52 PM

A. Grant Applications

FYI

Megan Sanders

5 m

- Rotary Grant Application, September 30, 2019
- American Heart Association, October 11, 2019
- Wild Ones Grant, October 15, 2019

B. Other Opportunities

Discuss

Megan Sanders

5 m

Seeking other opportunities:

- Ukeleles for 2nd and 3rd grade.
- playground
- Anything else?

VII. Other Business

7:02 PM

A. Notice of Retirement- Mary Kaye Ristow

FYI

Megan Sanders

2 m

B. Set Meeting Dates for November and December

Discuss

Megan Sanders

5 m

November and December fall on holidays.

C. Upcoming Meetings

FYI

Megan Sanders

2 m

- Fundraising Committee -- November 5, 2019 @ 6:00 p.m.
- Grant Committee -- November 7, 2019 @ 2:30 p.m.
- PTG -- November 21, 2019 @ 7:30 a.m.

VIII. Closing Items

7:11 PM

A. Adjourn Meeting

Vote

Cover Sheet

Approve Minutes

Section:	I. Opening Items
Item:	D. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	GC Meeting Minutes 9.26.19.pdf



GOVERNANCE COUNCIL MEETING MINUTES

Thursday, September 26, 2019

5:30 pm

Community Room

I. President's Comments

II. Call to Order- 5:30pm

III. Roll Call- Megan Sanders, Sara Rogers, Laurie Wagner, Becky Lange, Bob Schulz, Ella Waite.

IV. Approval of Agenda- Bob moved to approve, Sara R. seconded. Agenda was approved.

V. Public Comment- Sandy Robinson spoke about possible collaborative trainings with the SDW School Board.

VI. Approval of Minutes. Bob moved to approve Laurie seconded. The minutes were approved.

VII. Advisory Update

A. It was fun to see the kids returning and the new ones come in. There are certain common times that the whole CEC gathers.

B. This project cycle is My Place in Space. A professor from UWSP did a Google Hangout with students to answer questions. Julie DeWalt will model a presentation on her trip to Africa.

C. PLP- Personalized Learning Plan is on Chromebooks or hard copy for younger grades.

VIII. Administrator

A. Electives- Video footage of students talking about their electives.

B. Garden- Food was brought out into the community and also used for FACE class.

C. Animal Structures- Fencing for chickens and materials for the bunny habitats.

D. Parent Orientation and Project Night Plans- Grades 2/3 will be in the gym with a museum style and 4-6 will present at specific times upstairs.

E. Student Rep Assignment- Book Drive

F. CEC Funds Policy and Budget

1. A Task force was created to review the checking account, procedures and future financial sustainability. Those interested in serving on the task force are: Bob, Sara, Sara Z, Megan, Sandy Robinson, Rhonda Hare and Becky.

IX. Governance Council

A. Board on Track- will Zoom at the next GC meeting.

B. Newsletter- Next issue in about 2 weeks. October 5th deadline for submissions to Sara R.

C. Treasurer's Report

1. Annual Conflict of Interest
2. IRS Form 990 Review- needs to be posted on the website.

D. Performance Measures- DPI Monthly Call and Graduation Rubric

E. Fundraising Committee-

1. Brat Fry- Next year do it in summer. Made about \$463.
2. Coffee Fundraiser- Copper Rock Appleton- Samples at the project night.
3. Scrip- Sara Z. made a motion to approve pursuing Scrip, Laurie seconded.

Approved unanimously.

G. Upcoming Meetings

1. Grant Committee- Oct. 3
2. Fundraising Committee-Oct. 1
3. GC Meeting- Oct 24

IX. Adjournment- Sara R. made motion to adjourn and Laurie seconded. Adjourned at 7:06pm.

Cover Sheet

CEC Budget

Section:	III. Administrator/CEO
Item:	B. CEC Budget
Purpose:	Discuss
Submitted by:	
Related Material:	October Copy of CEC 19-20 BUDGET Report.pdf October Copy of Grant 19-20 BUDGET Report.pdf

CEC DISTRICT BUDGET 19-20: \$12,277.00					Actual
300 Purchased Services			Budgeted	Spent	
		300 Total	\$2,077.00		\$2,077.00
340	Travel				
	342	Employee Travel			
350	Communication				
	351	Advertising			
380	Intergovernmental Payments for Service				
	388				
400 Non-Capital Objects					
	400 Total		\$8,000.00		\$6,068.51
410	Supplies				
	411	General Supplies			
		Student Agendas (PO 01)		\$432.25	
		Classroom books (PO 18)		\$172.26	
		Classroom Supplies (PO 03)		\$129.78	
		Art Supplies		\$81.27	
				\$795.24	
	415	Food			
		Open House refreshments (PO 19)		\$211.20	
	417	Paper			
	440	Non-Capital Equipment			
470	Textbooks and Workbooks				

8 of 46

CEC FUND 21 Fundraising 19-20

		Award Amount		Spent	
Grant Awards					
	PLTW		\$10,000.00		10,000.00

CFC Checking Account

			Total
Student Council			\$488.00
Cookie/Turner's Fundriaser		\$488.00	
Governance Council			\$5,649.23
Brat Fry		\$463.67	

ITEM	AMOUNT	PO #	Vendor	
Bathroom Cabinet	67.99	5	Amazon	journal out
Registration for Environmental Workshop	300	6	Wt Green Schools	claimed sept
CleverTouch Boards for grades 2/6	6325.14	7	Tiemey Bros	claimed sept
Chromebooks for grades 2-6	12960	8	CDW Govt	claimed sept
TV for Makerspace	179.99	9	Bankfirst Best Buy	claimed sept
Storage for PLTW	165.16	10	Bankfirst Walmart	claimed sept
F.A.C.E. Kitchen Supplies	476.1	12	Amazon	
Makerspace chromebook and keyboard	304.98	13	Amazon	
Furniture for Makerspace and 2nd-3rd	10,403.01	14	Worthington Direct	claimed sept
Student Storage Cubbies	173.98	16	Bankfirst IKEA	claimed sept
new studetn supplies	2649.76	21	Bankfirst Amazon	
Suzuki Books for each student	1073.35	20	Bankfirst/Amazon	
TV bracket for Makerspace	99.99	22	Bankfirst/Best Buy	
Classroom bookbins	754.87	23	Really Good Stuff	
Chairs and other furniture	5392.38	24	Worthington Direct	
Additional instrument and music supplies	1754.88	25	Heid Music	
Professioanl Development for CleverTouch	1299	26	Tiemey Bros	
iPads	9856.99	1201920024	Apple	
ERMA mileage C Seifert for Env. Wksp	86.42	n/a	ERMA	partial PO-with PLTW grant 7/31
Houghton Mifflin Math PD Gr 2-6	1344	1201920016	Houghton Mifflin	
Heinemann Phonics Curric Gr 2-3	878	1201920011	Heinemann	partial PO with Chain El
Clevertouch PD session	1,299.00	26	Tiemey Bros	journal out
1st semester payment for Suzuki	26,125.67	27	Aber Suzuki Center	
Sewing Machine	299	28	Sew n Sew	
Book caddies	126.85	29	Really Good Stuff	
Additional Violin Books	95.95	30	Heid Music	
Makerspace supplies	567.82	31	Amazon	
Registration for Responsive Classroom	800	34	CESA 5	
IEEA Student cubbies	194.09	35	Bankfirst/IKEA	
Fees for teacher Suzuki training	300	36	Pat d'Ercole	
Airtame wireless router for greatroom	399	37	CDW Govt	
Makerspace Tables	8475.13	38	Worthington Direct	

Boot racks

238.44

39 Amazon

56545.99

partial PO with Chain EI

GRANT BUDGET 18-19

Chain Exploration Center - Governance Council-- Regular Monthly Meeting - Agenda - Thursday October 24, 2019 at 5:30 PM

#

300 Purchased Services

[illegible]

[illegible]

[illegible]

\$3,162.57				\$337.43
\$6,480.00				0
\$4,928.49				\$1,521.51
\$3,162.57				\$337.43
\$6,480.00				0
\$179.99				0
\$4,928.50				\$1,521.51
\$47,179.42				

Cover Sheet

Grant Applications

Section: VI. Grant Writing Committee
Item: A. Grant Applications
Purpose: FYI
Submitted by:
Related Material: 2019 Rotary Grant Application.pdf
American Heart Association - Community Funding.pdf
WildOnesSeedsApplication19-20.pdf

BACKGROUND:

These grant proposals have been submitted and are awaiting responses. Rotary - \$1500 for 25 pairs of snowshoes. American Heart Association - \$2500 for 2 hydroponics systems, PH Meter, and D.O. Meter. Wild Ones- \$500 in plants to restore prairie. Formed partnership with local Wild Ones Chapter.

RECOMMENDATION:

FYI



N1360 Silver Lake Drive
Waupaca, WI 54981
715/258-4151
Fax: 715/258-4512

To: Rotary Club of Waupaca
From: Megan Sanders, CEC Governance Council President
Date: September 28, 2019
Re: Rotary Education Grant

Project Title: Happy Feet; Snowshoes

School: Chain Exploration Center (CEC)

Grades: Kindergarten – 8th

Amount Requested: \$2,000

Brief Description of Project and Request:

The 2018-2019 school year marks the second year of operation for the Chain Exploration Center, the School District of Waupaca's first and only charter school. Charter schools are public schools and in Wisconsin many of them are instrumentalities of the districts. The original and prevailing purpose for charter schools around the nation and in Wisconsin is to test out new teaching methods, programs, and ideologies. The Chain Exploration Center (CEC) is a project-based school with four focus areas and an emphasis on teaching 21st Century Skills. One of our focus areas is environmental education encouraging students to build an understanding of human impact while simultaneously fostering relationships with the outdoors and local habitats. The CEC staff, Governance Council, and community members actively seek out creative activities to engage students in the environment all seasons of the year with an emphasis on ideas for the winter months this year.

The CEC is replacing the Chain Elementary School as it grows in size each year by adding grade levels. The school will function as a Kindergarten through 8th grade by the 2021-2022 school year. As we grow the program continues to flex and adapt allowing our vision and mission to take shape. This year we began our partnership with the Aber Suzuki Center at University of Wisconsin Stevens Point, our string program. In order to provide string instruction and instruments to all our students in 4th-6th grades at no cost we traded out our traditional Physical Education program. Our staff, Governance Council, and community members took this opportunity to form a creative alternative to Physical Education class that remains true to our original vision and mission of the school. The alternative class, Physical

Activity, focuses on keeping heart rates up and exposing kids to a broader sense of the meaning of “being active”. In this class, every other day, students voice their passions through bi-weekly surveys where they can pick from a variety of active options and suggest new options for the next round of surveys. Students can pick from spectrum activities including more traditional options: soccer, flag-football, the rock climbing wall. The spectrum includes non-traditional/innovative ideas such as: trail clean-up on our property, paper-airplane making/testing, geocaching, aerobics. One of the favorite activities last year was kayaking on Silver Lake. This year we are able to incorporate kayaking in Physical Activity class. This is an excellent time to include community volunteers. This was made possible with funds generously donated last year through Rotary.

This year we would like to purchase 25 pairs of snowshoes for our students in all grades to use in Physical Activity class. Twenty-five pairs allow enough for one class at a time, with an aide. The purchase of 25 pairs also allows for all sizes of students to participate. We contacted Adventure Outfitters in Waupaca for advice on the most sustainable and kid friendly options. They recommended Redfeather snowshoes which are made in Wisconsin. Redfeather offers school discounts and Adventure Outfitters is committed to helping us get the best price. These snowshoes are durable and easy to get on quickly for the students. “Light as a Feather” is a written snowshoe curriculum to provide ideas and inspiration to help guide instruction. This curriculum is free with the purchase of a class set. Each pair of snowshoes is approximately \$80. If we buy 25 pairs at \$80 the cost would be \$2000. The Governance Council would be able to maintain the class set once it is established with fundraised funds.

We will evaluate the popularity of snowshoeing through student surveys and comments. Advisors/teachers will adjust the programming to suit student needs and expand with student input. We plan to use our “GoPro Cameras” to do video journals to be publicized on our website as well as sent to Rotary with pictures and student testimonials as a way to report our success and enjoyment.

Snowshoes would provide ample opportunity to explore our property as well as the frozen Silver Lake throughout the winter and offer students another option throughout the winter. Thank you for your consideration and previous support of our program.

Contact Person: Megan Sanders

E-mail Address: msanders@waupacaschools.org

Mailing Address: N3160 Silver Lake Drive Waupaca, WI 54981

Phone: 715-252-3592

Administration Approval:

On behalf of the Governance Council and our Grant Writing Committee, we approve this proposal per our Bylaws.

THANK YOU!

Megan Sanders

R-1910-01957 - Teaching Gardens 2019

▼ School Information

Program:	Teaching Gardens
Sub Program:	Teaching Gardens Network
Primary Contact Name:	Megan Sanders
Primary Contact Name:	Megan Sanders
Primary Contact Email:	msanders@waupacaschools.org
School Name:	Chain Exploration Center
School Address:	N3160 Silver Lake Drive
School City:	Waupaca
School State:	WI
School Zipcode:	54981
School District Name:	School District of Waupaca
School Type:	3. Charter School
Grade Levels Served:	2. Elementary School, 3. Middle School
Title 1 School:	2. No
School Enrollment Estimated Count:	162

▼ Application Questions

Name of project you want funded: Year Round Nutrition

Describe your garden team. Who will be involved and what are their qualifications? :

Our garden team leader is an advisor/teacher in charge of the Family and Consumer Science program. She has a Master's Degree in Environmental Education and has been teaching for over 30 years. Team members include, but are never limited to, students, parents, local community members, and school district staff members. The team includes: finance background, Environmental Education Specialists, hobby aquaponics/hydroponics farmers, community garden volunteers with 10+ years growing experience, a microbiologist, local farmer, and small business owners.

Tell us about your Teaching Garden goals and what you hope to accomplish with your program.

Describe your nutrition and health education component. :

We are a charter school and an instrumentality of the School District of Waupaca in central Wisconsin. Our charter school, which opened in the 2018-2019 school year. We are a project-based school with a focus of Environmental, Agriculture, S.T.E.M., and the Arts. We started a local community garden on the property covering approximately one acre of the 25.5 comprehensive acres. School District employees prepared the land, tested the soil, and hooked up irrigation with community grant dollars. The food grown this summer was donated to local organizations like the food pantry, local churches, and the veteran's home. The children were involved in all aspects of this garden from planning to donating. This program included lots of summer volunteers as well as a paid coordinator. Our climate limits student interaction with the garden. It is the intention of expanding our growing season by utilizing hydroponics and aquaponics systems to continue work and distinguish difference in agricultural processes. The addition of hydroponics systems will not only increase curriculum possibilities, but also allow our students to have access to fresh produce throughout the year. We currently have one active hydroponics system. The students are involved in the entire process with the lead

teacher.

Part of our mission as a charter school is to launch new and innovative programs and methodologies. Next year we are implementing an alternative lunch program for our students. Our Family and Consumer Science Class requires more space with growing demand, so they will move to our kitchen on campus. We are eliminating hot lunch, while continuing to supply cold lunch to all students as an option. The cold lunch program in our district is not a developed program. Our charter school has the privilege to design a more comprehensive cold lunch program. We are coordinating with our district health department as well as our food service program.

Offering fresh produce all year will promote healthy habits, expose students to a wider range of food, and aid in creating a culture of wellness on campus. Family and Consumer Science students actively plan and monitor the hydroponics systems, experiment with grow medium, seeds, and nutrient variations with the intention of providing a rotation of fresh produce to students in the winter months. All students enrolled in the charter school participate in this elective, ensuring access to all students. Students will monitor progress and variations of plants each day, excluding weekends, to collect and analyze scientific data. This class also focuses on nutrition and healthy meal prep for the first nine weeks of the curriculum. Upcoming projects include recent food trends such as the micro-green movement and growing fodder indoors for our resident bunnies and chickens.

Our Physical Activity Class began this year and replace our traditional Physical Education Class. This class incorporates traditional P.E. activities and sports, but it also has expanded to include activities like flying kites, working in the garden, kayaking, and hiking to name a few. The idea of the class is to broaden the idea of what "being active" means and supporting the idea that getting exercise can look very different depending on personal choice. Our class has a health component as well. Students discuss healthy habits, invent new ways to keep their heart rates up, explore dangerous "health misconceptions", and promote our culture of well-being and self-care.

Is your garden new or existing? 2. Existing

Is your garden primarily focused on growing edible plants? 1. Yes

What type of gardens will you be building? 4. Hydroponic

What will you do with the food that is grown in the Teaching Garden?

The food grown in our hydroponics system will be used in our lunch program for all students. The food will also be used in our Family and Consumer Science Class. An upcoming project would grow a small amount of fodder to provide "treats" to our bunnies and chickens throughout the winter months.

List your community partners and how you will engage your community in your garden.

Our outdoor community garden engaged local gardeners and provided food to the food pantry, local churches, and the veteran's home. Community partners include our local Parent Teacher Group, local nutritionists, school district employees/board members, local chefs, and future partners. The Parent Teacher Group has working plans for the 20-21 school year of providing hot lunches to students at least once a month at first. This group would be consulted and involved in the planning of rotation to provide items such as fresh herbs. The local nutritionists and food service employees are aiding in redesigning what our cold lunch program will look like, we regularly consult and report with our district employees and school board members on the new programs being implemented as well as challenges and successes to everything we try, including the new lunch program. We have connections to local chefs that have expressed interest in assisting in our growing/harvesting/preparing of produce grown. Our future partnerships include developing the local chef relationship to one day provide micro greens or herbs to the restaurants, to talk about different ways to prepare food and food safety. We would also like to include local hydroponics farms and local stores to come and talk with our students and provide insight to ensure success.

How will you measure the impact and success of your garden?

Experimenting to discover the most efficient methods of growing will increase productivity. We will keep records of production as well as experimental discoveries as means of measurement. Goal setting for each 9 weeks and working with the Parent Teacher Group to aid in their mission, and being able to provide produce all year to our students will be working measurements of success.

How will you spend the AHA Teaching Garden Network grant funds specifically? :

The funds will be spent on two OpcomFarm systems, the GrowWall3 totally approximately \$2200 with shipping. The remaining funds, \$300 will be used to purchase a digital Dissolved Oxygen meter and a digital PH meter to do regular water quality testing.

How will you sustain your garden financially over time? :

Our goal, financially, is to sustain the program through the kids purchasing lunches, providing micro greens to local restaurants. Through fundraising with the Parent Teacher Group, the operating budget for the year, and funds raised by the Governance Board of the charter school we are able to supplement and sustain the indoor garden curriculum. Each tier of our organization/school is committed to a healthy future for students and the success of an indoor garden for our climate.

Schools that meet grant criteria, but are not selected for a grant may be eligible for a school garden grant kit that includes materials to build a new garden. Would your school be interested in receiving one of these kits?

I agree to accepting a kit if selected: 2. No

▼ Documents

APPLICATION UPLOADS



Administrator Approval Letter.pdf

Other Documents

Added by Megan Sanders at 11:25 AM on October 10, 2019



Chain Community Garden 19-20 AHA Grant App.pdf

Other Documents

Added by Megan Sanders at 5:25 PM on October 9, 2019



Lorrie Otto Seeds for Education (SFE) Fund

Thank you for your interest in applying for a Wild Ones Lorrie Otto Seeds for Education (SFE) grant. Wild Ones is a national organization with over 4000 members and over 50 chapters. Our mission is to educate about the benefits of growing native plants and natural landscaping to promote biodiversity through environmentally sound landscaping practices.

The SFE program began in 1996 as a way to honor Wild Ones founder, Lorrie Otto, who advocated for environmental stewardship and the value of native landscaping. Annually, Wild Ones awards from \$150 to \$500 to each selected grant project to purchase native plants and seeds to help establish a hands-on nature education area for youth engagement.

Eligible Applicants

Funding is for U.S. schools, nature centers, public and non-profit places of learning serving preschool through high school, including houses of worship. SFE projects must have a designated and sustainable site. The grant project should be developed locally with community volunteer support. The Project Coordinator needs to be both knowledgeable and directly involved in project implementation.

Eligible Projects

Project goals should focus on developing an awareness for nature by growing native plants in a garden or landscape. Projects must be hands-on, emphasize involvement by students and volunteers in most phases of development, and increase the site's educational value. The design must show complete and thoughtful planning. Use of, and teaching about, native plants and the native plant community is mandatory. The native plants selected, must be appropriate to the applicant's local EcoRegion and site conditions (soil, water, sunlight).

- **To determine your local EcoRegion**, view the USEPA EcoRegion maps: <https://www.epa.gov/eco-research/ecoregions>. Please use Level III or Level IV.
- To check if your proposed SFE native plants have been recorded for your state and county, go to: **USDA Plant Database:** <https://plants.usda.gov/>.

- **Importance of Local Ecotype**, Guidelines for Selection of Native Plants:
https://www.fs.fed.us/wildflowers/Native_Plant_Materials/Native_Gardening/genetics.shtml

Examples of suggested SFE projects:

1. Restore a native habitat in an outdoor learning site such as prairie, woodland, wetland
2. Develop and maintain a nature trail at a public library landscaped with native plants.
3. Establish a pollinator garden, then engage students in citizen science activities.
4. Install a rain garden to study the effects of native vegetation on local water quality.
5. Age appropriate gardens: Preschool Sensory and Color Trail; Middle School Courtyard: Bee and Pollinator Watch.

Grant Funding

SFE applicants may request \$150 to \$500 to purchase native plants and seed for the grant year. However, the budget must show how monies will be spent overall for the project. Successful grants may receive discounts on seed, and plants through Wild Ones native plant nursery partners. The grant project coordinator will also receive a complimentary Wild Ones one-year membership and the electronic quarterly, the "Wild Ones Journal." SFE projects may be featured in this publication or on the website.

Wild Ones Resources

The Wild Ones website (wildones.org) provides information and links to additional SFE resources. Please check if there is a nearby Wild Ones chapter to connect with. Wild Ones members have in-depth gardening expertise to share. Wild Ones chapters sponsor events, educational programs, field trips, stewardship projects and often share plants and seeds.

Wild Ones members are dedicated to the use of natural landscaping with native plant species as an ecologically improved alternative to traditional landscaping practices.

We recommend the book [Bringing Nature Home](#) by Douglas Tallamy, a Wild Ones Honorary Director. You will find enjoyable online presentations by Dr. Tallamy as well. He provides key points about the importance of growing native plants to support wildlife and the environment.

Judging Process

Several SFE judges evaluate each qualified application. Based on overall ratings, Wild Ones will select the top scoring projects and provide cash awards as available funds permits.

Grant Timeline

- SFE Final Application Deadline: Midnight, October 15th.
Submit your completed electronic application and attachments (PDFs) via email to: sfeapplication@wildones.org.
- Mid-January: Eligible grants are scored by the Wild Ones judging team.
Recommendations are made for funding.
- Mid-February: Email notification will be made to all applicants. Award letters and funding for successful SFE applicants will follow.
- One Year Project Anniversary: Final Grant Report due February 15th. See details below.

Final Project Report

Grant recipients must submit a **Grant Project Report**, with native plant and seed receipts and photographs to Wild Ones within one year of the award letter. The Report documents your project along with photographs; you may include site plans, curricula, artwork, etc. The reporting form will be sent with the award letter. Students and volunteers may help in developing this report. Once the Grant Project Report has been received, Wild Ones will send a sign for your outdoor project site.

Publicity

Grant recipients are required to acknowledge Wild Ones as a funding source in their project publicity and printed materials. Release forms must be used. Details and a sample media release will be provided if funded.

If you have any questions, please email info@wildones.org or call (920)730-3986.



Lorrie Otto Seeds for Education (SFE) Fund

Grant Application Form

Instructions

1. Submit this SFE Application Form electronically, no later than midnight, October 15th (your local time zone). Complete all required parts of the SFE Application. **If all questions are not answered, your application will be disqualified.** Be prepared with a draft of your responses before filling out this form. You must finish in one sitting since it cannot be saved in Adobe Reader when partially complete.
2. Attachments are required. Be sure to attach the two mandatory sketches or plans (questions 8 & 9) as part of this application. After clicking the submit button, your email program will open a new email message addressed to SFEapplication@wildones.org with this form attached. Attach the files requested in questions #8 and #9 to this same email and send. If you find it necessary to email these files separately, use your Project Name on the subject line along with "SFE Plans" and email to SFEapplication@wildones.org. **NOTE:** we ask you to submit only 2 emails per application and limit each attachment to **1MB or less**.
3. SFE applications can be accepted in this PDF fill-in Form only and must be submitted via email. An application submitted in any other format is ineligible.
4. **Reminder:** Set aside enough time to complete the SFE Grant Application Form in one sitting.
5. If you have any questions or need information, email info@wildones.org.

Name of person filling out this form:

Megan Sanders, Governance Council President

Email address:

msanders@waupacaschools.org

Project title:

CEC Native Plant Garden

Brief summary of project:
(No more than 1-2 sentences)

Replacing sod with a 400 square foot native planting, with emphasis on pollinator habitat and increasing insect diversification.

Project Address:

N3160 Silver Lake Drive, Waupaca, WI 54981

Project duration from:

April 2020

To:

October 2020

Total project budget:

\$1000.00

Amount budgeted for native seeds:

\$0

Amount budgeted for native plants:

\$1000.00

Grant amount requested:

\$500.00

Contact Information for Your Organization

Org. name:	<input type="text" value="Chain Exploration Center"/>	Year it was founded:	<input type="text" value="2018"/>
Street address:	<input type="text" value="N3160 Silver Lake Drive"/>		
	<input type="text" value="Waupaca, WI 54981"/>	City, State and ZIP	
Phone:	<input type="text" value="715-258-4151"/>	Website:	<input type="text" value="https://www.chainexplorationcenter.org"/>

Your Project Coordinator Contact Information

Name:	<input type="text" value="Mary Kaye Ristow"/>	Title:	<input type="text" value="Lead Advisor"/>
Street address:	<input type="text" value="N3160 Silver Lake Drive"/>		
City, state and ZIP:	<input type="text" value="Waupaca, WI 54981"/>		
Phone:	<input type="text" value="715-258-4151"/>	Email:	<input type="text" value="mristow@waupacaschools.org"/>

Authorization

I understand that the awarding of grants and amount of grants shall be subject to the sole discretion of the Wild Ones Lorrie Otto Seeds for Education Program Committee. I also understand project descriptions become the property of Wild Ones. If I am awarded a grant, Wild Ones shall have the right to supply others with a description of the project and disseminate its underlying concepts and/or ideas. If awarded a grant, I agree to acknowledge this funding source in any project publicity or printed materials and submit an expense accounting within one year of the date of the award letter. Wild Ones and sponsors and/or any of its agents, officials, and employees shall assume no responsibility or liability for claims of damage of any kind to property or for claims of injury to any person in connection with a grant. This project is being sponsored by a not-for-profit organization.

Project Coordinator's name:	<input type="text" value="Mary Kaye Ristow"/>	Date:	<input type="text" value="10/11/19"/>
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Support

Approving Official - I have reviewed the completed application and support this project wholeheartedly.

(By a representative of the site owner described below, usually a Superintendent, Principal, or Organization Official)

Approving Official's Name:	<input type="text" value="Rhonda Hare"/>	Title:	<input type="text" value="Administrator"/>
Approving Official's E-mail:	<input type="text" value="rhare@waupacaschools.org"/>		

How did your agency learn about the Wild Ones Seeds for Education grant?

Is the local **Wild Ones Chapter** aware of your project? (Not applicable if no chapter within 30-miles) For list of Wild Ones chapters <https://wildones.org/chapters-2/>.

Chapter name:

Central Wisconsin Wild Ones Chapter

Officer's name:

Keri Otte & Paul Skawinski

Project Description

1. Ecological Description of Project Site

- A. **A. What **EcoRegion** does your project area represent? Please describe briefly. (See: Eligible Projects, page 1)**

Level III - North Central hardwood forests

- B. **B. Describe use of any non-native plant species in project area and reason for using them.**

Non-native plants will not be used in the project area. All invasives will be removed sustainably and prior to flowering or seed bearing stage.

- C. **C. Give examples of insects, birds, mammals, amphibians expected to use the project site for shelter, food and nesting.**

Neotropical migrants, among other bioregional bird species utilize the property's mature conifers for housing and will be able to use the plants obtained for food and nectar source. In addition, we would like to add native and mason bee houses to the project area to encourage and provide native pollinator housing.

2. Project Coordination

- A. **Briefly summarize qualifications of Project Coordinator.**

Mary Kaye Ristow has a master's degree in environmental education from the University of Wisconsin- Stevens Point. She has installed and maintained three native prairie plantings on her own personal property. Furthermore, she has designed and implemented a prairie for Washington School in Wisconsin Rapids.

- B. **If present Project Coordinator leaves, how will the project be sustained?**

The project will be sustained through dedicated parental and school staff involvement and maintenance.

3. Project Preparation

- A. **Who was involved in the project design? If students involved, list ages or grades.**

Students in grades 2-6 will be involved at the implementation stage of the garden and will be involved in the design of future garden expansion once the initial project site is established.

B. Who was involved in the research and development of the plant list? If students involved, list ages or grades.

Plant list developed by local Wild Ones chapter (Central Wisconsin chapter).

C. Describe the extent to which local citizenry supports the project. Have parents, neighbors or others made in-kind, or monetary donations to the project? Any concerns or complaints? Was it necessary to rewrite any landscaping or weed ordinances? Has the local news media publicized the project?

The school governance board has pledged monetary support and the project area has been dedicated a "pesticide-free" zone. Parents of children attending the school are largely in support of a more sustainable and eco-friendly alternative to mowing the over 25 acres owned by the School District of Waupaca. Additionally, other parents have pledged their time to volunteer maintaining the garden once it is planted. Moreover, students are required to complete community service projects/hours and volunteer time every year. Maintaining the project area will qualify as an opportunity to fulfill these hours.

4. Educational Use of Area

A. How will the project be used in school curricula (lesson plans, student reports, etc.)? List main ecological concepts.

The students will be involved on an intimate level in the planting, maintaining, and expanding the prairie area with the hopes of restoring much of the acreage to its former habitat. Additionally, once the garden is established, the students will learn the life cycle of seeds to plants, and the symbiotic relationship between diverse trophic levels. Students will have the opportunity to conduct a local citizen science project area, observing the changes that take place throughout the seasons, among other environmental educational topics.

B. What will be the demographics of the people using the project upon completion? (Number, ages and purpose.)

Initial responses from staff and the governance board indicate exposure of the project to be ages 5 and up. Precise numbers are variable, but could be as high as 300, including family members of students attending the school. The location of the project will be advantageous to attract local community members and neighbors for further use of the prairie.

5. Management and Maintenance

A. Who was/will be involved in site preparation? If students involved, include age or grades.

Students, grades 2-6 will be involved in site preparation in the 2019-2020 school year. The school will grow to reach K-8 by the 2021-2022 school year. All grade levels will actively monitor and engage the native habitat and aid in the annual expansion.

B. How will the site be prepared in anticipation of planting?

The site will be prepared using a sod cutter, donated by a community member. The topsoil will be removed. We will then cover the area with compost, which will be donated by a local community member. Plants will be watered diligently: every other day or every day for the first month to nourish and establish root systems.

- C.** What methods will be used to control invasive, or non-native plants from out-competing the new native plants in the grant project area?

Weeding will be on a weekly or twice weekly basis. Invasive species will be removed from the project area in preparation for planting prior to flowering and/or seed-bearing stage.

- D.** Who will be responsible for management and maintenance after the project's completion, including over the summer months?

Maintenance and management over the summer will include students in grades 2-6. Our school also employs a garden coordinator that is regularly at the site throughout the summer and will keep everyone informed of next steps and current efforts.

6. Site Ownership

- A.** Who owns the project site? Usually a school district, nature center, house of worship or similar entity.

The School District of Waupaca

7. Plant Species and Sources

- A.** Describe the resources used to develop your plant and seed list. Plan for a progression of seasonal blooming so your project area is welcoming year-round – not only to wildlife, but people as well.

We utilized the annual plant sale list as designed and developed by Central Wisconsin chapter of Wild Ones. These plant species are optimal for the success in our region and beneficial to forming partnerships for our students and community. We also worked closely with the Wild Ones local Chapter to ensure the correct species, make proper considerations such as soil type and amount of sunlight. Additionally, we cross referenced the Top 12 Beginner Butterfly Gardens, as developed by the Wisconsin Monarch Collaborative.

We also wanted it to be beautiful as well as home to native species, so we made sure to include plants that will thrive all summer long and provide beautiful blooms throughout the entire season. Our plan also includes access to the area so that students, teachers, and community members are able to stand within the habitat to admire the beauty of nature.

- B. Native Plant and Seed Budget.** List **Common** and **Scientific** (Latin) names of each species—correct spelling please. Then, list the approximate quantity and their cost. **All fields are required.** If your plant list is longer than fill-in lines allow, attach a separate PDF file.

Common Name	Scientific Name	Quantity	Cost Per Item	Total
butterfly milkweed	Asclepias tuberosa	32	\$3.00	\$96.00
lance-leaf coreopsis	coreopsis lanceolata	22	\$3.00	\$66.00
purple coneflower	echinacea purpurea	22	\$3.00	\$66.00
nodding onion	allium cernuum	50	\$3.00	\$150.00
common milkweed	asclepias syriaca	22	\$3.00	\$66.00
blue wild indigo	baptisia australis	10	\$3.00	\$30.00
rattlesnake master	eryngium yuccifolium	12	\$3.00	\$66.00
rough blazing star	liatris aspera	22	\$3.00	\$66.00
wild lupine	lupinus perennis	22	\$3.00	\$66.00
wild bergamot	monarda fistulosa	22	\$3.00	\$66.00
swamp milkweed	asclepias incarnata	8	\$3.00	\$24.00
sweet black-eyed susan	rudbeckia subtomentosa	22	\$3.00	\$66.00
little bluestem	schizachyrium scoparium	22	\$3.00	\$66.00
new england aster	symphyotrichum novae-angliae	22	\$3.00	\$66.00
golden alexanders	zizia aurea	22	\$3.00	\$66.00
TOTAL				\$990.00

- C.** List Native Plant sources where you plan to obtain local genotype native plants and/or seeds. Include whether they are willing to act as a Wild Ones Nursery Partner for your project. Include contact info for each.

Central Wisconsin Wild Ones native plant sale in 2020 - Paul Skawinski, wildonescw@gmail.com

We have active confirmation that our local chapter is willing to collaborate and partner with us for educational purposes.

8. Project Area as it Currently Exists - Required to be emailed with application; not to exceed 1MB in size.

Provide a sketch or diagram of the entire area you intend to use as it **currently exists**, including dimensions; save as a PDF file. Show significant existing natural and human-made features. Be sure your diagram includes scale, planting conditions (light, soil, moisture), directional points, (North, East, South, West). Note what vegetation, if any, will be eliminated. *(See instructions on page 3 for attaching image files.). If you use photos, make sure the required information is labeled in text boxes.*

9. Project Design - Required to be emailed with application; not to exceed 1MB in size.

Provide sketch or diagram of the SFE plan for the project area. Show or describe the landscape as it will appear when the grant project is completed; save as a PDF file. Identify any physical structures that will be constructed and native plants and seeds that will be grown. Include scale and directional points. *(See instructions on page 3 for attaching image files.) If you use photos, make sure the required information is labeled in text boxes.*

10. Overall Project Budget

- A. Beyond your plant and seed budget in 7B, list other project costs. Then, at the bottom, include your plants and seed total, for a Project Total, a required field.

Item Description	To Be Done by Whom	Total
compost to cover 400 square feet	Donation Dan Riley	\$0
sod cutter	Donation Community Member	\$0
weed barrier 20 square feet	Purchase by Governance Council	\$0
20 square feet of mulch	Donation Parent/community member	\$0
Enter your total Plant and Seed budget from 7B here.		
\$1,000	\$1,000.00	
Project TOTAL	\$1,000.00	\$1,000.00

- B. Describe the plans for obtaining other funding needed to carry out the project.

The Governance Council is committed to matching funds raised through grant writing efforts. Each year the Governance Council participates in a variety of fundraising opportunities. These include soliciting funds, a local Brat-Fry, a school-wide/community rummage/recycling sale, a fun run, and a variety of other efforts.

The Governance Council is also working with the district to match funding for the efforts on property.

11. Schedule

- A.** Provide a timeline for your SFE grant project from point of grant application to grant project completion.
(Click on the comment for an example.) Include youth activities if possible.

Time Period	Activity
February	Notification of grant received
April	Place order for plants through Central Wisconsin Wild Ones
April/May	Section off and clearly mark project area
May	Cut sod and dig 3" below removed topsoil
May	Pick up ordered plants
May	Plant garden with help from students, parents, and staff
May/June	Maintain garden with intense watering and weeding
June-August	Maintain garden through parent and student involvement
Aug-November	Include garden in science curriculum whenever possible

Last Step

After all questions have been answered, click the "Submit by E-mail" button below to open the email which will send the application to Wild Ones. After the email message opens, manually attach the PDF files requested in questions #8 and #9.

We are looking forward to reading your Wild Ones Lorrie Otto Seeds for Education application!

Please submit completed SFE grant application and attachments no later than October 15th.

[Submit by Email](#)
[Print Form](#)





Planning & Zoning Viewer

Other Apps



A horizontal number line with arrows at both ends. It is labeled with 0, 150, and 300ft.

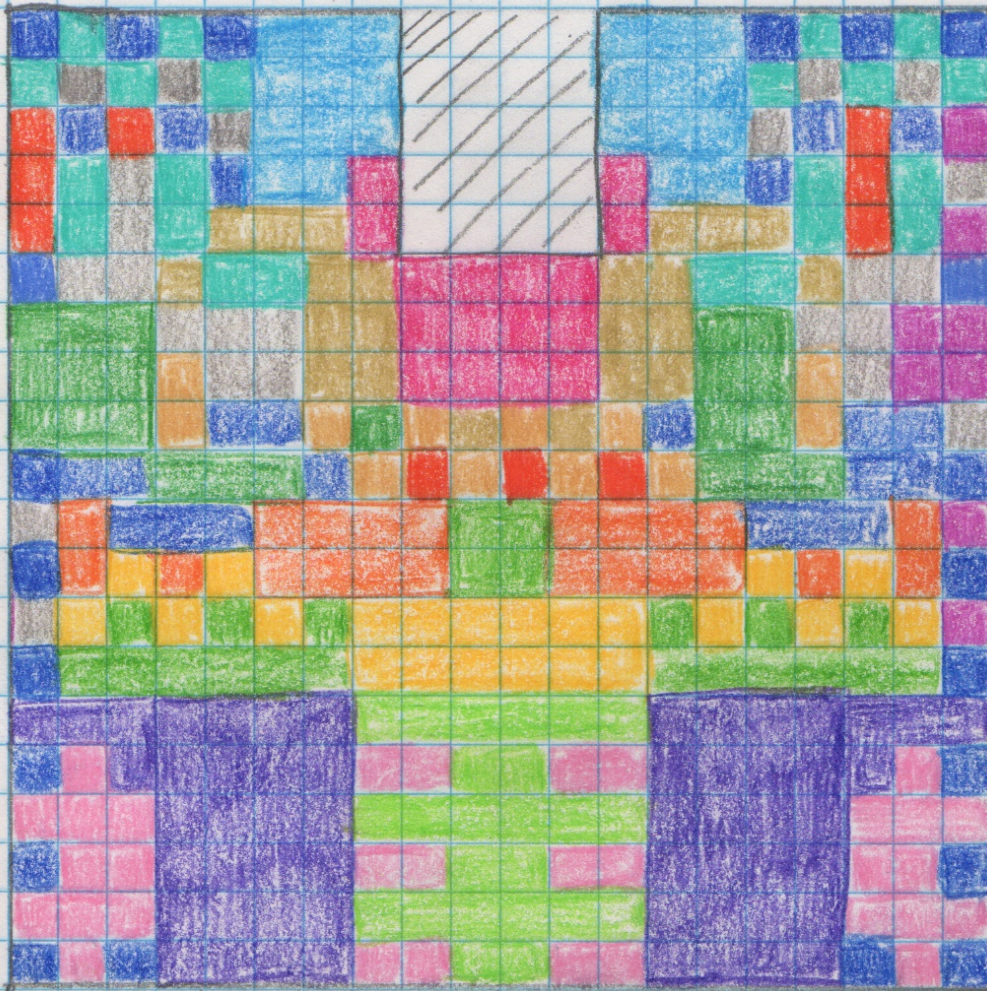
-89.162939 44.357680 Degrees

N

vegetable garden

E

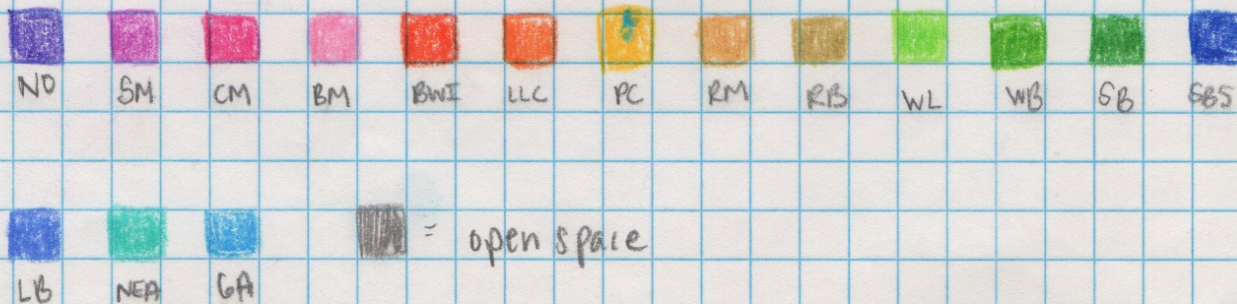
W



tree

S

Key:





NATIVE PLANT SALE

The days are getting longer - time to start planning your landscaping projects! Choose native plants this year, and you can provide food for butterflies, birds, and other wildlife; improve water quality; and increase your leisure time with these low-maintenance species! All proceeds will support chapter activities, including public seminars, native plant workshops, and establishing native plant gardens in our community.

Join us for our spring meeting on May 8th at 5:30pm at the Portage County Courthouse Annex, conference rooms 1&2. Come pick up your ordered plants, learn about monarch butterflies and butterfly gardening, and find out what Central Wisconsin Wild Ones has planned for 2019!

See below for a list of available plants. All plants are perennial and native to the Upper Midwest.
Orders and payment are due February 28th.

Questions? Send us an email!
wildonesCW@gmail.com



Price: \$3.00 each for members, \$4.00 each for non-members
Join our chapter at www.wildones.org
and select the Central Wisconsin chapter during registration

2019 Plant Sale List

Name	Species	Flowers	Sun	Moisture	Height	QTY
Nodding onion	<i>Allium cernuum</i>	Pink	Part-full	Moderate-dry	1-2ft	_____
Big bluestem	<i>Andropogon gerardii</i>	Green	Part-full	Moderate-dry	4-7ft	_____
Swamp milkweed	<i>Asclepias incarnata</i>	Pink-red	Full	Wet-moderate	3-5ft	_____
Common milkweed	<i>Asclepias syriaca</i>	Light pink	Part-full	Moderate-dry	2-4ft	_____
Butterfly milkweed	<i>Asclepias tuberosa</i>	Orange	Part-full	Moderate-dry	2-3ft	_____
Blue wild indigo	<i>Baptisia australis</i>	Blue	Part-full	Moderate	3-5ft	_____
Bebb's sedge	<i>Carex bebbii</i>	Green	Full	Moderate	1-2ft	_____
Bottlebrush sedge	<i>Carex comosa</i>	Green	Full	Wet-moderate	1-3ft	_____
Lance-leaf coreopsis	<i>Coreopsis lanceolata</i>	Yellow	Full	Moderate-dry	1-3ft	_____
Pale purple coneflower	<i>Echinacea pallida</i>	Purple	Part-full	Moderate-dry	1-3ft	_____
Purple coneflower	<i>Echinacea purpurea</i>	Purple	Part-full	Moderate-dry	1-3ft	_____
Rattlesnake master	<i>Eryngium yuccifolium</i>	White	Full	Moderate-dry	1-4ft	_____
Joe pye weed	<i>Eutrochium maculatum</i>	Pink	Part-full	Wet-moderate	3-5ft	_____
Blue flag Iris	<i>Iris versicolor</i>	Blue	Part-full	Wet-moderate	1-3ft	_____
Rough blazing star	<i>Liatris aspera</i>	Purple	Full	Moderate-dry	1-3ft	_____
Spiked blazing star	<i>Liatris spicata</i>	Purple	Part-full	Wet-moderate	3-4ft	_____
Cardinal flower	<i>Lobelia cardinalis</i>	Red	Part-full	Wet-moderate	3-5ft	_____
Blue cardinal flower	<i>Lobelia siphilitica</i>	Blue	Part-full	Wet-moderate	3-4ft	_____
Wild lupine	<i>Lupinus perennis</i>	Blue	Part-full	Dry	1-2ft	_____
Wild bergamot	<i>Monarda fistulosa</i>	Light pink	Part-full	Moderate-dry	2-4ft	_____
Smooth beardtongue	<i>Penstemon digitalis</i>	White	Part-full	Moderate-dry	1-3ft	_____
Pickereelweed	<i>Pontederia cordata</i>	Purple	Part-full	Wet	1-3ft	_____
Yellow coneflower	<i>Ratibida pinnata</i>	Yellow	Part-full	Moderate-dry	4-5ft	_____
Sweet black-eyed susan	<i>Rudbeckia subtomentosa</i>	Yellow	Part-full	Moderate-dry	3-4ft	_____
Little bluestem	<i>Schizachyrium scoparium</i>	Green	Part-full	Moderate-dry	2-3ft	_____
New England aster	<i>Symphotrichum novae-angliae</i>	Purple	Part-full	Wet-moderate	2-4ft	_____
Ironweed	<i>Vernonia fasciculata</i>	Purple	Part-full	Moderate	4-6ft	_____
Golden alexanders	<i>Zizia aurea</i>	Yellow	Part-full	Moderate-dry	2-4ft	_____

Name _____ Email _____ Phone _____

Make checks out to Wild Ones Central Wisconsin and send to Paul Skawinski, 1832 April Lane, Stevens Point , WI 54481

Cover Sheet

Notice of Retirement- Mary Kaye Ristow

Section:	VII. Other Business
Item:	A. Notice of Retirement- Mary Kaye Ristow
Purpose:	FYI
Submitted by:	
Related Material:	MK Ristow Retirement.pdf



N 1360 Silver Lake Drive
Waupaca, WI 54981
715/ 258-4151
Fax: 715/ 258-4512

October 8, 2019

School District of Waupaca,

It is with a heavy heart that I am submitting this letter to inform you that I wish to retire at the end of the 2019-2020 school year. For thirty years, I have experienced my "dream job". I have enjoyed the opportunity to teach hundreds of Waupaca children and to develop relationships with their families. I have felt supported by my two principals and the district administration. The teachers that I have worked with over the years, at the Chain School, have been hard working, caring, and fun-loving.

I have enjoyed all teaching assignments from multiage- grades 1 and 2, second grade and now grades 4-6 at the Chain Exploration Center. My newest adventure has been to be involved in the school district's first charter school. I have been proud to be a part of a school district that is forward thinking and innovative and always has our students needs in mind when making decisions.

I feel confident that the future is bright at the CEC with the present staff and the promise of an open minded, energetic teacher to fill my place. Thank you for allowing me the opportunity to make a difference!

Sincerely,
Mary Kaye Ristow

Mary Kaye Ristow
CEC Advisor
Chain Exploration Center