



CHARTER SCHOOL APPLICATION

For the 2010-2011 School Year

K4-8th Grade School

Book 2 & Book 3

Section II: Educational Program

Section III: Certification

**7798 North 60th Street
Milwaukee, WI 53223**

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SECTION II: EDUCATIONAL PROGRAM

Description of Educational Program

King's Academy, formerly known as King's Academy Christian School, was founded in 1999 by Rev. John W. McVicker, Sr. as a private, tuition based school affiliated with Christ the King Baptist Church. Although, King's Academy will be restructured as a charter school, it is located in the same community and has retained its original value of community service and high moral standards for its students. The school is housed in a state of the arts facility on the northwest side of Milwaukee.

Our purpose is to prepare our students to be responsible citizens, critical thinkers and life-long learners by providing an integrated literacy program across the curriculum. This program is aligned with the Wisconsin Department of Public Instruction standards for curriculum as well as the state assessments.

The staff of King's Academy is committed to educating all students to the highest level of academic achievement regardless of family background, socioeconomic level or gender. The school believes that all children can learn and demonstrate mastery over traditional subject matter such as English, Mathematics, Science and Social Studies. Staff will provide a rigorous academic program in a caring and nurturing environment. The staff at King's Academy will motivate, educate and elevate all students by promoting academic excellence and by enhancing their ability to function in society. The staff will receive ongoing professional development. The professional development needs will be identified during the year through school improvement planning, monthly staff meetings, individual conferences, monitoring conferences, walkthroughs, surveys and data analysis.

Working collaboratively, we will increase parental involvement and promote partnerships while expanding the social, emotional and academic growth of our students. The staff believes that parents are an important part of their children's lives and must contribute to their academic success.

King's Academy's curriculum is designed to serve students in grades K4-8. The instructional program reflects the characteristics of the school's community and focuses on enhancing the intellectual, physical, emotional and social development of the students. Through the teaching and learning program, all students are engaged in rigorous and challenging instruction and are expected to perform at the highest level of their academic ability. The curriculum addresses each student based on their individual academic needs and offers them multiple opportunities for success. The curriculum challenges the teacher to teach to the many different learning styles of the individual learner in the classroom. All students will experience teaching styles they can connect with, whether tactile/kinesthetic, auditory, or visual. Students are encouraged to think and process new information, question new facts and apply new theory. This may be accomplished in several settings including small group, whole group and independent groups. The instructional program will give students the tools necessary to become productive citizens

and lifelong learners. The teachers are trained and use a variety of teaching methods such as differentiated instruction, team teaching, whole group instruction, small group instruction, direct instruction, individualized instruction, cooperative learning and whole language.

READING:

The school will use Houghton Mifflin Harcourt as the core reading series which is a comprehensive integrated curriculum that provides a solid research based literacy program. We utilize a variety of reading materials as a supplement to accommodate different student needs and levels. These needs are identified through a data analysis process and students are grouped according to ability levels. The program includes developing reading skills which includes vocabulary and comprehension. The program also extends students understanding of themes through fiction and non-fiction materials. Teachers supplement this curriculum with the inclusion of novels and other resources that are age appropriate. The supplementary materials are designed to be an interdisciplinary and integrated learning experience. The staff will receive ongoing professional development to address the needs of the students and provide intervention strategies to promote student achievement.

MATH:

The school will use Houghton Mifflin Harcourt as the core math curriculum which focuses on building concepts which strengthen mathematical skills and understanding through objects, drawing conceptual language and real world situations. Utilizing supplementary materials, students will continue to develop their mathematical skills through charts and graph reading, geometry and measurement. The upper grade level students will receive challenging and comprehensive instruction in Algebra. The staff will receive ongoing professional development to address the needs of the students and provide intervention strategies to promote student achievement.

SCIENCE:

In K4-2nd grades the school will use Houghton Mifflin Harcourt as the core science curriculum which is theme-based, aligned with the reading series. In grades 3rd – 8th the curriculum is a skill-based program designed to help students understand essential scientific concepts and the scientific method. It provides hands on activities and experiments which enables students to increase their knowledge and understanding of the scientific process. The staff will receive ongoing professional development to address the needs of the students and provide intervention strategies to promote student achievement.

SOCIAL STUDIES:

The school will use Houghton Mifflin Harcourt as the core social studies curriculum. The curriculum focuses on building skills to help students demonstrate and understand the history of the world, political freedom, patriotism, character building and principles of human nature. Students will also develop an understanding of Wisconsin history and the history of the United States with emphasis on people and events that shapes the character of America. The goal is to

develop an awareness of the community, other cultures and how they relate to one another so that students will learn how to become productive citizens. The curriculum will expose students to the community and the world and how they are interdependent, as they influence people's lives. The staff will receive ongoing professional development to address the needs of the students and provide intervention strategies to promote student achievement.

FINE ARTS:

The Fine Arts curriculum, through literature and various cultural expressions, will teach students to develop an appreciation for art/music. The goal is for students to develop a love for art and music which will allow them to express themselves in a positive creative manner.

PHYSICAL EDUCATION/HEALTH:

The Physical Education/Health curriculum will teach good health habits, physical fitness and good physical hygiene. The goal is to help students become healthy and physically fit in mind, body and spirit.

FOREIGN LANGUAGE:

The Foreign Language curriculum will teach students how to speak and write in a second language. The goal is to prepare them to communicate effectively in a global society.

TECHNOLOGY:

Technology will be integrated in all curricula areas to prepare students for the 21st century. Kings Academy provides students with a state of the art computer lab that will enhance their Reading skills using the Accelerated Reading Program and develop skills in word processing and research. Students will be taught to navigate through various search engines.

LIBRARY/MULTIMEDIA CENTER:

The library/multimedia center will empower students to be both critical thinkers and creative producers of messages using image, language, and sound. It will be utilized to not only support the curriculum, but equip the students to think critically about, and express themselves through the media that defines them. The center houses diverse curriculum, various multimedia material such as magazines, audio visuals, fiction, non-fiction, reference and professional materials. There are numerous Caldecott and Newbery award winning books that serve children in various grade levels. Library skills are integrated in the instructional program.

Teaching and Learning Goals
K4 – 8th Grade
Reading/Language Arts

Goal 1: Students will review reading and comprehension skills to become fluent and independent readers. Using correct grammar will help students to express themselves clearly and creatively.

Goal 2: Students will be challenged to improve their vocabulary and reading comprehension skills. They will develop an appreciation for literature which is designed to build character.

Goal 3: Students will communicate knowledge, ideas, thoughts, feelings, concepts, opinions, and needs effectively and creatively using correct grammar when writing compositions.

Primary students will:

1. Express themselves by addressing issues, responding to questions and stating an opinion with clarity.
2. Use critical thinking skills to organize thoughts in writing.
3. Read, discuss and interpret works of fiction and nonfiction.
4. Read, discuss and interpret children's literature, short stories and books from a variety of cultures and eras.
5. Read independently, comprehend, analyze, summarize and apply what they read.

Intermediate students will:

1. Continue to read and discuss children's literature, books and non-literary text from a variety of cultures and eras and interpret the materials through various points of view.
2. Read and comprehend unfamiliar text by applying active reading strategies - such as decoding unknown words, setting purposes, previewing text and prediction – to various reading tasks.
3. Choose a form of expression to communicate with others.
4. Express an opinion in written as well as oral forms.
5. Demonstrate the ability to revise and edit a composition, using conventional and technological methods.

Middle school students will:

1. Read, evaluate and make valid inferences from literature and non-literary text representing diverse cultures and historical eras.
2. Interpret and respond thoughtfully to various artistic, cultural and everyday situations, showing and awareness of diverse speech styles and languages.
3. Present their understanding of an issue through speech in cooperative, small, and large group discussions.
4. Implement the process approach to writing.
5. Use conventions of social conversation and listening by avoiding embarrassing comments, and being courteous when questioned, responding and clarifying.

Mathematical Thinking

Goal 1: Students will think logically and abstractly, applying mathematical and scientific principles of inquiry to solve problems, create new solutions and communicate new ideas and relationships to real world experiences.

Primary students will:

1. Read and communicate ideas clearly and logically.
2. Demonstrate knowledge of basic mathematical facts, concepts, and processes to solve a variety of problems.
3. Use materials, tools and manipulative instruments in play, exploration and problem solving.
4. Recognize a problem, collect data, choose strategies for resolution, and state a solution.
5. Evaluate the rationality of solutions to problems using measurement, computation, and quantities.

Intermediate students will:

1. Continue to read and communicate ideas clearly and logically.
2. Continue to demonstrate knowledge of basic mathematical facts, concepts, and processes to solve a variety of problems.
3. Model, explain and apply the basic mathematical facts of whole numbers, fractions, decimals, and unknown quantities to solve problems in real life situations.
4. Participate in hands-on scientific and mathematical investigations.
5. Apply learned concepts to complete math and science activities.

Middle school students will:

1. Read science, mathematics and technical text for information and summarize key points.
2. Solve problems utilizing numerical data and scientific methods of inquiry in case studies open-ended situations. and hands on experiences.
3. Use advanced computation, including technology when appropriate, to find solutions to problems and incorporate estimation to judge the rationality of the results.
4. Pose questions and implement experiments/investigations to analyze the evidence. communicate the results, and then generate new questions.
5. Understand and apply the concepts of variable expression, equations and functions to real life situations.
6. Apply geometric properties and relationships in a variety of situations.

Science

Goal 1: Students will think logically and abstractly, applying mathematical and scientific principles of inquiry to solve problems, create new solutions and communicate new ideas and relationships to real world experiences.

Primary students will:

1. Read and communicate ideas clearly and logically.
2. Use five senses to observe characteristics and behaviors of living and non-living things.
3. Use various tools to find, compare and seek answers to questions through active investigation and exploration.
4. Form explanations or conclusions based on observations, investigations and explorations.
5. Ask questions about the natural and physical world using words like why, what, how, or when.
6. Make logical predictions, drawing on prior knowledge.

Intermediate students will:

1. Continue to read and communicate ideas clearly and logically.
2. Recognize ways tools can be used to gather scientific information.
3. Observe, classify, categorize and compare characteristics and behavior of living things.
4. Formulate scientific questions about the physical and natural world.
5. Make logical predictions and hypothesis based on observation when pursuing scientific investigation.
6. Draw conclusions based on observations and experimentation, record and explain findings.

Middle school students will:

1. Read science, mathematics and technical text for information and summarize key points.
2. Expand observation skills, notice specific details, and apply prior knowledge and observation techniques independently.
3. Use tools more accurately when gathering scientific information.
4. Classify, Categorize and compare living and non-living things.
5. Show some understanding of how to use the scientific method.
6. Formulate scientific questions about the physical and natural world.
7. Use evidence and prior knowledge to make logical scientific predictions.
8. Draw conclusions based on observation and experimentation.
9. Describe record and explain findings.
10. Form explanations that acknowledge interactive relationships between systems.

Social Studies

Goal 1: Students will project attitudes of dignity and respect through their participation in culturally diverse activities.

Goal 2: Students will demonstrate positive attitudes toward life, living and learning by respecting self and others.

Goal 3: Students will make responsible decisions, solve problems and think critically based on positive morals, values and principles.

Primary students will:

1. Read and communicate ideas clearly and logically.
2. Study their culture and the culture of others by reading various forms of literature.
3. Work cooperatively in diverse groups.
4. Recognize human similarities and differences.
5. Recognize and identify how people affect their environment and how the environment affects how people live and work.
6. Use map skills to read and make simple maps.
7. Read, listen and discuss different ways people are viewed because of their culture or ethnicity.
8. Express ideas respectfully and appropriately in class discussions concerning cultural or ethnic issues.

Intermediate students will:

1. Continue to read and communicate ideas clearly and logically.
2. Explain and communicate personal experiences, feelings and opinions appropriately.
3. Explain and discuss how people change physically, mentally and emotionally.
4. Have an awareness that rules are made to keep order, and must be followed.
5. Understand that choices have positive and negative consequences.
6. Explain an individual's role and responsibility in protecting the environment of the community as well as that of the world.
7. Connect the historical issues and themes to the present.
8. Examine through a variety of perspectives the lives of people and key events from local, United States and world history.

Middle students will:

1. Apply knowledge of basic economic concepts to real-life situation.
2. Generate questions, research, and debate major events and issue in American and World History from multiple points of view and citing multiple causes.
3. Connect events from the past to the present.
4. Research and gather information from various disciplines to support personal decisions, and to present and defend positions on opened end social issues.
5. Make meaningful choices that reflect good citizenship, positive morals and values.
6. Apply problem-solving strategies to daily living.
7. Ask questions that will help make appropriate assessment of the problem.
8. Research and gather information on global issues and discuss the impact on resources, living conditions, families and culture.

Computer Technology

Goal 1: Students will use technology appropriately as a resource to develop and expand their skills.

All students will:

1. Read and communicate ideas clearly and logically.
2. Learn the parts of a computer as well as, create, process, and locate information using a computer.
3. Exhibit independent, responsible, and purposeful use of all available technological tools and resources through the application and demonstration of basic operational skills.
4. Use technological resources to facilitate learning in all content areas.

Target Areas: Reading/Languages Arts and Math

Goal 1: By the end of the school year, King's Academy will increase each 4th and 8th grade student's academic performance on the state standardized assessment by one grade level in Reading/Language Arts.

Goal 2: By the end of the school year, King's Academy will increase each 4th and 8th grade student's academic performance on the state standardized assessment by one grade level in Math.

Goal 3: By the end of the school year, King's Academy will increase each student's academic performance by one grade level in Reading/Language Arts as measured by Jerry John's reading verification and classroom based assessments.

Goal 4: By the end of the school year, King's Academy will increase each student's academic performance by one grade level in Math as measured by the classroom based assessments.

Teaching and Learning Benchmarks

Grade	Literacy	Math	Science	Social Studies
K-4	<p>Phonics and Reading</p> <ul style="list-style-type: none"> Identify letters of the alphabet Choose and relate books to life experiences Tell what they liked or disliked about a story and why (Critical Thinking) Tell facts about story read, recite poetry/rhymes Recognize sounds and pictures of long and short vowels and consonants Recognize one and two vowel words Recognize first and last name Recognize primary color words Read sentences and stories with two letter vowel sounds Read/recite days, months, names of posted words and numbers <p>Writing and Spelling</p> <ul style="list-style-type: none"> Form of letters, blends, and words Write first and last name Write in journal (inventive spelling) <p>Language</p> <ul style="list-style-type: none"> Listen to stories read aloud with understanding Listen and follow simple directions Ask or answer questions about a story in a complete sentence Share home and school experiences 	<p>Numbers and Operations</p> <ul style="list-style-type: none"> Count from 1 – 100 Recognize numbers 1-20 Recognize numbers before and after 1-20 Recognize number order from smallest to largest 1-20 Learn simple addition facts (+1 to 1+5) <p>Geometry and Measurement</p> <ul style="list-style-type: none"> Select and name geometric shapes (circle, square, triangle and rectangle) Demonstrate understanding of directional positions (up, down, left, right, on and off) Recognize units of time such as days of the week Identify coins (penny, nickel) Sort objects by color, size, and shape Create simple AB-AB patterns 	<p>Observing and Investigating</p> <ul style="list-style-type: none"> Seasons Habitats Weather Animals Fire Safety Nutrition 	<p>Human Similarities, Differences and Interdependence</p> <ul style="list-style-type: none"> Families Community Helpers Transportation Holiday Celebrations

Grade	Literacy	Math	Science	Social Studies
K-5	<p>Language Arts</p> <p>Phonics and Reading</p> <ul style="list-style-type: none"> • Correctly identify letters of the alphabet • Begin using phonics rules and special sounds • Identify short and long vowel sounds • Read aloud accurately and with expression • Retell information from a story • Respond to what is read and why (Critical Thinking) • Learn how to put ideas in sequential order to understand the story • Use background knowledge and make predictions using pictures and content • Identify the main ideas in different sources of information, both print and non-print • Begin to develop computer skills <p>Writing and Spelling</p> <ul style="list-style-type: none"> • Write first and last name • Write words, phrases and use letters or pictures to convey meaning • Begin to write simple sentences and stories in journals using blended words, conventional and invented spelling <p>Language</p> <ul style="list-style-type: none"> • Recognize that sentences begin with a capital letter and end with a period • Listen and follow directions that involve a series of actions • Use language for a variety of reasons (rhyming, inventive spelling, etc.) 	<p>Mathematical Thinking</p> <p>Numbers and Operations</p> <ul style="list-style-type: none"> • Count, recognize and write numbers to 100 • Show understanding of the concept of numbers and quantity • Use number words one-ten and first-ten • Use a calendar • Recognize the relationship between quantity (smallest to largest) • Begin counting and writing by tens, fives, and twos to 100 • Begin addition/subtraction facts through 10 • Know the value of coins (penny, nickel, dime, quarter and dollars) <p>Geometry and Measurement</p> <ul style="list-style-type: none"> • Sort, classify and compare objects according to texture, shapes, length, size, etc. • Recognize common geometric shapes (triangle, square, rectangle, circle, star and oval) • Demonstrate an understanding of positional and comparative words (down, inside, front, and bigger than) • Estimate measurements using standard and non-standard units or instruments (paper clips, rulers, etc) • Begin to understand time • Recognize, duplicate or extend patterns of colors and shapes <p>Probability and Statistics</p> <ul style="list-style-type: none"> • Collect and record data using lists or graphs • Draw conclusions based on graphs 	<p>Scientific Thinking</p> <p>Observing and Investigating</p> <ul style="list-style-type: none"> • Use five senses to observe characteristics and behaviors of living and non-living things. • Use different tools to find, compare and seek answers to questions through active investigation. <p>Questioning and Predicting</p> <ul style="list-style-type: none"> • Seek information about the natural world. <p>Explaining and Forming Conclusions</p> <ul style="list-style-type: none"> • Form explanations based on observations and explorations. <p>Classification</p> <ul style="list-style-type: none"> • Plants • Animals <p>Other Themes</p> <ul style="list-style-type: none"> • Seasons • Weather • Nutrition and Health • Perform Self Care • Tasks • Health and Safety 	<p>Social Studies</p> <p>Human Similarities and Differences</p> <ul style="list-style-type: none"> • Recognize and express feelings. • Explain how people are alike and different. • Identify and compare family habits of living and culture. • Understand the roles and structure of family. • Understand the roles and responsibilities of community helpers. <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Begin to understand rules. • Recognize the rules for good leaders • Show interest in the environment <p>People and Where They Live</p> <p>Understand the following:</p> <p>Concepts:</p> <ul style="list-style-type: none"> • Family • Community • Patriotism • Conflict Resolution • Children of the World

Grade	Literacy	Math	Science	Social Studies
1st	<p>Language Arts</p> <p>Phonics and Reading</p> <ul style="list-style-type: none"> Use the letter/sound system (Phonics) to recognize unfamiliar words Engage in oral and silent reading Read aloud with fluency, accuracy, and expression Make predictions from pictures and titles to activate background knowledge Recall main ideas and describe events in the story Correctly answer questions about stories read (Critical Thinking) Read familiar books to develop fluency Use story maps and picture walks to aid in comprehension Express likes and dislikes about a story and why (Critical Thinking) <p>Writing and Spelling</p> <ul style="list-style-type: none"> Write first and last name Learn spelling rules Write words, phrases and short sentences to convey meaning Begin to transition from inventive spelling to conventional spelling when writing complete sentences, short stories, or journals Use upper and lower case letters correctly when writing Capitalize first letter of the first word in a sentence, proper names, days of the week, and months of the year Punctuate sentences correctly <p>Language</p> <ul style="list-style-type: none"> Listen attentively to stories and other text read aloud Listen and follow written and oral directions Use expressive language when telling or reading a story Convey ideas in discussions or conversation 	<p>Mathematical Thinking</p> <p>Numbers and Operations</p> <ul style="list-style-type: none"> Recognize, count and write numbers 1-1000 Recognize odd and even numbers Recognize numbers before/after and between by ones, twos, and tens Read and write Roman numerals 1-10 Begin to understand place value (ones, tens and hundreds). Use strategies to add numbers through 13 and three-digit addition with carrying Use strategies to subtract numbers through 13 and two-digit subtraction Use ordinal numbers and number sequences Make estimates of quantities (same, greater or less) Count and write by tens, fives, twos, and threes Explain how to solve problems using words, numbers and pictures <p>Geometry and Measurement</p> <ul style="list-style-type: none"> Recognize specific properties of forms and shapes, (number of sides, corners, and faces). Explore and solve simple spatial problems using manipulative and drawings Recognize and create patterns in numbers Sort, classify and compare objects Recognize differences and similarities in shapes, colors, and sizes Describe, estimate and measure using standard and non-standard units Demonstrate understanding of time 	<p>Scientific Thinking</p> <p>Observing and Investigating</p> <ul style="list-style-type: none"> Observe characteristics and behaviors of living and non-living things Recognize and use tools to gather scientific information. <p>Visual Comparison</p> <ul style="list-style-type: none"> Classify and compare living and non-living things. Life cycles-(birth, growth, reproduction and death). <p>Questioning and Predicting</p> <ul style="list-style-type: none"> Natural and Physical Science-Why? What? How? and When? Make logical Predictions <p>Explaining and Forming Conclusions</p> <ul style="list-style-type: none"> Answer questions and form opinions. Communicate scientific information in various ways. 	<p>Social Studies</p> <p>Human Interdependence</p> <ul style="list-style-type: none"> Recognize self as being unique. Understanding the needs of others <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> Demonstrate an understanding of rules and responsibilities -Families -School -Community <p>People and Where They Live</p> <ul style="list-style-type: none"> Recognize how the environment affects how people live and work. Demonstrate an understanding of -American History -African American History -Other Cultures

		<ul style="list-style-type: none"> • and use some time-related words • Understand sequential order <p>Probability and Statistic</p> <ul style="list-style-type: none"> • Collect and record data using simple tallies, lists, charts, and pictographs and bars. • Read a simple graph or chart and analyze data 		
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Grade	Literacy	Math	Science	Social Studies
2 nd	<p>Language Arts</p> <p>Phonics and Reading</p> <ul style="list-style-type: none"> • Increase their knowledge of the letter/sound system (Phonics) • Use background knowledge to make predictions about the text • Engage in oral and silent reading • Read aloud with fluency, accuracy, and expression • Show sustained interest in reading activities • State main idea and describe details of the story • Write a sequel or different ending to a story • Make predictions about the story to analyze and comprehend the text <p>Critical Thinking</p> <ul style="list-style-type: none"> • identify the difference between fiction/nonfiction materials • Use the library and computers to research projects • Use language to explain problem solving strategies <p>Writing and Spelling</p> <ul style="list-style-type: none"> • Write words, phrases and short sentences to convey meaning • Continue to transition from invented print to conventional print when writing complete sentences, short stories, or journals • Continue to use upper and lower case letters correctly when writing • Punctuate and capitalize sentences correctly • Write ideas in sequential order • Proofread writing and make necessary corrections • Use varied phonics-based strategies to improve spelling • Begin cursive writing 	<p>Mathematical Thinking</p> <p>Numbers and Operations</p> <ul style="list-style-type: none"> • Read, write and count numbers to 10,000 or more. • Use addition facts through 18, column addition, four-digit addition with carrying • Use subtraction facts through 18, four-digit subtraction with borrowing • Understand values of coins, bills and make change • Show developing understanding of place value to thousands • Use simple strategies to multiply and divide (facts 0-5) • Learn Roman numerals 1-1,000 • Use strategies to solve mathematical problems • Explain how to solve problems using words, numbers and pictures • Use ordinal numbers to describe positions • Sort, classify, and compare objects using attributes and quantities <p>Geometry and Measurement</p> <ul style="list-style-type: none"> • Recognize properties of shapes and relationships among shapes • Describe, estimate and measure using standard and non-standard units • Tell time to the nearest minute using both analog and digital clocks • Identify and represent fractions 	<p>Scientific Thinking</p> <p>Observing and Investigating</p> <ul style="list-style-type: none"> • Gather information by collecting, counting and measuring. • Ask questions and make logical predictions. <p>Visual Comparison</p> <ul style="list-style-type: none"> • Classify, observe and compare behavior of living and non-living things. • Recognize and use tools to gather scientific information. <p>Questioning and Predicting</p> <ul style="list-style-type: none"> • Ask questions about the natural and physical world using who, what, why, where, when and how. • Use prior knowledge to make logical predictions. • Draw conclusions based on observation and experimentation. 	<p>Social Studies</p> <p>Human Similarities and Differences</p> <ul style="list-style-type: none"> • Recognize shared and different characteristics of individuals. • Identify similarities and differences in individual and group habits and their patterns of living. <p>Human Interdependence</p> <ul style="list-style-type: none"> • Recognize ways people depend on each other. • Understand different job roles and responsibilities • Identify technological influences on people's lives <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Demonstrate an understanding of rules. • Understand the need for good leadership and fair decision-making. <p>People and Where They Live</p> <ul style="list-style-type: none"> • Identify how the environment affects the lives of people. • Know the difference between North, South, East and West. • Recognize the seven continents. • Recognize the four oceans.

	<p>Language</p> <ul style="list-style-type: none"> • Listen for meaning in discussions, conversation and contribute ideas • Use descriptive language to express ideas, opinions, and feelings when speaking • Follow directions that involve a multi-step sequence of action. 	<p>(1/2, 1/3, 1/4) as part of a whole or a set of objects</p> <p>Probability and Statistics</p> <ul style="list-style-type: none"> • Collect and record data using tallies, list charts and graphs • Read pictographs, bar graphs, line graphs and charts 		<ul style="list-style-type: none"> • Identify their continent, country, state and city.
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Grade	Literacy	Math	Science	Social Studies
3rd	<p><u>Language Arts</u></p> <p>Phonics and Reading</p> <ul style="list-style-type: none"> Continue their study of the letter/sound system (Phonics) Understand and interpret stories and poetry Analyze and summarize story elements in a variety of books Read aloud with fluency, accuracy, and expression Use reading strategies that help them analyze and understand the text to establish a plan and purpose for reading <p>Critical Thinking</p> <ul style="list-style-type: none"> Understand and interpret stories and poetry Research topics using technological resources Interpret and analyze non-fiction reading materials <p>Writing and Spelling</p> <ul style="list-style-type: none"> Use writing to communicate ideas and organize information Continue cursive writing Write in complete sentences using capitalization rules and correct punctuation Begin to write stories in sequential order Proofread writing using descriptive words for clarification Use standard American English when communicating ideas in writing Use a dictionary to define and correctly spell words Begin to write friendly letter. <p>Language and Grammar</p> <ul style="list-style-type: none"> Listen for meaning in discussion and conversation Continue to follow directions that involve a multi-step sequence of actions 	<p><u>Mathematical Thinking</u></p> <p>Numbers and Operations</p> <ul style="list-style-type: none"> Read, write and compare whole numbers using greater than and less than Add facts and check addition problems with carrying Subtract facts and check subtraction problems with borrowing Multiply numbers 0-12 and solve problems with carrying Divide numbers 1-12 Demonstrate knowledge of a multiplication fact six ways Apply knowledge of place value to solve problems Use fraction terminology and basic understanding of fractions (1/2, 1/3, 1/4) Recognize Roman numerals 1-1000 Count and solve money using the decimal point Recognize and solve number sentences Solve story problems with up to four steps and containing parentheses Use sorting and classifying to organize information and make predictions Recognize geometric shapes Describe geometric and numeric patterns and make statements about the rules the pattern follows 	<p><u>Scientific Thinking</u></p> <p>Observing and Investigating</p> <ul style="list-style-type: none"> Use the five senses to observe, classify and compare. Observe, classify, and compare characteristics and behavior of living and non-living things. Recognize and use tools to gather scientific information. Use the KWL to acquire information. (Know, Want to Know and Learn). -Oceans -Space -Forest -Deserts -Fields <p>Questioning and Predicting</p> <ul style="list-style-type: none"> Ask questions about the natural and physical world by using who, why, what and how. Use prior knowledge to make logical predictions. <p>Explaining and Forming Conclusions</p> <ul style="list-style-type: none"> Draw conclusions based on observations and experimentation Communicate 	<p><u>Social Studies</u></p> <p>Human Similarities and Differences</p> <ul style="list-style-type: none"> Recognize shared and different characteristics of individuals. Identify similarities and differences in individual and group habits and their patterns of living. Demonstrate an understanding of American and African American Heritage. <p>Human Interdependence</p> <ul style="list-style-type: none"> Recognize ways people depend on each other. Understand different job roles and responsibilities. Identify technological influences on people's lives Recognize ways people rely on each other for goods and services now and in the past. Describe some jobs of the past and how people performed. <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> Understand how rules and laws protect people and property. Understand how government functions.

	<ul style="list-style-type: none"> • Speak articulately; use descriptive language to express ideas, opinions and feelings 	<ul style="list-style-type: none"> • Use, read, and interpret measuring tools in both the metric and English system of measurement • Convert measures and solve measurement equations • Tell time using both digital and analog clocks • Estimate the duration of a lapse in time in everyday situations <p>Probability and Statistics</p> <ul style="list-style-type: none"> • Read graphs or charts and base conclusions and predictions on them. • Collect and record data using tallies, list, charts and graphs. 	scientific information in various ways.	<p>People and Where They Live</p> <ul style="list-style-type: none"> • Identify how the environment affects the lives of people. • Read and make simple maps • Show understanding of timelines and how the past influences people's lives.
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Grade	Literacy	Math	Science	Social Studies
4th	<p>Language Arts</p> <p>Reading and Literature</p> <ul style="list-style-type: none"> Use a variety of reading strategies to decode words Use reading strategies to comprehend unfamiliar words and phrases Use a variety of reading strategies to analyze and understand what is being read Read literature that builds character and apply lessons to life Read aloud with fluency, accuracy, and expression Use knowledge learned to increase reading fluency Develop an appreciation and an understanding of poetry Identify main idea, recall supporting details and draw conclusions from reading <p>Critical Thinking</p> <ul style="list-style-type: none"> Use informational books, reference materials and technological resources to research topics Analyze and interpret information from a story or other text Interpret and analyze fiction and non-fiction reading materials <p>Writing and Spelling</p> <ul style="list-style-type: none"> Use correct sentence structure, spelling, capitalization and punctuation. Use the writing process to organize ideas (Steps to Writing). Continue to use a dictionary or other resources to define and correctly spell words. Organize information to write a book report. Begin to develop an understanding of research writing. 	<p>Mathematical Thinking</p> <p>Numbers and Operations</p> <ul style="list-style-type: none"> Understand place value of whole numbers and decimals Explain and record strategies for solving addition, subtraction, multiplication, and division single-step and multi-step word problems Make estimates of quantities and check answers Represent and use strategies to compare, add, subtract and multiply simple fractions and commonly used decimals in everyday situations Solve story problems and equations containing an unknown number Begin to show an understanding of decimals <p>Geometry and Measurement</p> <ul style="list-style-type: none"> Recognize geometric shapes, angles, and line segments Measure and compute the area and perimeter of a polygon, rectangle, or square using standard and metric units Use English and metric instruments to read a thermometer and determine time lapse Make change using unlike coins and bills 	<p>Scientific Thinking</p> <p>Observing and Investigating</p> <ul style="list-style-type: none"> Use the five senses to observe, classify and compare. Observe, classify, and compare characteristics and behavior of living and non-living things. Recognize and use tools to gather scientific information. Use the KWL to acquire information. (Know, Want to Know and Learn). Oceans Space, Desert Fields <p>Questioning and Predicting</p> <ul style="list-style-type: none"> Ask questions about the natural and physical world. (space science, days, seasons and years). Use prior knowledge to make logical predictions and form hypothesis (observe how rain causes erosion and air causes condensation). 	<p>Social Studies</p> <p>Human Similarities and Differences</p> <ul style="list-style-type: none"> Demonstrate an understanding of the following <ul style="list-style-type: none"> -Wisconsin History -American History -African History -Native American History Understand how human differences can result in conflict. <ul style="list-style-type: none"> -Native American -Civil Rights <p>Human Interdependence</p> <ul style="list-style-type: none"> Demonstrate an understanding of how people depend on each other for economic needs. Demonstrate an understanding of the historical interaction between people and technology. <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> Develop an understanding of how individuals participate in society. <ul style="list-style-type: none"> -American Creed -Declaration of Independents -Preamble

	<ul style="list-style-type: none"> • Continue cursive writing. <p>Language and Grammar</p> <ul style="list-style-type: none"> • Review and demonstrate knowledge of word usage, such as prefixes, suffixes, and root words • Identify and punctuate the four types of sentences correctly • Listen for meaning and gain information in discussion and conversation • Speak coherently when expressing ideas in discussion and conversation • Recognize and use all eight parts of speech. 	<p>Probability and Statistics</p> <ul style="list-style-type: none"> • Collect and organize data using tallies, lists, charts, and graphs • Interpret different types of graphs and charts • Draw and read scale drawings of maps to make probability predictions 	<p>Explaining and Forming Conclusions</p> <ul style="list-style-type: none"> • Draw conclusions, record, and explain findings based on observation and experimentation. • Recognize the relationships between objects or events within a system (i.e. solar system). • Understand the difference between facts and opinions. 	<ul style="list-style-type: none"> • First Amendment • Understand purposes and structures of local, state and national governments. <p>People and Where They Live</p> <ul style="list-style-type: none"> • Describe positive and negative ways that people affect their environment. • Show an understanding of how Biotechnology is used to improve life. • Read, understand and construct a map of Wisconsin.
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Grade	Literacy	Math	Science	Social Studies
5th	<p>Language Arts</p> <p>Reading and Literature</p> <ul style="list-style-type: none"> Use a variety of reading strategies to decode and analyze words Read aloud with fluency, accuracy and expression Decode words correctly Recognize and understand different genres in literature Identify the main ideas and supporting details in a text Select a variety of reading materials to read for information and enjoyment <p>Critical Thinking</p> <ul style="list-style-type: none"> Analyze and interpret information from texts Locate and use a variety of text to gain information Begin to select the correct reference sources for information Recognize the difference between facts and opinions <p>Writing and Spelling</p> <ul style="list-style-type: none"> Continue to use the writing process (Steps to Writing). Begin outlining to organize ideas Write self expressive prose and poetry, journal entries and letters to communicate ideas Use the correct sentence structure Continue to develop research writing skills Use cursive writing in all assignments Write business and friendly letters. <p>Language and Grammar</p> <ul style="list-style-type: none"> Review and demonstrate knowledge of word usage, such as prefixes, suffixes, and root words Begin diagramming, and use all eight parts of 	<p>Mathematical Thinking</p> <p>Number Concepts and Operations</p> <ul style="list-style-type: none"> Show an understanding of place value of whole numbers and decimals Show an understanding of addition, subtraction, multiplication and divisions involving fractions Show an understanding of addition, subtraction, multiplication and division involving decimals Use estimation to determine percent, area, perimeter, and capacity Understand rounding off whole numbers, money, decimals, and mixed numbers Solve algebraic equations Read and write Roman numerals Acquire a basic understanding of percents <p>Geometry and Measurement</p> <ul style="list-style-type: none"> Squares and square roots Identify, classify, and compare 2-D and 3-D shapes Use strategies to solve problems involving perimeter, area, and volume Estimate, and measure to the quarter inch using standard units Use a protractor to measure and create angles Understand how to make change Convert temperature from Celsius to Fahrenheit and 	<p>Scientific Thinking</p> <p>Observing and Investigating</p> <ul style="list-style-type: none"> Observe, make predictions and record the color, height, and formation of clouds. Gather scientific information to determine water temperature variations. Classify, categorize and compare mammals, and vertebrates. Use the scientific method to predict the basic survival needs of plants. <p>Questioning and Predicting</p> <ul style="list-style-type: none"> Ask questions about the natural and physical world. (study energy and matter). Use prior knowledge to make logical predictions (study the earth and space). <p>Explaining and Forming Conclusions</p> <ul style="list-style-type: none"> Draw conclusions based on observation and experimentation 	<p>Social Studies</p> <p>Human Similarities and Differences</p> <ul style="list-style-type: none"> Demonstrate an understanding of the following: <ul style="list-style-type: none"> -Explorers -Colonies -American Revolution -Civil War & Reconstruction Understand how human differences can result in conflict. -Prejudice -Discrimination in literature or film). Explain how people learn about others who are different from themselves. Describe interdependence among individuals, groups and nations. Describe how ethnic culture influences people. <p>Human Interdependence</p> <ul style="list-style-type: none"> Demonstrate an understanding of how people depend on each other for economic needs. Demonstrate an understanding of the historical interaction

	<p>speech</p> <ul style="list-style-type: none"> • Begin and use subjects and predicates • Recognize complements (direct/indirect object, predicate nominators and adjectives). • Use clear concise language to express ideas and opinions 	<p>Fahrenheit to Celsius scales</p> <p>Probability and Statistics</p> <ul style="list-style-type: none"> • Use tables, charts, and graphs to collect, record, and analyze data • Describe the relationship between events that are unlikely, equally likely and certain. 	<ul style="list-style-type: none"> • Describe, record, and explain findings. • Show an understanding of how parts of a system inter-relate. 	<p>between people and technology.</p> <ul style="list-style-type: none"> -Compare usage of tools -Compare ancient culture with today's culture. <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Develop an understanding of how individuals participate in government and social justice issues. -Homelessness -Drugs -Violence -War • Understand purposes and structures of local, state and national governments. -dictatorship and democracy • Develop an understanding of how individuals participate in society. -Constitution -Declaration of Independence -Bill of Rights <p>People and Where They Live</p> <ul style="list-style-type: none"> • Describe positive and negative ways that people affect their environment. • Understand how environmental factors shape people lives. • Read, interpret, and
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					construct maps, globe and their physical features.
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Grade	Literacy	Math	Science	Social Studies
6th	<p>Language Arts</p> <p>Reading and Literature</p> <ul style="list-style-type: none"> • Use a variety of reading strategies to analyze and decode unfamiliar words • Read fluently, accurately and with expression • Use a variety of reading strategies to comprehend the meaning of words and phrases • Recognize and understand different genres • Select a variety of reading materials to read for information and enjoyment • Identify the main idea and supporting details in a text <p>Critical Thinking</p> <ul style="list-style-type: none"> • Analyze and interpret literary works • Differentiate between fact and opinion • Begin to use and interpret information in a variety of print • Collect and organize information into categories and summarize that information. <p>Writing and Spelling</p> <ul style="list-style-type: none"> • Use the writing process (Steps to Writing) • Use correct sentence structure spelling, punctuation and capitalization • Write a research paper that includes a summary of the research findings • Identify and demonstrate the different genres of writing • Continue outlining to organize materials • Use cursive writing in all assignment • Technological resources to facilitate learning in all content areas. <p>Language and Grammar</p> <ul style="list-style-type: none"> • Use clear and concise language to express ideas, opinions and feelings • Diagram and use all eight parts of speech • Recognize and use subjects and predicates (simple and compound sentences) 	<p>Mathematical Thinking</p> <p>Number Concepts and Operations</p> <ul style="list-style-type: none"> • Show understanding of number quantities and their relationship. • Read, write, and process numbers in standard form, word form, with exponents. • Round, compare, and order large numbers. • Use appropriate strategies for addition, subtraction, multiplication, and division. • Estimate answers using different strategies and tools that involve fractions, decimals and percents. • Understand the fundamental operation of fractions, decimals and percents. <p>Geometry and Measurement</p> <ul style="list-style-type: none"> • Identify, classify, and compare and draw two/three dimensional sketches. (Ex: parallel sides, congruent faces), find the surface area of polyhedrons. • Find circumference/area of a triangle/circle given diameter, picture or radius and the formula. • Describe, estimate, and measure using standard units (ex. Estimate length, area, angle, weight, mass, volume, capacity, temperature, and check predictions). • Use common instruments for accurate measuring (ex. uses a protractor to measuring). 	<p>Scientific Thinking</p> <p>Observing and Investigating Scientific Method</p> <ul style="list-style-type: none"> • Continue to use the Scientific Method -Observe -Experiment -Gather information -Classify -Categorize -Compare -Form conclusion <p>Questioning and Predicting</p> <ul style="list-style-type: none"> • Form scientific questions about the physical and natural world. • Uses evidence and prior knowledge to make logical scientific predictions. <p>Explaining and Forming Conclusions</p> <ul style="list-style-type: none"> • Draw conclusions based on observation and experimentation. • Describe, record, and explain findings. • Form explanations that acknowledge interactive relationship between systems. (ex. Explain the relationship among the nervous and immune systems with charts and diagrams) 	<p>Social Studies</p> <p>Human Similarities and Differences</p> <ul style="list-style-type: none"> • Understand similarities and differences in how people conduct their lives. - Climate - Geographical Factors - Culture and Beliefs • Understand how human differences can result in conflict. <p>Human Interdependence</p> <ul style="list-style-type: none"> • Understand how people rely on each other for economic needs. • Understand historical interaction between people and technology. <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Develop an understanding of how individuals participate in society. - Constitution - Bill of Rights - Declaration of Independence - War - Immigrants • Understand the purpose and structure of government.

	<ul style="list-style-type: none"> • Recognize complements (direct objects, indirect objects, predicate nominator, and predicate adjectives). 	<p>Probability and Statistics</p> <ul style="list-style-type: none"> • Use tables, charts, and graphs to collect, record, and analyze data. • Determine the mean (the average) given a set of data. 		<p>People and Where They Live</p> <ul style="list-style-type: none"> • Describe positive and negative ways that people affect their environment. • Describe how environmental factors shape people lives. • Use globes, atlases, photographs, books and maps to locate, <ul style="list-style-type: none"> - Continents - Oceans - Mountain Ranges - Natural Borders - Oceans - Mountain Ranges - Landforms • Locate positions on the earth surface <ul style="list-style-type: none"> - Use reference points - Latitude and longitude - Direction - Size - Shape - Scale - Name and Locate the fifty states
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Grade	Literacy	Math	Science	Social Studies
7 th	<p>Language Arts</p> <p>Reading and Literature</p> <ul style="list-style-type: none"> Apply word analysis and phonics to decode unfamiliar words Use a variety of reading strategies to comprehend unfamiliar words and phrases, such as categorizing words using complex word associations Read and discuss literary and nonliterary texts Read fluently, accurately and with expression Use the text to analyze diverse viewpoints and the author's use of language Identify text structures such as cause/effect, compare/contrast, and problem/solution when reading a text Distinguish between classical and contemporary literature Use the text to identify similes and metaphors <p>Critical Thinking</p> <ul style="list-style-type: none"> Begin to read and interpret charts, tables, travel schedules, timelines and manuals for information Analyze and interpret literary works Differentiate between fact and opinion Compare and contrast features in printed materials, bias, and visual images in the media <p>Writing</p> <ul style="list-style-type: none"> Continue to use the writing process (Steps to Writing) Begin outlining to organize materials Become proficient in the different genres of writing Write a research paper giving sources of information including graphs and charts Write book reports Demonstrate the different forms of letter writing 	<p>Mathematical Thinking</p> <p>Number Concepts and Operations</p> <ul style="list-style-type: none"> Master basic multiplication and division facts Explain various fractional procedures and vocabulary Learn basic Algebraic equations. Demonstrate problem solving strategies when working with integers and using tools such as counters and number lines Interpret fractions as percents, ratios, rates, or parts to whole in real world situations Read various graphs (bar, line, circle, pictograph, rectangle, pie chart) <p>Geometry and Measurement</p> <ul style="list-style-type: none"> Explain how shapes are related to each other Understand basic geometric concepts Learn English and metric measure of weight, mass, time and capacity Develop an understanding of the use of formulas <p>Probability and Statistics</p> <ul style="list-style-type: none"> Describe relationships presented in tables, graphs and symbolic rules 	<p>Scientific Thinking</p> <p>Observing and Investigating</p> <ul style="list-style-type: none"> Describe how atmosphere affect the weather Explain plants as a part of the life cycle. Classify, categorize and compare living things. <p>Questioning and Predicting</p> <ul style="list-style-type: none"> Formulate questions about the physical and natural world. <p>Explaining and Forming Conclusions</p> <ul style="list-style-type: none"> Explain the interactive relationships between body systems. Identify and explain the structure of matter. 	<p>Social Studies</p> <p>Human Similarities and Differences</p> <ul style="list-style-type: none"> Analyze cultural influences on people and their daily lives. <p>Human Interdependence</p> <ul style="list-style-type: none"> Describe the movement of people, ideas and products throughout the world. Gather, discuss and identify events and people in history. <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> Describe the relationship between and among significant events. Introduce Parliamentary procedures. <p>People and Where They Live</p> <ul style="list-style-type: none"> Identify significant people and events in the major eras Select and use different kinds of geographic representations as a source of information. Use and construct maps and globes to read, collect and interpret data to locate geographic sites and study of global warming.

	<p>Language and Grammar</p> <ul style="list-style-type: none"> • Become more familiar with pronunciation key for increased vocabulary skills. • Recognize and use the eight parts of speech • Apply capitalization and punctuation rules. • Use correct sentence structure. • Recognize and write declarative, interrogative, exclamatory, and imperative sentences. • Begin diagramming the eight parts of speech. 			
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Grade	Literacy	Math	Science	Social Studies
8 th	<p>Language Arts</p> <p>Reading and Literature</p> <ul style="list-style-type: none"> • Use a variety of reading strategies to analyze and decode unfamiliar words • Read with fluency, accuracy and expression • Use text to analyze diverse viewpoints and the author's use of language • Summarize and evaluate passages of texts for specific purposes • Identify common historical, social, cultural themes and issues in literary works • Distinguish between the structure of texts to understand their meaning; for example, use cause/effect, compare/contrast, problem/solution and fact/opinion when reading the text • Analyze and evaluate the text to interpret the effects of story elements in different types of books • Identify and discuss the main idea and key points to analyze common themes from a variety of cultures, both written and oral • Analyze and compare the themes found in classical literature to similar themes in contemporary literature <p>Critical Thinking</p> <ul style="list-style-type: none"> • Read and interpret charts, tables, travel schedules, timelines and manuals for information. • Develop and apply a system for judging the quality of media products. • Analyze and compare the effects of story elements in a variety of literary works • Apply critical thinking skills to increase knowledge and understanding <p>Composition</p> <ul style="list-style-type: none"> • Continue to use the writing process (Steps to 	<p>Mathematical Thinking</p> <p>Numbers and Operations</p> <ul style="list-style-type: none"> • Perform and explain operations on rational numbers (add, subtract, multiply, divide, raise to a power, extract a root, determine absolute value) • Model and solve problems involving number theory concepts (prime and composite numbers, divisibility and remainders, greatest common factors, least common multiples) <p>Geometry and Measurement</p> <ul style="list-style-type: none"> • Understand basic plane and solid geometric concepts • Identify, construct and contrast geometric figures (symmetrical, isosceles, and regular) • Understand the concept of trigonometry (sine, cosine and tangent) • Increase their use of English and metric linear measurements (capacity, weight, time and speed) • Find the perimeter, area, surface area, and volume of a geometric figure • Understand the Pythagorean Probability and Statistics • Describe, interpret and solve problems using data (line, bar, pictograph, circle, rectangle, etc.) • Work with data in the context of real world situations (design and 	<p>Scientific Thinking</p> <p>Observing and Investigating</p> <ul style="list-style-type: none"> • Identify three forms of motion. <ul style="list-style-type: none"> -Solid -Liquid -Gas • Study the structure and migrating habits of birds. • Explain the laws of magnets and gravitational force. <p>Questioning and Predicting</p> <ul style="list-style-type: none"> • Pose questions that will help gain a better understanding of the science and its beginning. • Pose questions involving science vs. evolution. <p>Explaining and Forming Conclusions</p> <ul style="list-style-type: none"> • Gain knowledge of electricity by explaining how electric and magnetic forces are alike. • Draw conclusions based on observation and experimentation. 	<p>Social Studies</p> <p>Human Similarities and Differences</p> <ul style="list-style-type: none"> • Describe how climate and other geographic factors affect people's lives. • Understand how human differences can result in conflict. (demonstrate how significant events have influenced the past and the present in the United States) <p>Human Interdependence</p> <ul style="list-style-type: none"> • Explain how cooperation and interdependence affects individuals, groups, and nations. • Explain how money makes it easier to trade, borrow, save, invest and improve the value of goods and services. <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> • Use historical events to determine, analyze and support a position about important political values. <ul style="list-style-type: none"> -Freedom -Democracy -Equality -Declaration of Independence -United States

	<p>Writing).</p> <ul style="list-style-type: none"> • Use outlining in preparation for writing. • Write for a variety of purposes. • Produce a well-written research papers. • Become advance in the different genres of writing. • Use similes, metaphors, alliteration to enriching writing. <p>Language and Grammar</p> <ul style="list-style-type: none"> • Orally communicate information, opinions and ideas effectively • Recall significant details and sequence accurately • Master rules of capitalization and punctuation • Use correct sentence structure. • Recognize and write declarative, interrogative, exclamatory, and imperative sentences • Continue diagramming the eight parts of speech 	<p>conduct a statistical investigation)</p>	<p>Constitution</p> <ul style="list-style-type: none"> -Bill of Rights -Freedom of Speech -Supreme Court -American Political System <p>People and Where They Live</p> <ul style="list-style-type: none"> • Describe the movement of people, ideas, diseases and products throughout the world. • Use geographic representations to gather and compare information. • Use an atlas to estimate distance, calculate scale, identify patterns of climate and land use. • Interpret the past using a variety of sources (biographies, journals, artifacts, etc.) and evaluate the credibility of sources used • Identify significant events and people in the major eras of United States history.
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EDUCATIONAL RESULTS

<i>Educational Results</i>					
	Description Of Outcome		Measurement of Assessment Form	Frequency of Measurement or Assessment	Student to which Measurement or Assessment Applies
Literacy	Word Recognition - Sight - Analysis Comprehension - Significant Miscues - Questions Missed - Retelling		Jerry Johns	3x per year	Grades K4-8
	Vocabulary	Vocabulary	ITBS or WKCE	Annually	Grades K5-8
	Word Analysis	-Phonemic Awareness and Decoding -Identify & Analyze Word parts	ITBS or WKCE	Annually	Grades K5-3
	Listening	-Literal Comprehension -Inferential Comprehension	ITBS or WKCE	Annually	Grades K5-3
	Reading Words	-Auditory Cues -Picture Cues -Word Attack	ITBS	Annually	Grade K5
	Reading Comprehension	-Sentence Comprehension -Story Comprehension	ITBS	Annually	Grades 1 st -2
		-Factual Understanding -Inference & Interpretation -Analysis & Generalization		Annually	Grades 3-8
	Spelling	-Vowels -Consonants -Vowel/ Consonants		Annually	Grades 1-2
		Affixes		Annually	Grade 2
		-Root Words Words with Affixes -Correct Spelling			Grades 3-8
Language		-Operational Language -Verb Tense -Classification -Prepositions: Relationships -Singular/Plural	ITBS or WKCE	Annually	Grade K5

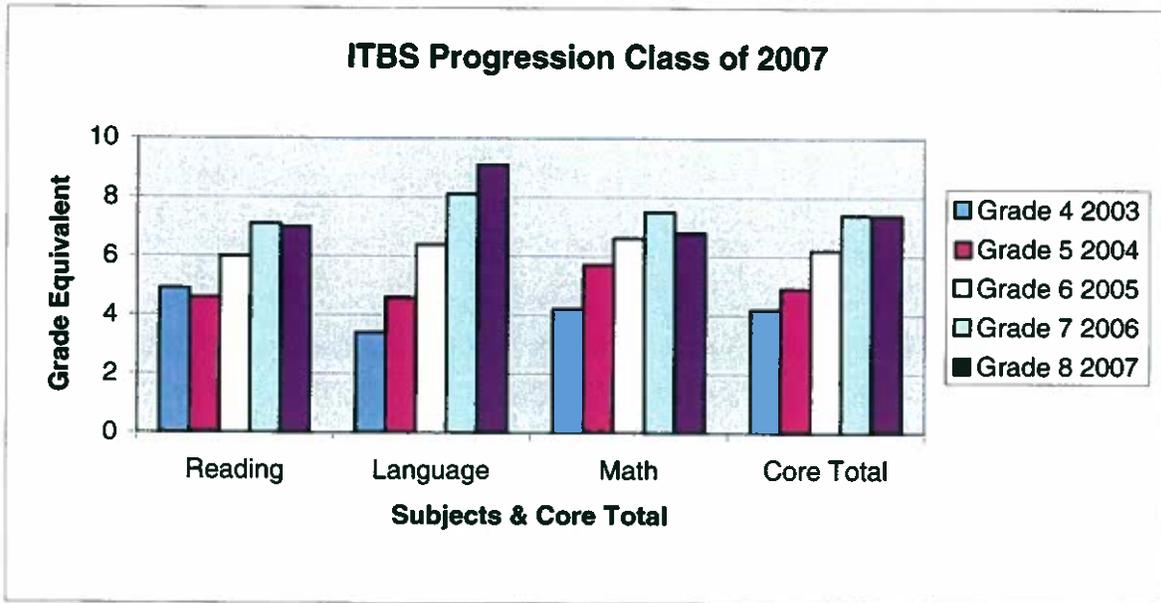
		-Comparative & Superlative Adj. Spatial-Directional Language			
		-Spelling in Context -Capitalization in Context -Usage & Expression			Grades 1-2
	Capitalization	-Names & Titles -Dates & Holidays -Places Names -Writing Conventions -Overcapitalization/ -Correct Cap	ITBS or WKCE	Annually	Grades 3-8
	Punctuation	-End Punctuation -Comma -Apostrophe/ Quotes/Colon/Semi -Correction – Punctuation	ITBS or WKCE	March	Grades 3-8
	Vocabulary	Vocabulary			Grades K-8
Mathematics			ITBS or WKCE	Annually	Grades K5-8
	-Number Properties & Operations -Geometry -Measurement				Grades K-2
	-Algebraic Concepts				Grade 1
Math Concepts			ITBS or WKCE	Annually	
Usage Expression	-Noun, Pronouns & Modifiers -Verbs -Conciseness & Clarity -Organization of ideas				Grades 4-8
	Appropriate Use				Grade 5
Social Studies			ITBS or WKCE	Annually	Grades 1-8
Science			ITBS or WKCE	Annually	Grades 1-8
Source of Information			ITBS or WKCE	Annually	Grades 3-8
	Maps & Diagrams		ITBS or WKCE	Annually	Grades 3-8
	Reference Material		ITBS or WKCE	Annually	Grades 1-3
IEP Goals	Special Education students will receive instruction base on their individual educational plan	Modification will be made according to their level of performance and IEP needs.	Jerry Johns ITBS or WKCE Classroom Based Assessments	3x a year Annually Ongoing	Grades K5-8



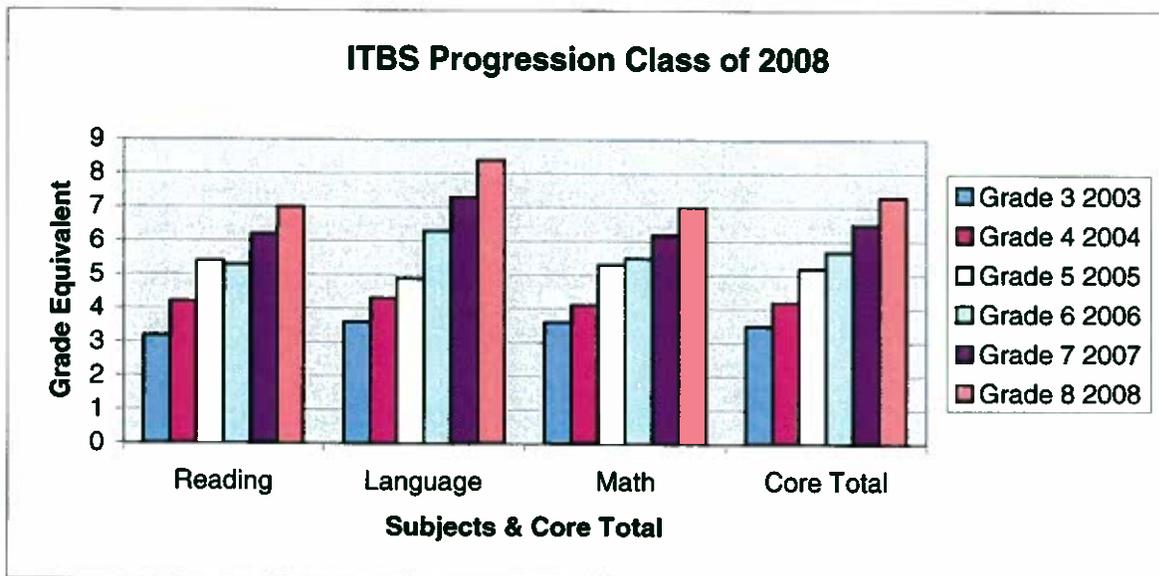
Standardized Test Progression

King's Academy administered its first standardized test in 2003. At that time there were only a third and fourth grade class. The documents that follow reflect test progression in the core subjects: Reading, Language and Math of the graduating classes of 2007 through 2017.

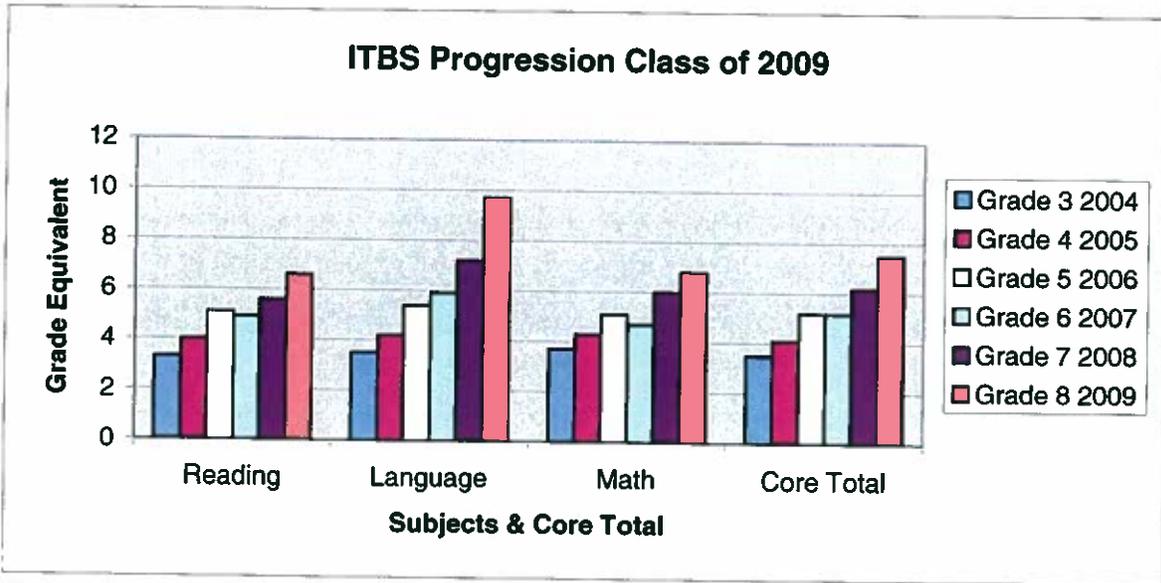
	Reading	Language	Math	Core Total
Grade 4 2003	4.9	3.4	4.2	4.2
Grade 5 2004	4.6	4.6	5.7	4.9
Grade 6 2005	6	6.4	6.6	6.2
Grade 7 2006	7.1	8.1	7.5	7.4
Grade 8 2007	7	9.1	6.8	7.4



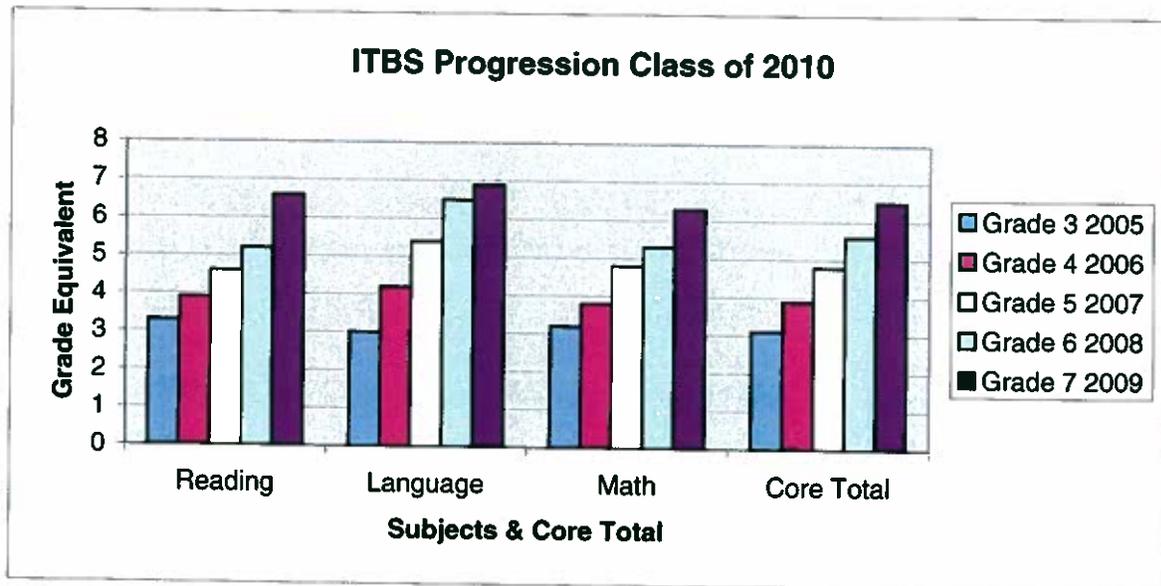
	Reading	Language	Math	Core Total
Grade 3 2003	3.2	3.6	3.6	3.5
Grade 4 2004	4.2	4.3	4.1	4.2
Grade 5 2005	5.4	4.9	5.3	5.2
Grade 6 2006	5.3	6.3	5.5	5.7
Grade 7 2007	6.2	7.3	6.2	6.5
Grade 8 2008	7	8.4	7	7.3



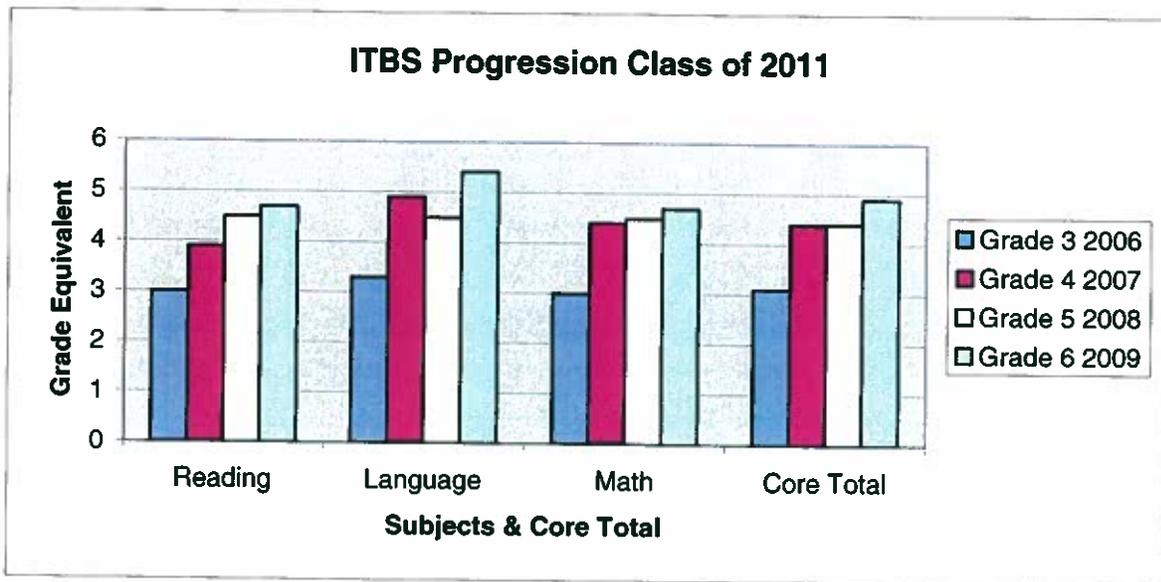
	Reading	Language	Math	Core Total
Grade 3 2004	3.3	3.5	3.7	3.5
Grade 4 2005	4	4.2	4.3	4.1
Grade 5 2006	5.1	5.4	5.1	5.2
Grade 6 2007	4.9	5.9	4.7	5.2
Grade 7 2008	5.6	7.2	6	6.2
Grade 8 2009	6.6	9.7	6.8	7.5



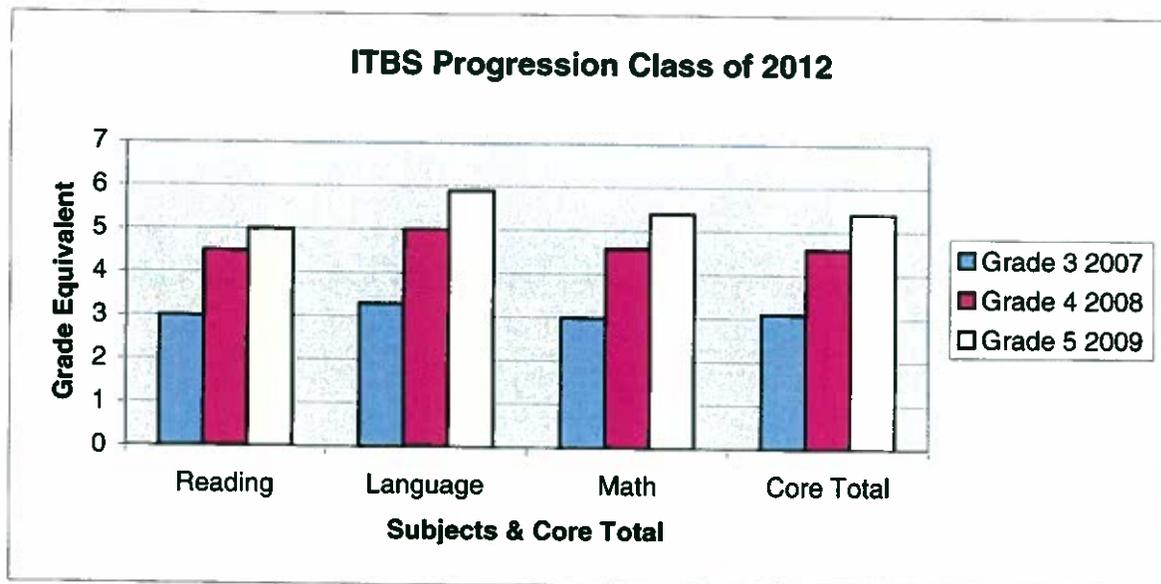
	Reading	Language	Math	Core Total
Grade 3 2005	3.3	3	3.2	3.1
Grade 4 2006	3.9	4.2	3.8	3.9
Grade 5 2007	4.6	5.4	4.8	4.8
Grade 6 2008	5.2	6.5	5.3	5.6
Grade 7 2009	6.6	6.9	6.3	6.5



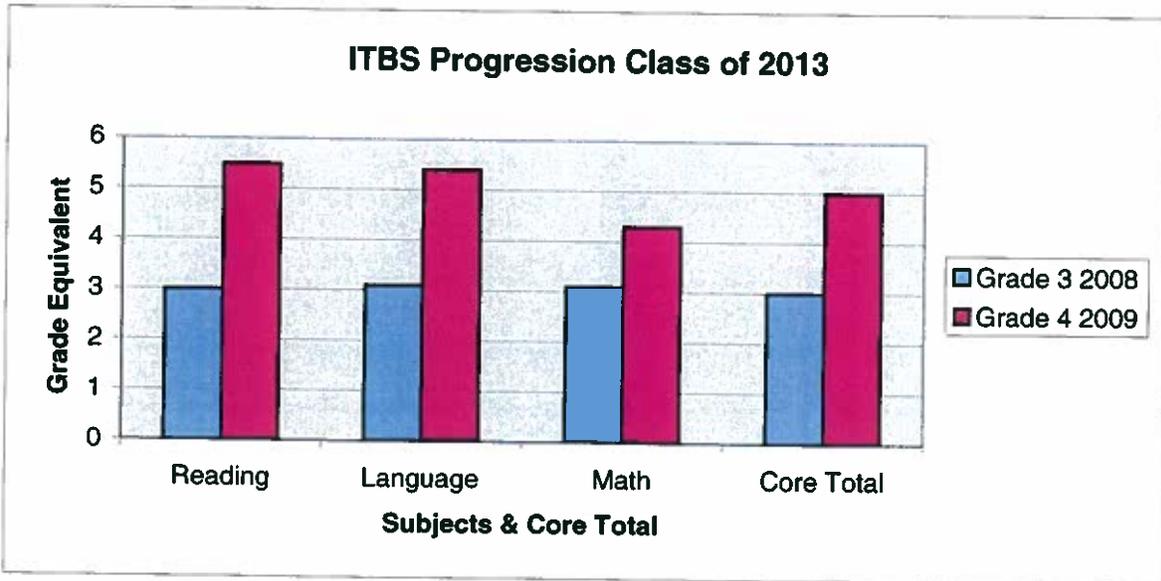
	Reading	Language	Math	Core Total
Grade 3 2006	3	3.3	3	3.1
Grade 4 2007	3.9	4.9	4.4	4.4
Grade 5 2008	4.5	4.5	4.5	4.4
Grade 6 2009	4.7	5.4	4.7	4.9



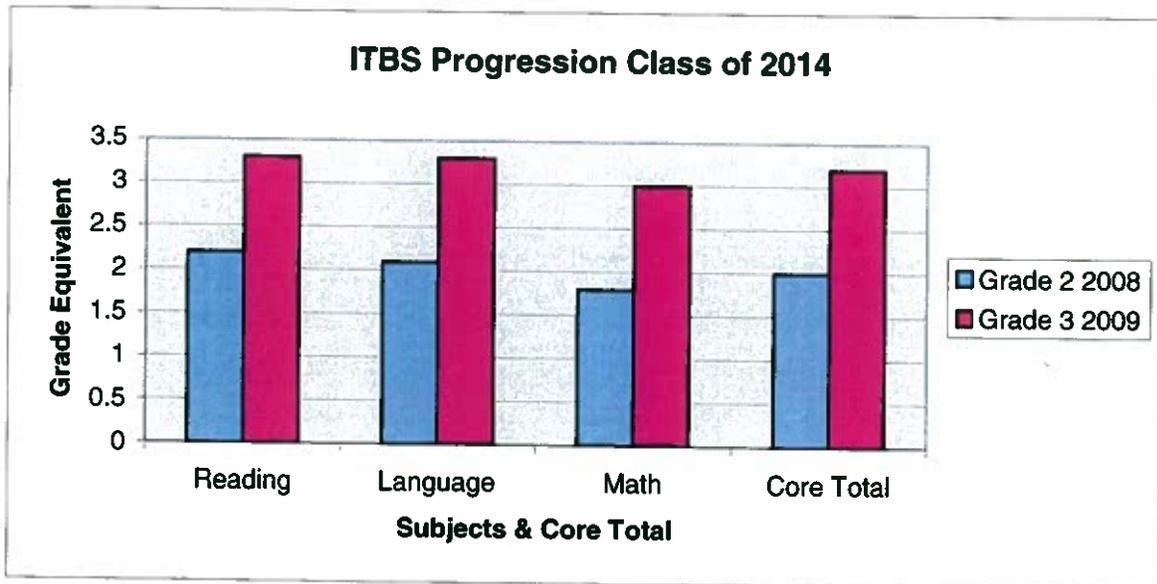
	Reading	Language	Math	Core Total
Grade 3 2007	3	3.3	3	3.1
Grade 4 2008	4.5	5	4.6	4.6
Grade 5 2009	5	5.9	5.4	5.4



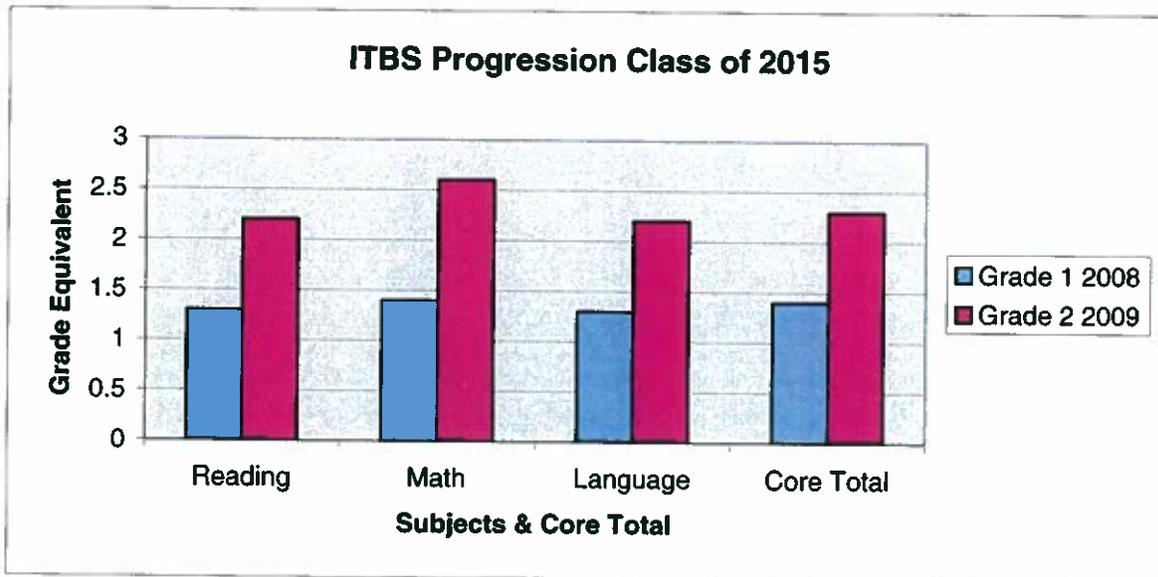
	Reading	Language	Math	Core Total
Grade 3 2008	3	3.1	3.1	3
Grade 4 2009	5.5	5.4	4.3	5



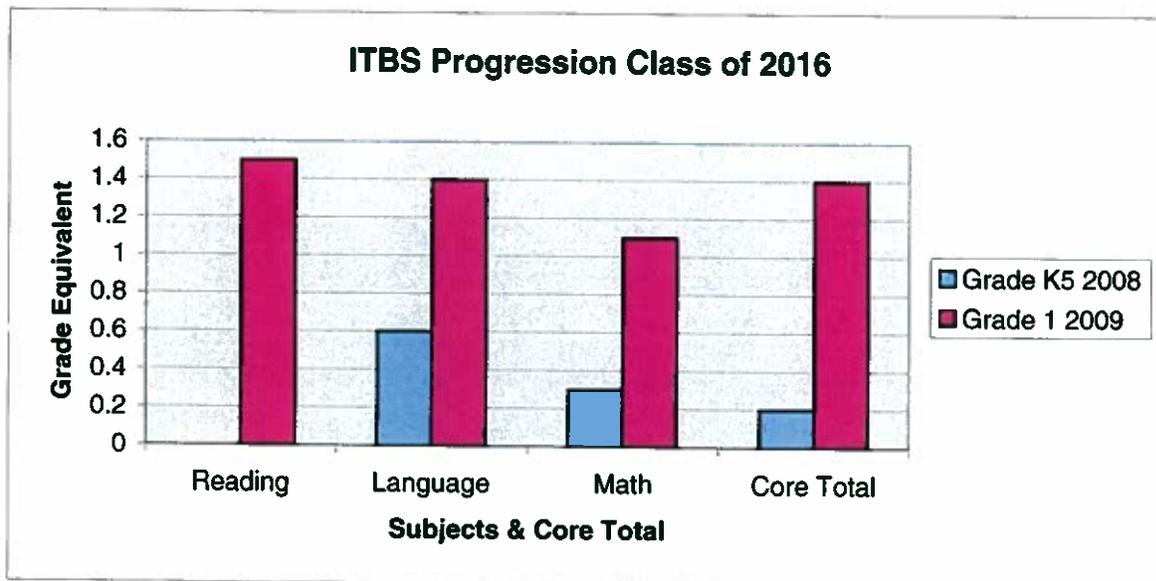
	Reading	Language	Math	Core Total
Grade 2 2008	2.2	2.1	1.8	2
Grade 3 2009	3.3	3.3	3	3.2



	Reading	Math	Language	Core Total
Grade 1 2008	1.3	1.4	1.3	1.4
Grade 2 2009	2.2	2.6	2.2	2.3

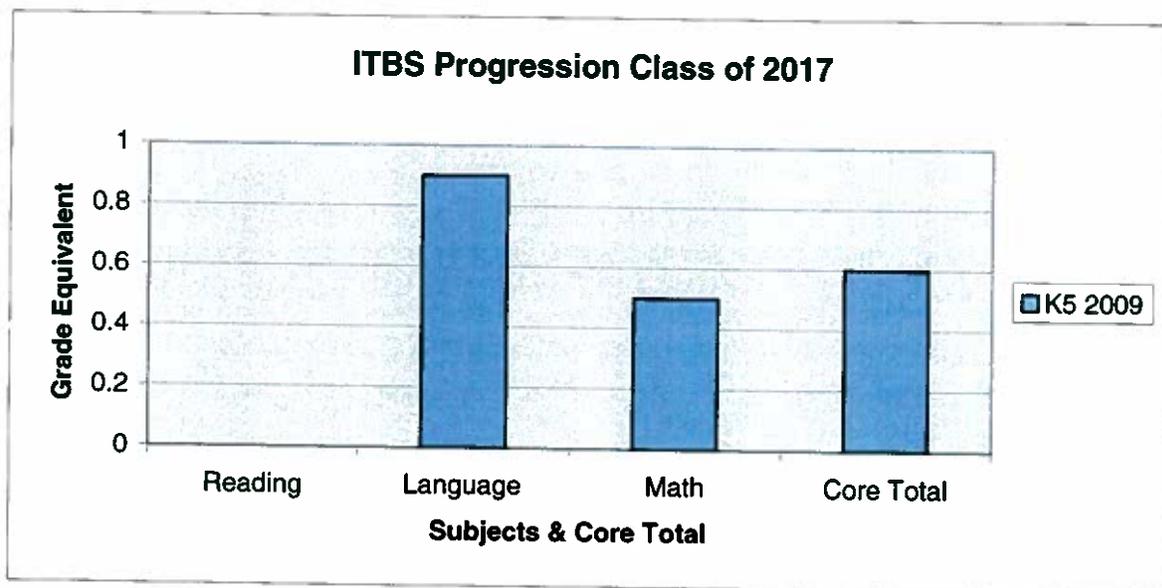


	Reading	Language	Math	Core Total
Grade K5 2008		0.6	0.3	0.2
Grade 1 2009	1.5	1.4	1.1	1.4



K5 2009

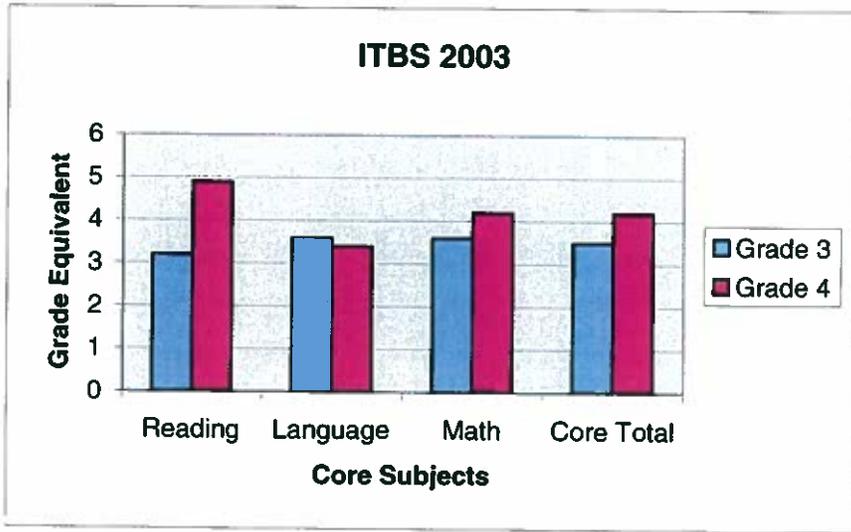
Reading Language Math Core Total
 0.9 0.5 0.6



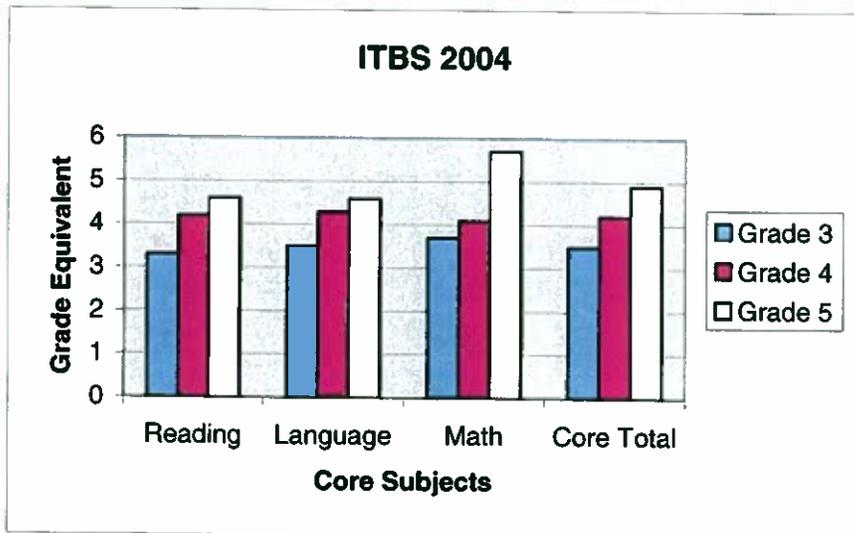


Test Data 2003-2009 - Measure: Iowa Test of Basic Skills

ITBS 2003				
	Reading	Language	Math	Core Total
Grade 3	3.2	3.6	3.6	3.5
Grade 4	4.9	3.4	4.2	4.2

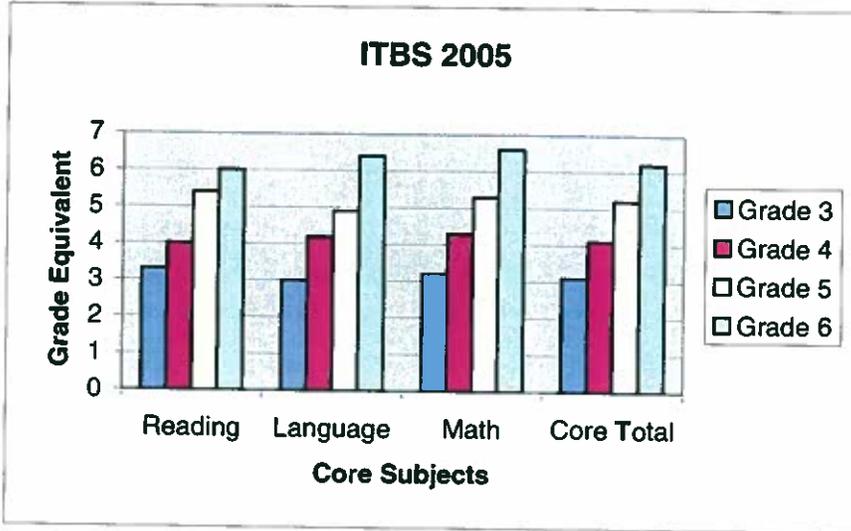


ITBS 2004				
	Reading	Language	Math	Core Total
Grade 3	3.3	3.5	3.7	3.5
Grade 4	4.2	4.3	4.1	4.2
Grade 5	4.6	4.6	5.7	4.9



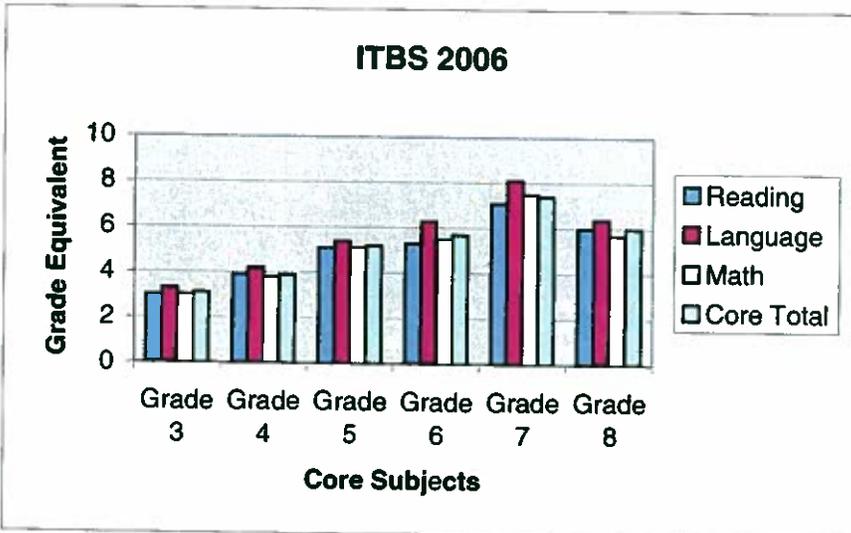
ITBS 2005

	Reading	Language	Math	Core Total
Grade 3	3.3	3	3.2	3.1
Grade 4	4	4.2	4.3	4.1
Grade 5	5.4	4.9	5.3	5.2
Grade 6	6	6.4	6.6	6.2

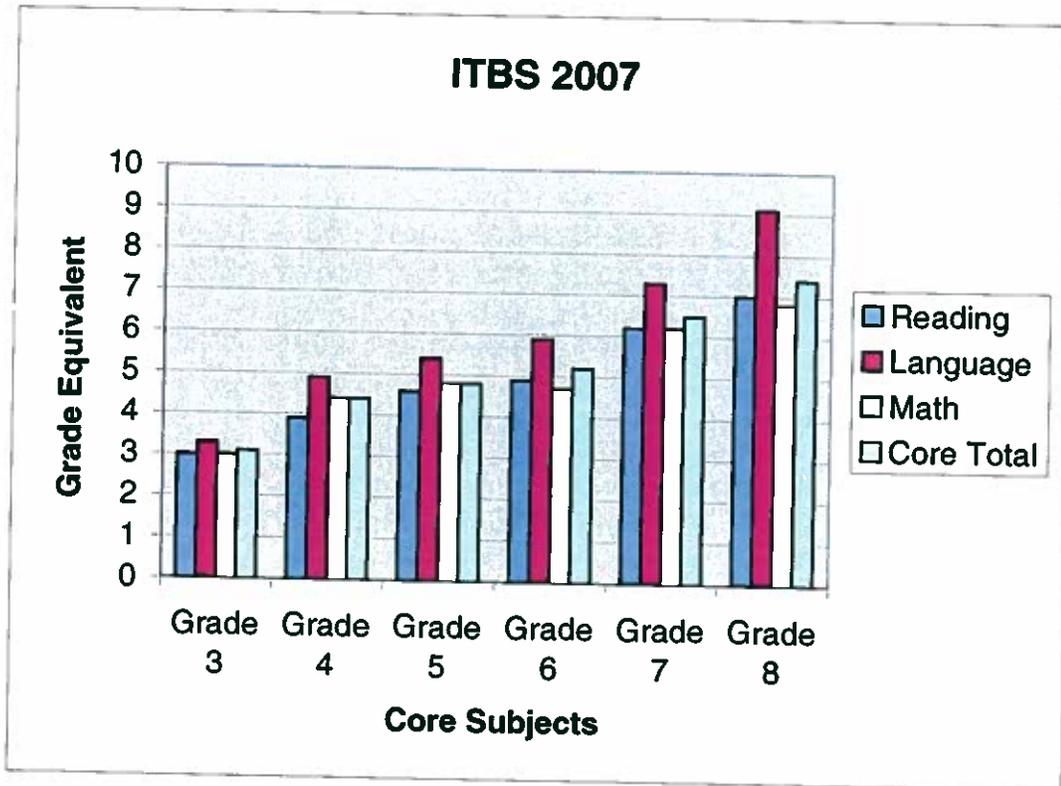


ITBS 2006

	Reading	Language	Math	Core Total
Grade 3	3	3.3	3	3.1
Grade 4	3.9	4.2	3.8	3.9
Grade 5	5.1	5.4	5.1	5.2
Grade 6	5.3	6.3	5.5	5.7
Grade 7	7.1	8.1	7.5	7.4
Grade 8	6	6.4	5.7	6

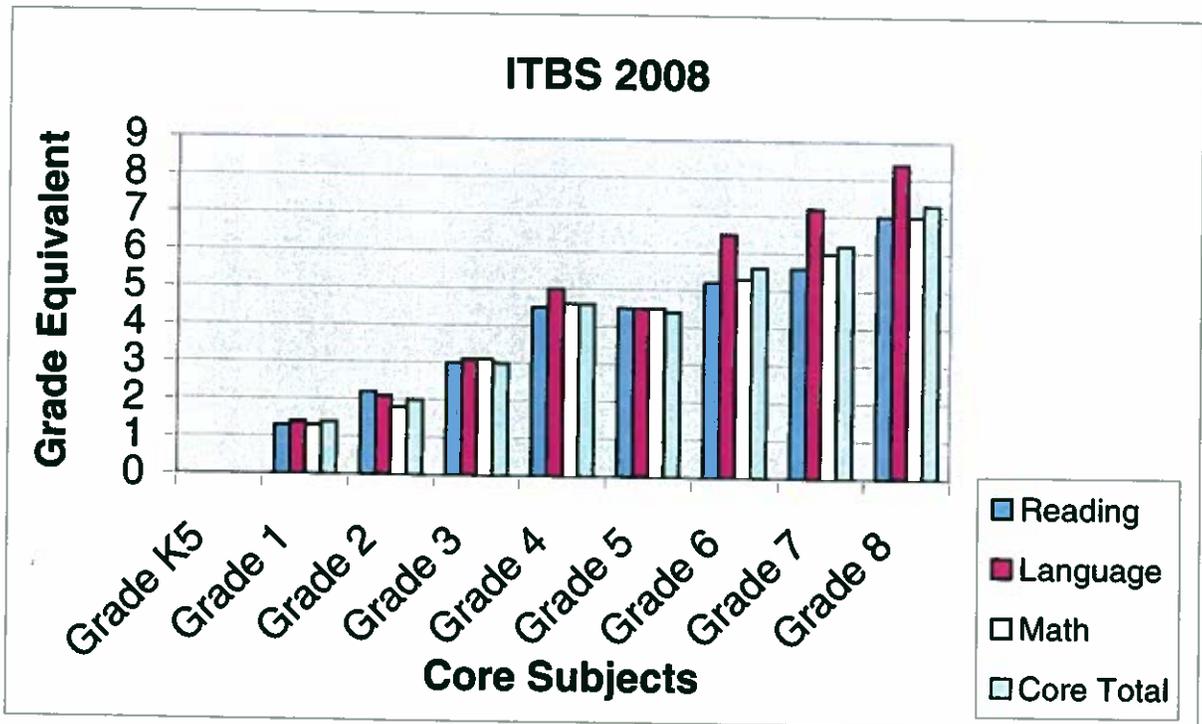


ITBS 2007				
	Reading	Language	Math	Core Total
Grade 3	3	3.3	3	3.1
Grade 4	3.9	4.9	4.4	4.4
Grade 5	4.6	5.4	4.8	4.8
Grade 6	4.9	5.9	4.7	5.2
Grade 7	6.2	7.3	6.2	6.5
Grade 8	7	9.1	6.8	7.4



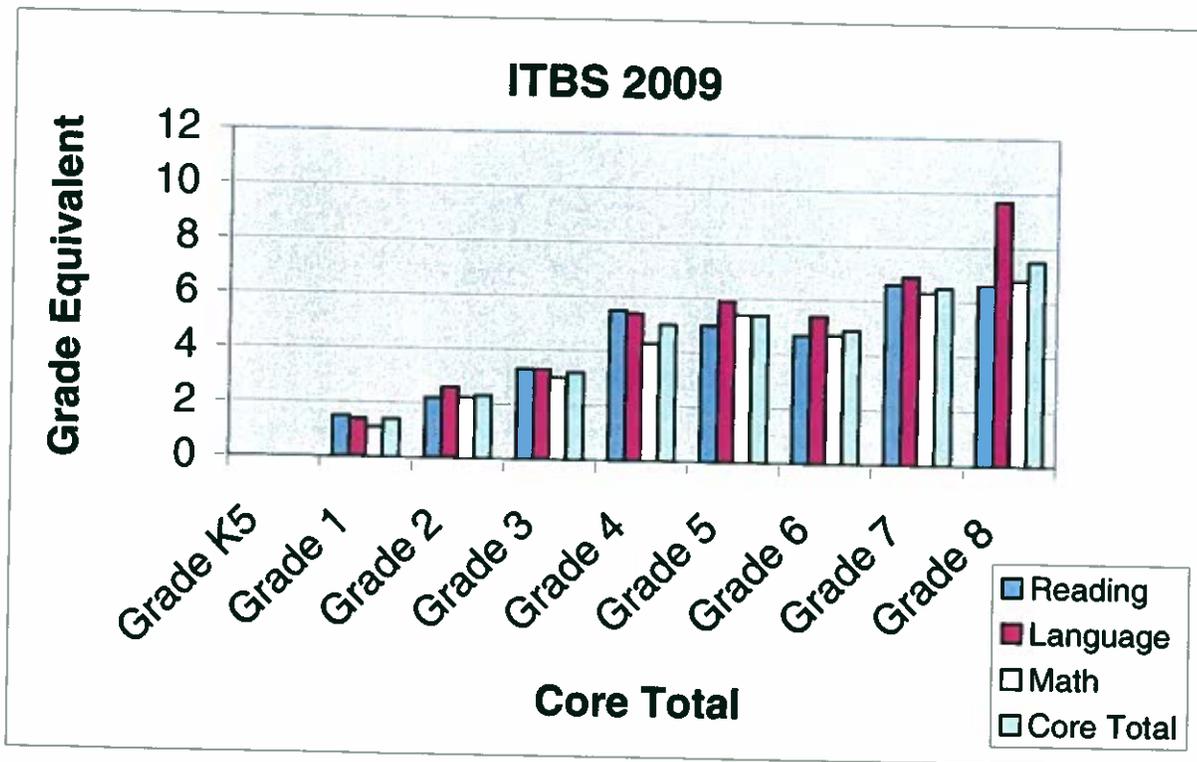
ITBS 2008

	Reading	Language	Math	Core Total
Grade K5				
Grade 1	1.3	1.4	1.3	1.4
Grade 2	2.2	2.1	1.8	2
Grade 3	3	3.1	3.1	3
Grade 4	4.5	5	4.6	4.6
Grade 5	4.5	4.5	4.5	4.4
Grade 6	5.2	6.5	5.3	5.6
Grade 7	5.6	7.2	6	6.2
Grade 8	7	8.4	7	7.3



ITBS 2009

	Reading	Language	Math	Core Total
Grade K5				
Grade 1	1.5	1.4	1.1	1.4
Grade 2	2.2	2.6	2.2	2.3
Grade 3	3.3	3.3	3	3.2
Grade 4	5.5	5.4	4.3	5
Grade 5	5	5.9	5.4	5.4
Grade 6	4.7	5.4	4.7	4.9
Grade 7	6.6	6.9	6.3	6.5
Grade 8	6.6	9.7	6.8	7.5



ASSESSMENT PLAN

King's Academy uses a variety of data to assess students' academic performance. At the beginning of the school year students are assessed to identify grade level skills which will ensure that instruction will meet the needs of individual students. Formative assessments are used on a regular basis by teachers to ensure student mastery of the material. These assessments include unit tests, quizzes, homework, analysis of student work samples, observation, projects, Jerry Johns Reading Verification, and Iowa Tests of Basic Skills. The school recognizes that the current assessment does not include the requirement of The City of Milwaukee Charter Review Committee, but is prepared to implement any additional assessment required. The components of the formal assessment plan are as follows.

Jerry Johns Verification Reading is a comprehensive reading assessment that is administered by the classroom teacher. This assessment will measure students' qualitative ability to recognize words, read paragraphs, follow directions, retell stories and to judge student knowledge of literacy concepts. This test is administered three times during the school year to verify students reading level.

King's Academy's Benchmark Assessment System is a comprehensive, literacy standard based reporting tool designed specifically to measure, manage and maximize student achievement at the local school level. It allows the school to support a local formative assessment system, taking multiple measures of student performance based on standards throughout the school year. Teachers use the results to identify student's weaknesses, both at the individual and the whole class level. This assessment allows the teachers to view a snapshot of the areas in which their students are secure in skills and those areas where further instruction is needed. To assess student progress tests are provided at the end of each chapter which allows teachers to design instruction that meets the needs of the student. King's Academy's Benchmark Assessment System and Checklist Tool will be developed and implemented by 2010.

Iowa Test of Basic Skills (ITBS) The Spring of 2004, was the first year that students in grades 3, 4, 5 were administered the ITBS. Presently, all students in grades K5-8th are required to participate in the ITBS annually. Three of the fundamental purposes for using this test are:

1. To identify students' areas of relative strength and weakness in subject areas
2. To monitor year to year growth in the basic skills.
3. To describe each student's developmental level within a test area.

Wisconsin Knowledge and Concepts Examination (WKCE-CRT): We will begin to use the WKCE assessment in the fall of 2010. This annual assessment measures achievement in reading, language application, mathematics, science, and social studies using multiple choice and short answer questions. Students will also, provide a rough draft writing sample. It will be used for advancing students from fourth to fifth grade and from eighth to ninth grade.

This information will help to determine student's progress and specific areas of instructional focus. The above assessment results on King's Academy's academic performance will be reported to the Charter School Review Committee.

Other Accountability Measures

Teacher Student Parent Satisfaction Survey (TSPSS): The school measures parent satisfaction on an annual basis. These results are analyzed by the school's leadership team to identify areas of improvement and to develop strategies to address these areas. A staff and students satisfaction survey will be developed and implemented by the 2010 school year to also identify areas of improvement and satisfaction.

Participation in Parent/Teacher Conferences: King's Academy reports on student's progress four times per year. Parents/guardians are encouraged to discuss student's progress at any time during the year, but two specific periods are designated for Parent/Teacher Conferences. The goal of the school is that all parents participated in these discussions. For parental involvement data for the last four years see **Attachment P**. Each classroom teacher is required to have a sign-in sheet for parents. These sheets are tabulated and kept on file in the office.

Parent Involvement Activities: Kings Academy provides several opportunities for parents to become actively involved in their child's education throughout the school year.

- Family Night
- Spaghetti Dinner
- PTO Activities
- Prom Night
- Holiday Events
- Field Trips
- K4 Parent Outreach Activities

The Academy expects at least 70% of the parents to participate in 70% of the activities for the year. At each event parents are required to sign in and attendance is tabulated and kept on file in the office. We believe that parent plus staff working together equals success.

Qualifications of Teaching Staff

King's Academy follows the requirements set forth by the Wisconsin Department of Public Instruction and the Wisconsin State Statute [Wisconsin Statute 118.91(1)]. The school prefers applicants who are experienced in working with urban students.

Staff Recruitment:

King's Academy recruits qualified candidates through teacher recommendations, referrals, radio and printed advertisements. Other qualified candidates are recruited from within. In the past, King's Academy has partnered with Mount Mary and Alverno Colleges to recruit teaching staff. In the future, we will re-establish our partnership with various universities and colleges who have student teachers seeking internships and employment opportunities. See Attachment U for professional resumes of all full time teaching and management persons currently filling positions

Staff Selection:

Members of the administrative team, teaching staff and parents participate in the interview process. Interviews are conducted after applicants' credentials are reviewed and accepted. The team ranks and determines whether the candidates' experience and educational background qualifies them for employment. The school will contact at least two professional references, conduct a background check, and request a high school diploma and official college transcripts. Once selected, the candidate is contacted and offered a position. See Attachment Q for DPI licenses or college transcripts for current instructors.

Staff Development:

King's Academy believes that staff members are responsible for ongoing professional growth and development. We believe that professional development is crucial to maintain a well-rounded staff. A variety of opportunities are available through conferences, seminars, courses, meetings and conventions. To begin the school year, the administrative staff, teachers and teacher assistants participates in a series of workshops in August. A new teachers' orientation is held to acclimate them into the school culture. Over the past two years, all staff participated in the following: Curriculum Mapping, Integrating Reading, Math and Art across the Curriculum, Using Abeka Curriculum, Crisis Management, Respectability for Classroom Success, The High Performance Classroom and Mentoring Teachers to Mastery. Staff will continue to attend various workshops that are grade level specific throughout the school year.

Presently, King's Academy receives funding through various Title programs. These federal dollars have assisted in providing: extra instruction to students who are below grade level in reading and math by a Title I teacher, hosting workshops for parents to assist students at home, a school social worker/counselor, and professional development for the teaching staff.

Professional development under Title IIA for private school staff members focused on the promotion of academic achievement in one of the core content areas: Reading, Language Arts, Math, Science or Social Studies.

Professional development will continue to be one of our major priorities as we strive for academic excellence.

Please see Attachment D Staff Handbook for information regarding personnel matters.

Admission Procedures

King's Academy accepts and serves all students regardless of race, ethnicity, socioeconomic status, sex, religion, national origin, pregnancy, sexual orientation, physical, emotional or learning disability and all other At-Risk students. Admission requirements are described in the Parent/Student Handbook (See Attachment S).

King's Academy's open enrollment period is in January. To ensure a racial and ethnic balance our marketing strategies will include all City of Milwaukee residences. King's Academy's open enrollment period is in January. To ensure a racial and ethnic balance our marketing strategies will include all City of Milwaukee residences. Our marketing strategies will focus on advertisements such as newspapers, radio, flyers, networking, using the internet, an informative website to support our efforts. If there are more applicants than available seats, as of January 31st, a lottery will be held on February 15th to fill the seats. After that time, the school will accept applications for the coming school year through September based on available seats. Students will have one week from the first day of school to guarantee their seat, after that it will be given to a student on the waiting list. Seats for the current school year will be filled in January from the waiting list. Applications are accepted anytime, however, after September 17, 2010 student will not be placed in a classroom until January and after January 14, 2011 they will be placed on a waiting list for the following year. Students with siblings enrolled at the school or students that are returning to the school may be given preference for admission.

Disciplinary Procedures

King's Academy places a strong emphasis on a safe and orderly learning environment. Refer to the Parent/Student Handbook for specific policies related to the disciplinary procedures (See Attachment S, pages- 21-27).

During the 2008-2009 year, King's Academy had 187 students enrolled in K4-8th grades. Fifty three students received disciplinary actions and of those fifty-three students one half of them were repeaters. Three of those students were expelled.

Plan to Educate Children with Disabilities

Currently King's Academy has four students with disabilities. One student has been identified as cognitively disabled and three students have been identified as having an Attention Deficit Hyperactive Disorder. Their cumulative folders are reviewed for active IEPs and teachers make accommodations based on the students' IEP.

The school may decide to have Title I math and/or reading based on the needs of the students. Students below one grade level in reading and/or math will be assigned to Title I reading and math groups. Cross grouping is utilized as an instructional method to accommodate the needs of all students. If more students are struggling with reading, they will be assigned to the reading intervention teacher.

Students who have been identified with speech impediments will receive Speech and Language services from a Milwaukee Public School site. A Milwaukee Public School representative notifies King's Academy regarding students who will be receiving services. Parents are responsible for transporting their child to the designated site however, a King's Academy staff member will accompany students to and from the closest neighboring school site.

King's Academy plans to serve students with special education needs through an inclusive service delivery model. This model can include, resource services in the least restrictive environment (*providing learning experiences that are adaptive to student differences that can be transitioned to the general educational setting*), and team teaching support. Students, who receive resource services will do so in a small group setting aimed to pre-teach, remediate or reinforce instruction. Special Education students currently serviced are mild cognitive disabilities and Speech and Languages. Presently, the school does not serve students with low-incidence impairments. However, in the event that the Individual Education Plan (IEP) requires services of this nature, the child would receive small group instruction and/or will be integrated into the general education setting to the greatest extent possible. Related service personnel would be contracted as necessary.

Staff

The special services staff will be comprised of educators certified in the areas of Cognitive Disabilities (CD), Emotional Behavioral Disabilities (EBD), Learning Disabilities (LD), Other Health Impairments (OHI), Speech and Language (SPL) and/or Cross Categorical Special Education. The team will work together collaboratively to develop and implement a child's IEP. The appropriate related services specialist will serve as an IEP team member on initials and re-evaluations. Weekly team meetings will be held to discuss each student's progress and to assess intervention strategies. King's Academy will provide information and in-service opportunities on the referral process and special education updates to parents and staff annually.

Caseload

The special education caseload will be determined based upon the number of students with disabilities in each grade and the amount of time required per their IEPs. Administrators and the special education Lead Teacher will discuss and adjust caseloads based on the needs of the student population.

Related Service Personnel

Related services are services for students with disabilities that are necessary for them to benefit from special education. King's Academy currently serves very few students who require related services. When needed, these services are provided to students from outside agencies, whom the school has developed a contractual relationship.

Parental Involvement in Special Education

Parents will be encouraged to communicate their assessment of the special education services provided by King's Academy through formal and informal conferences and parent surveys. The surveys will measure their satisfaction in the following areas:

- the referral and evaluation processes,
- the development of the IEP and placement decision,
- quality of services provide,
- opportunity for parental input into the IEP
- communication for the school regarding their child's academic behavioral progress.

King's Academy will follow the Wisconsin Department of Public Instruction Special Education Policies and Model. **See Attachment T.**

Attachment P

2003-06
Parent Participation Report

King's Academy Christian School
7798 N. 60th St.
Milwaukee, WI 53223

Parent Name	Children	Standard Met	Parent/Children Names	Children	Standard Met
Luckett, Tracy	Luckett, Jorlea Bulford, Darius	No	Stephens, LeToya	Stephens-Holmes, Jaylen	No
Marshall, Donna	Marshall-Roby, Mytea	Yes	Stewart, Tiffany	Stewart, Nigel Stewart, Najee Summers, Emerald	Yes
Mathis, Marisha	Mathis, Nyla	No	Summers, Sylvia	Summers, Harold	Yes
McQueen, Marisa	McQueen, Christina McQueen, Jackie McQueen, Naomi	Yes	Terry, Holley	Terry, Alissa Terry, Arreal	Yes
Miller, Angela	Brown, DeAngelo	No	Thomas, LeWanda	Latson, LeShawn Thompson, Diamond	Yes
Monroe, Luisa	Monroe, Christopher	Yes	Thompson, Chandra	Thompson, Dominic	Yes
Morgan, Pamela	Morgan, Marvellis	Yes	Todd, Shirley	Fotis, Michelle	No
Muhammad, Fatma	Muhammad, Ameenah	Yes	Townsend, Lora	Townsend, Danyell Tucker, Izrian	Yes
Mudrew, Deletha	Dixon, D'Shawndra Newell, Agnety	Yes	Tucker, Latisha	Tucker, Daejah Tucker, Montrell	Yes
Newell, Enatra	Newell, Christina Newell, Ebony Holmes, Kayla	Yes	Turner, Sonji	Wright, Terence Blevins, Chyna	No
Roberts, Patrice	Roberts, Timmia	Yes	Warr, Dolores	Duguid, Marcus Woods, Arlisha	Yes
Robinson, Rochelle	Robinson, Aaron Robinson, Alexis	Yes	Warr, Tracey	Woods, Diontra Woods, Raya	Yes
Robinson, Janell	Triggs, Elijah Triggs, Derrick	Yes	Webb, Devonla	Medina, Juan	No
Robinson-Carmichael, Brenda	Carmichael, Clara	No	Williams, Jermaine	Gulliford, Samuel Williams, Nikiya	Yes
Sanders, Tawanna	Johnson, Jewan Johnson, Jamber Johnson, Jordan	Yes	Williams, Consuelia	Williams, Nikaya Williams, Noel Williams, Nicolas	Yes
Seroyer, Shanetta	Seroyer, Brittany	Yes	Williams, Nancy	Hart, Tylesha	Yes
Simpson, Clorice	Blade-Simpson, Essence Austin, Jacques	No	Wilson, Edna	Tillis, Markalo	Yes
Smith, Lakesha	Austin, Ja'kira	Yes			
Smith, Almee	Smith, Landon	No			
Smith, Diana	Moore, Roland	No			

85
61
72%

Number of choice families
Number of Choice families that met the standard
% of participation

Parent Participation Report

Parent Name	Children	Standard Met	Parent/Children Names	Children	Standard Met
Allen, James	Allen, Alexander Rembert, Kayla	Yes	Edwards, Tracy	Mitchell, Allen	Yes
Almond, Keriston	Almond, Alexis Green, Damon Green Dameon	Yes	Felton, Sonja	Beard, Kasey Beard, Kourtney Harrison, Meurice Felton, Mickleal Avery, Donald	Yes
Almond, Ityshi	Tarieton, Ailenyte' Tarieton, Allen Tarieton, Lakeidra	Yes	Fitzpatrick, Shanice	Fitzpatrick, Jaen Fitzpatrick, Martelles	No
Alston-Jackson, Beverly	Garvin, Leondra	Yes	Gilyon, Lisa	King, David	No
Baldwidge, Kelly	Baldwidge, Jonathan	No	Grant, Jessica	Profit, Deont	Yes
Barnes, April	Barnes, Ebony Barnes, Essence	Yes	Grant, Kimberly	Grant, Aaliyah Grant, Angelica Grant, Alizabeth Grant, Jasmine Lee, Ashley	Yes
Bates, Angela	Portis, Akell Allen, Christian Mapp, Grady	Yes	Grant, Sheila	Carter, Terriona Harris, Darren	Yes
Biddle, Fatima		Yes	Gray, Latiaa	Batton, Sade	Yes
Bolden, Patricia	Bolden, Christopher	Yes	Griffin, Gwendolyn	Watson, Lethaniel	Yes
Brayboy, Abigail	Braboy-Mcgee, Mystique	No	Hardge, Melinda	Essien, Alexts	Yes
Brewington, LaYonda	Brewington, Kayla	Yes	Hernandez, Elba	Moore, Antonio	No
Brown, Cherrie	Brown, Sharena Harris, Roche	No	Hill, Melvina	Hill, Danielle	Yes
Brown, Celeste	Brown, Britany Brown, Randy	Yes	Howard, Shavetta	Jones, Marreon	Yes
Brown, Wanda	Brown-Johnson, Michael	Yes	Howard, Shelly	Tucker, Asya	No
Bufford, Nakesha	Brown, Brian	Yes	Hunter, Kanita	Hunter, Qureontae	No
Burks, Veronica	Bufford, Julius	Yes	Cotton, Kimberley	Boothe Jr., Jason Edwards, Wanya	Yes
Carrington, Olana	Brown, Braxton	Yes	Johnson, Toni	Johnson, Shanice	Yes
Cash, Denise	Elliot, Briazhane Cash, Jeremiah Cash, Joshua	No	Johnson, Darlene	McClendon, Donte'	Yes
Cobbs, Linda	Malone, DeAngelo Cobbs, Tierra	Yes	Jones, Tameka	Jones, Justyn	No
Coleman, Timothea	Coleman, Darryl Cole, Giovanni Cole, Quinnee	No	Jones, Patricia	Grace, Brontia Jones, Bryanna Jones, Blonca	Yes
Cole, Lairrail	Coleman, Jackie	Yes	Jones, Stephanie	Malone, Agil	No
Cowan, Michelle	Cole, Quinnee	Yes	King, Lakisha	Williams, Eiricha	Yes
Criss, Tamika	Stanton, Asia Criss, Laquonda Gatton, Neriah	Yes	Kinney, Demetrice	Burton, Juwan McConnell, Hollice	Yes
Crum, Keisha	Gatton, Marcus Crum, Prionna	Yes	Lee, Lorena	Lenyard, Randail	No

King's Academy Christian School Continuing Eligibility Report 2006-2007

Parent Name	Child/ren	P/O/Parent Meetings	Parent/Teachers Conference	Fund Raising	Volunteer Participation	Total	Met Standard
Allen, James	Allen, Alexander Kayla Rembert	4	2	2	4	12	Yes
Almond, Keriston	Almond, Alexis Green, Dameon	4	1	3	2	10	Yes
Almond, Ityshi	Tarleton, Alenlyte' Tarleton Allen	6	1	3	4	14	Yes
Alston-Jackson, Beverly	Tarleton, Lakeidra	7	2	3	1	13	Yes
Baldwridge, Kelly	Garvin, Leondra Baldwridge, Johnathan	4	1	1	0	6	No
Bates, Angela	Portis, Akeil Portis, Elias	7	1	3	3	14	Yes
Biddle, Fatima	Mapp, Grady Allen, Christian	4	1	3	4	12	Yes
Boatman, Meysa	Johnson, Raven	7	2	3	2	14	Yes
Bray, Jonnie	Allen, Raynette	3	2	3	2	10	Yes
Brayboy, Abigail	Brayboy-McGee, Mystique	7	1	2	2	12	Yes
Brewington, LaYonda	Brewington, Kayla Brown, Randy Brown, Brittany Brown, Michael	7	1	3	2	13	Yes
Brown, Celeste	Brown, Thomas	4	1	2	4	11	Yes
Brown, Claudia	Brown, Thomas	3	1	3	4	11	Yes
Brown, Wanda	Brown, Brian	1	1	1	2	5	No
Bufford, Nakesha	Bufford, Julius	7	1	3	3	14	Yes
Burks, Veronica	Brown, Braxton	5	1	2	2	10	Yes
Carrington, Qiana	Elliot, Briazhane	3	1	2	1	7	No

2006-2007 Parent Involvement

Anderson, Tawanna	Johnson, Jordan	5	2	2	4	13	Yes
Johnson, Jewan	Johnson, Jamber	3	2	3	4	12	Yes
Cushingberry, Joseph	Babalola, Jeremiah	3	2	1	1	7	No
Scott, Jameelah	Seroyer, Brittany	4	1	1	2	8	No
Shankle, Alexis	Shankle, Sasha	7	2	3	4	16	Yes
Blade-Simpson, Essence	King, Diamond	5	2	3	3	13	Yes
Moore-Smith, Roland	Austin, Jakira	0	0	0	0	0	No
Austin, Jaques	Holmes, Jae'La	6	2	2	2	12	Yes
Holmes, Jae'Da	Stephens-Holmes, Jalen	3	2	3	3	11	Yes
Steward, Klaudia	Sullivan, Dwayne II	7	2	3	4	16	Yes
Summers, Harold	Summers, Emerald	7	2	3	4	16	Yes
Terry, Arreal	Latson, Lashawn	2	2	2	2	8	No
Fields, Mahogany	Fields, Nadia	1	0	2	2	5	No
Thompson, Dominic	Thompson, Diamond	5	1	2	2	10	Yes
Potis, Michelle	Thomas, Samuel	6	1	2	1	10	Yes
Thomas, Williams	Townsend, Danyell	5	1	3	2	11	Yes
Townsend, Lora		5	2	3	2	12	Yes

King's Academy Christian School Continuing Eligibility Report 2007 - 2008

119 Total Parents
84 Parents met standards
70%

Parent Name	Child/ren	Grade	PTO/Parent Meetings	Parent / Teacher's Conference	Fund Raising	Volunteer Participation	Total	Met Standard
1 Adair, Brenda	Allen, Catlin	K-4	6	2	1	2	11	Yes
2 Adams, Marquita	Adams, Daijah	2nd	5	2	1	2	5	Yes
3 Almond, Ityshi	Tarleton, Allen Tarleton, Lakeidra	1st 8th	6	2	1	2	11	Yes
4 Almond, Kerlston	Almond, Alexis Green, Dameon Green, Damon	1st 3rd	3	2	0	2	7	NO
5 Almond, Linda	Jefferson, Ariel	K-4	1	1	0	0	2	NO
6 Alston, Beverly	Garvin, Leondra	7th	6	2	0	2	10	NO
7 Alston, Lateff & Santasha	Alston, Jadon	K-5	5	2	2	4	13	Yes
8 Anthony, Sherlynn	Allen, Cherlish Allen, Kyra	6th 4th	4	2	2	2	10	Yes
9 Baldwinridge, Kelly	Baldwridge, Johnathan	4th	3	2	0	0	5	NO
10 Baskins, Annette	Moore Jr., Andre	6th	2	2	1	5	10	Yes
11 Bass-Yearby, Lisha	Yearby, Kenya Yearby, Malcolm	8th K-5	2	0	0	1	4	NO
12 Biddle, Fatima	Allen, Christian Mapp, Grady	2nd 5th	2	1	2	2	7	NO
13 Boatman, Meysa	Johnson, Amarae' Johnson, Raven	K-4 5th	6	2	3	3	13	Yes

14) Bogan, Charlet & Razoy	Bogan, Diamond Bogan, Sparkle	4th 7th	1	2	2	1	6	NO
15) Braboy, Abigail	Brayboy-McGee, Mystique	6th	5	2	1	2	10	Yes
16) Bray, Jonnie	Allen, Raynette	8th	5	2	1	2	10	Yes
17) Brown, Claudia	Brown, Thomas	5th	5	2	2	2	11	Yes
18) Brown, Sheila	Brown, Jenayja Brown, Jerrel	K-4 2nd	4	2	1	3	10	Yes
19) Buford, Netia	Buford, Devine Buford, Nassor	4th 2nd	5	2	1	2	10	Yes
20) Burton, Demetrius & Juvon	McConnell, Hollice Burton, Juvan	6th 3rd	6	2	1	4	13	Yes
21) Bynum, Roshanda	Harris, Damiris	K-4	6	2	0	4	12	Yes
22) Carl, Shawna	Cox, Jayland Cox-Hayes, Justice	1st 3rd	7	2	3	2	14	Yes
23) Carter, Felicia	Carter, Felicity	K5	1	1	1	1	4	No
24) Cole, Latrial	Cole, Giovanni Cole, Quinlese	6th 7th	6	2	0	2	10	Yes
25) Coleman, Janice	Coleman, Jernise	7th	6	2	0	2	10	Yes
26) Collins, Melanic	Collins, J'Breya Jones, Riyan	8th 3rd	4	1	1	1	7	NO
27) Cook, Andrea	Cook, Jaeda	K-5	5	2	0	3	10	Yes
28) Criss, Tamika	Criss, Laquonda Criss, Makayla Gatson, Nerlah	6th K-4 1st	2	2	2	4	10	Yes

29	Dixon, Maurice	Dixon, Diamond Dixon, Kaylan	5th 3rd	3	2	0	1	6	NO
30	Dodd, Katrina	Dodd, Niya	K-5	2	1	1	1	5	NO
31	Donaldson, Roberta	Donoidson, Marquis	7th	3	1	0	0	4	NO
32	Drane, Carolyn	Drane-Evans, Darvasea	2nd	5	1	1	1	8	NO
33	Drew, Kenyetta & Rorell	May III, Robert	4th	5	1	2	0	8	NO
34	Edwards, Tracey	Mitchell, Allen	8th	6	1	2	2	11	Yes
35	Fair, Nicole	Jackson, Hailey	K-4	7	2	2	4	15	Yes
36	Felton, Sonia	Avery, Donald Beard, Kourtney Felton, Mickleal Harrison, Maurice Beard, Kasey	5th 1nd 3rd 2nd 3rd	5	2	2	3	12	Yes
37	Fields, Siquai	Thomas, Saviyon	K-5	4	2	2	3	11	Yes
38	Foreman, Dreal & Rosie Hudson	Foreman, Shantell	7th	3	2	2	1	8	NO
39	Gillyan, Lisa	King, David	6th	2			0	2	NO
40	Glover, Debrah	Glover, Isalah	K-5	4	2	2	4	12	Yes
41	Goodlow, Natasha	Goodlow, Tiara Goodlow, Tyiana Phillips, Tyrus	K-4 2nd 7th	1	2	1	2	6	Yes
42	Gordan, Arlecn	Taylor, Chanterra Taylor, Logan Taylor Keaneu	1st 1st 1st	5	2	1	2	10	Yes

43	Grant, Jessica	Proffitt, Deoni	2nd	5	2	1	2	10	Yes
44	Grant, Kimberly	Grant, Aaliyah Grant, Angelica	4th 8th	5	2	2	2	11	Yes
45	Gray, Latisa	Carter, Terrence Carter, Terriona Carter, Darren	K-4 3rd 7th	5	2	2	2	11	Yes
46	Green, Rebekah	Segura, John	K-5	4	2	2	2	10	Yes
47	Green, Samantha	Welch, Asia	3rd	6	1	1	3	11	Yes
48	Grissom, Wrenetta	Grissom, Javion	K-5	4	2	2	3	11	Yes
49	Hairston, Cynthia	Hairston, Nakia	8th	3	2	2	2	9	NO
50	Hamil, Vida	Echols, DeAnthony	5th	2	1	0	2	5	No
51	Harper, Lavelle	Triplett, Nakia	K-4	4	2	0	4	10	Yes
52	Henderson, Keshia	Cole, Ceaira Cole, Kennedy Dedmon, Azhane	4th 1st 6th	2	1	0	1	4	NO
53	Hill, Michael	Hill, Mykael	1st	6	2	1	4	13	Yes
54	Holmes, Latoya	Holmes, Jae'da Holmes, Jae'la	K-5 K-5	3	2	2	1	8	NO
55	Holt, Shonda	Lee, Jasmlne	8th	2	1	0	0	3	NO
57	Howard, Shavetta	Jones, Marreon	3rd	7	2	2	3	14	Yes
58	Jackson, Natasha	Grant, Jordan	8th	4	2	2	2	10	Yes

59	Johnson, Aretha	Campbell, McKethan	6th		3	2	1	2	8	NO
60	Johnson, Toni	Edwards, Wanya	5th		6	2	1	2	11	Yes
61	Jones, Patricia	Grace, Brontia	6th		5	2	2	1	10	Yes
62	Jones, Tameka	Jones, Justyn	5th		2	2	1	2	7	Yes
63	Jones, Tyshiaka	Armstrong, Amaya	K-5		4	2	1	3	10	Yes
64	Kathrine, Mary	Sanders, Damya	2nd		2	2	0	1	5	NO
65	Kelley, Shavonne	Turrentine, Cylaia	K-4		6	2	1	1	10	Yes
66	Kimbrough, Rasheda	Caldwell, Jeshawn Kimbrough, Lachan	1st 4th		5	2	2	1	10	Yes
67	King, Lakisha	Malone, Agil Williams, Eirliche King, LaNyia	6th 3rd K-4		7	2	1	4	14	Yes
68	Kirksey, Valerie	Kirksey, Denzel Kirksey, Shadawn	K-5 7th		5	2	1	3	11	Yes
69	Laticker, Brenda	Hardrick-Laticker, Issis	5th		3	2	0	2	7	NO
70	Lec, Linda	Greer, Charlecia Snarski, Cassandra	8th 2nd		4	1	1	0	6	NO
71	Lucas, Kenya	Lockett, Kentez Lucas, Shi'Dazja Gray, Vixon	K-5 6th 3rd		6	1	1	3	11	Yes
72	Luckett, Keyana	Ross, Dania	1st		3	2	0	2	7	NO
73	Lyons, Deneisa	Lillie, Jaylyn	7th		2	1	0	0	3	NO
74	Mann, Tina	Gray, Nia	4th		6	2	1	2	11	Yes

75	Marshall, Donna	Marshall-Roby, My'Teya	1st		7	2		3	4	15	Yes
76	McKinstry, Vela	McKinstry, Andre	4th		6	2		2	0	10	Yes
77	McNairy, Tiffany	McNairy, Ikeya	1st		5	1		2	3	11	Yes
78	Muhammad, Fatima	Muhammad, Ameenah	7th		2	1		1	2	6	NO
79	Muldrew, Deletha	Dixon, D'Shawndra	5th		6	3		1	1	11	Yes
80	Newell, Enetrea	Holmes, Kaylah Newell, Ebony	1st 5th		4	1		0	1	6	NO
81	Patrick, Tristaca	Crosby, Cory	4th		7	2		3	4	16	Yes
82	Portis, Charles & Bates, Angela	Portis, Elias Portis, Akell Franklin, India	K-5 5th 5th		5	2		1	2	10	Yes
83	Reese, Michelle	Reese, Jordan	K-4		5	2		1	3	11	Yes
84	Roberson, Pearlene	Smith, Symone	7th		7	2		1	4	14	Yes
85	Robinson, Janell	Triggs, Derrick Triggs, Elijah Hamberlin, Evan	8th 6th K-5		5	2		2	1	10	Yes
86	Robinson, Rochelle	Robinson, Alexis	8th		4	2		2	2	10	Yes
87	Scott, Lovetta	Scott, Jameelah Jeremiah Babalola	2nd K-5		4	2		2	2	10	Yes
88	Segura, Nancy	Segura, Amir Segura, Demir	K-5 K-5		5	2		1	2	10	Yes
89	Shankle, Alexis	Shankle, Sasha	1st		1	0		0	2	3	NO
90	Simmons, Shante	Handley, Unique	7th		2	1		1	1	5	NO

91	Simpson, Clorice	Blade-Simpson, Essence	3rd		7	2	3	4	16	Yes
92	Sisk, Marian	King, Diamond Sisk Jr., Melvin	7th 6th		5	2	1	3	11	Yes
93	Slamka, Victoria	Slamka, Can'Tangee Smith-Singleton, Jularaw	K-5 8th		5	2	1	2	10	Yes
94	Smith, Lakeisha	Austin, Jaques Austin, Jakira	2nd 1st		5	2	2	3	12	Yes
95	Strickland, Alisha	Strickland, Jaden	2nd		4	2	0	2	10	Yes
96	Sullivan, Dwayne	Sullivan, Dwayne	2nd		5	2	1	2	10	Yes
97	Summers, Sylvia & Harold	Summers, Emerald Summers, Hrold	8th 5th		7	3	2	4	16	Yes
98	Sumrall, Sharakita	Sanders, Darius	6th		6	2	1	2	11	Yes
99	Thomas, Keesha & William	Thomas, Samuel Thomsa III, Williams Thomas, Kaylah	2nd 4th K-4		6	2	2	2	10	Yes
100	Thomas, Tracey	Bowen, Alyssa	7th		4	2	1	1	8	NO
101	Todd, Shirley	Potis, Michelle	7th		6	2	1	3	11	Yes
102	Townsend, Gloria	Fields, Mahogany Field, Nadia	7th 6th		4	2	2	1	10	Yes
103	Townsend, Lora	Townsend, Danyell	8th		4	2	3	2	11	Yes
104	Tripplet, Rosland	Tripplet, Allize'	6th		5	1	1	3	10	Yes
105	Tucker, Latisha	Tucker, Daejah Tucker, Montrell Tucker, Izalah	5th 8th 3rd		6	2	1	2	11	Yes

106	Veasly, Marilyn	Williams, Sylvester	6th	2	2	0	0	0	4	NO
107	Warfield, Dawn	Perkins-Warfield, Adrian Warfield, Dawn	8th 4th	5	2	1	2	2	10	Yes
108	Webb, Devonia	Medina, Juan	4th	5	2	1	2	2	10	Yes
109	Wells, Chanda	Garner, Erin Wheeler, Jacobi	K-5	5	1	2	4	4	12	Yes
110	Wheeler, Marisa	McQueen, Christina McQueen, Elijah McQueen, Jackie McQueen, Naomi	8th K-5 3rd 2nd	5	2	1	3	3	11	Yes
111	Wilder, Steven	Wilder, Chilisha	1st	2	0	0	1	1	3	NO
114	Wilkinson, Cherrie	Nash, Jordan	3rd	5	1	2	3	3	11	Yes
115	Williams, Adrienne	Glover, Braylon Williams, Erla	3rd 8th	5	1	0	1	1	7	NO
116	Williams, Brandis	Kirksey, Jasmine Williams, Nia	7th 4th	5	2	2	1	1	10	Yes
117	Williams, Consuelia	Williams, Nicolas Williams, Nikayia Williams, Nikiya Williams, Niles Williams, Noel	6th 2nd 4th K-4 1st	5	2	2	2	2	11	Yes
118	Williams, Jermaine	Williams, Samuel	1st	2	2	1	1	1	5	No
119	Wilson, Edna	Tillis, Markate	6th	5	2	2	1	1	10	Yes

King's Academy Christian School Continuing Eligibility Report 2008-2009

124 Families 71%

88 met standard

Parent/Guardian Name	Last Name	First Name	PTO/Parent Meetings	Parent / Teacher's Conference	Fund Raising	Volunteer Participation	Total	Met Standard
1 Adrianna Williams	Glover	Braylon	6	2	1	3	12	Yes
2 Aisha Strickland	Strickland	Jaden	7	5	1	1	14	Yes
3 Alicia Nelson	Triplett	Daija	5	2	1	3	11	Yes
4 Angela Sams	Allen	Ajaya Ashley	7	2	1	4	14	Yes
5 Annette Baskins	Moore	Andre	6	2	1	2	11	Yes
6 Arleen Gordon	Taylor	Chanterra Logan	3	2	0	3	10	Yes
7 Atria Davis	McCoy	Atira Jasmine	6	4	0	2	10	Yes
8 Brandis Williams	Williams	Nia	5	3	1	3	12	Yes
9 Brenda Adair	Allen	Caitlin	4	2	0	4	10	Yes
10 Candace Towns	King	Cheleigh	7	2	3	4	16	Yes
11 Carloyn Drane	Drane-Evans	Dar'Vasa	5	2	2	2	11	Yes
12 Carol Dillard	Brassell-Dillard	Jordan	1	0	0	0	1	No
13 Carolyn Spencer	Swan	Cierra	6	2	1	2	11	Yes
14 Chanda Wells	Garner Wheeler	Erin Jacobi	7	2	2	4	16	Yes
15 Chanelle Donaldson	Robertson	Ariana	5	1	1	4	11	Yes
16 Charlet Bogan	Bogan	Diamond Sparkle	6	2	1	1	10	Yes
17 Chasity Jackson	Freeman Jackson	Anthonie Ezekiel	7	2	2	4	15	Yes
18 Cherrie Wilkerson	Nash	Jordan	5	2	2	3	12	Yes
19 Claudia Brown	Brown	Thomas	3	1	1	1	6	No
20 Clorice Simpson	Blade-Simpson	Essence	7	2	3	4	15	Yes
21 Consuella Williams	Williams	Nicolas Nikayla Nikiya Noel	7	2	2	2	13	Yes
22 Cynthia Hairston	Hairston	Aiyah	7	2	1	3	13	Yes
23 Dawn Warfield	Warfield	Naidia	6	2	0	2	10	Yes
24 Debra Glover	Glover	Isaiah	6	2	1	3	12	Yes

<u>Parent/Guardian Name</u>	<u>Last Name</u>	<u>First Name</u>	<u>PTO/Parent Meetings</u>	<u>Parent/Teacher's Conference</u>	<u>Fund Raising</u>	<u>Volunteer Participation</u>	<u>Total</u>	<u>Met Standard</u>
25 Demeatrice Kinney	Burton McConnell	Juvan Hollice	5	2	1	2	10	Yes
26 Denise Malone-Cash	Cash	Madison	7	2	0	1	11	Yes
27 Devonia Webb	Medina	Juan	7	2	0	2	11	Yes
28 Dwayne Sullivan	Sullivan II	Dwayne	5	2	0	4	11	No
29 Edna Wilson	Tillis	Markale	6	2	0	2	10	Yes
30 Entrea Newell	Holmes	Kayla						
31 Erin Schmitt	Newell	Ebony	3	1	0	1	5	No
32 Estelle Williams	Schmitt	Kyle	6	2	1	3	12	Yes
	Wormly	Quentin	6	2	1	2	11	Yes
33 Fatima Biddle	Allen	Christian						
	Mapp	Grady	3	1	0	2	6	No
		Elijah						
		Nathan						
34 Felicia Heggans	Higgins	Queenester Jeremiah	6	2	2	2	12	Yes
35 Gloria Townsend	Fields	Mahogany Nadia	5	2	2	1	10	Yes
36 Heather Harper	Stamps	Angelina	7	2	1	2	12	Yes
37 James Cook	Cook	Jae'la	6	2	0	3	11	Yes
38 Jannell Robinson	Hamberlin	Evan						
39 Jessica Grant	Triggs	Elijah	7	2	2	0	11	Yes
	Proffitt	Deoni	5	2	2	3	12	Yes
	Banks	Jalen						
40 Kanini Jones	Banks	Jada						
	Ferrell	Travis	6	2	1	2	11	Yes
41 Katrina Beasley	Jackson	Katriela-Fay	7	2	1	4	14	Yes
42 Keirston Riley	Wilson	Kenadia	5	1	1	3	10	Yes
	Cole	Ceara						
43 Keisha Henderson	Cole	Kennedy						
	Dedmon	Azhane	5	2	1	3	11	Yes
44 Kelley Moore	Thomas	Kaliayah	5	2	0	3	10	Yes
45 Kelly Baldwin	Baldwidge	Johnathan	3	1	1	0	5	No
		Kayla						
46 Kenneth Smith	Smith	Kennia Mya	7	2	2	3	14	Yes
47 Kenyetta Drew	May III	Robert	6	2	1	4	12	Yes

<u>Parent/Guardian Name</u>	<u>Last Name</u>	<u>First Name</u>	<u>PTO/Parent Meetings</u>	<u>Parent/Teacher's Conference</u>	<u>Fund Raising</u>	<u>Volunteer Participation</u>	<u>Total</u>	<u>Met Standard</u>
48 Keyana Luckett	Ross	Dania	2	1	1	1	5	No
49 Khalifah Saahir	Saahir	Khalil	7	1	0	2	10	Yes
50 Kimberly Grant	Grant	Aaliyah	5	2	1	3	11	Yes
51 LaDonna Wells	Robertson	Aniya	7	2	2	4	15	Yes
52 Lakesha Madlock	Lawson	Antania	7	2	0	2	11	Yes
53 Lakesha Smith	Madlock-Noel	Avantias	7	2	0	2	11	Yes
	Austin	JaKira	7	2	1	4	14	Yes
	King	Jaques	7	2	1	4	14	Yes
	Malone	La'Nyla						
54 LaKisha King	Williams, Jr.	Agil	7	2	1	4	14	Yes
		Elriche	7	2	1	4	14	Yes
		Darren						
55 Latisa Carter	Carter	Terriona	5	2	1	3	11	Yes
		Terrence	5	2	1	3	11	Yes
56 Latrail Cole	Cole	Giovanni	6	2	0	2	10	Yes
57 Lisa Gillyn	King	Quinese	2	1	0	0	3	No
		David	2	1	0	0	3	No
58 Lori McMillon	Draper	Jazmyn	5	2	2	2	11	Yes
59 Lori Williams	Williams	Teiara	3	1	0	0	4	No
		Kayonna	3	1	0	0	4	No
60 Lolita Perry-Cargile	Cargile	Markesha	5	2	1	2	10	Yes
61 Lowanda Thomas	Latson	Lashawn	4	1	0	2	7	No
62 Marilyn Veasley	Williams	Sylvester	7	2	1	0	10	Yes
		Diamond	7	2	1	0	10	Yes
63 Marion Sisk	Sisk	Melvin	6	2	0	2	10	Yes
64 Marisa Wheeler	McQueen	Christina	4	2	1	1	8	No
65 Marlec Yekeh	Yekeh	Kyla	5	1	1	0	7	No
		Danya	5	1	1	0	7	No
66 Mary Katherine	Spencer	Darian	3	1	1	1	6	No
		Almani	3	1	1	1	6	No
67 Mary Porter	Kelly	Ta'Aliya	6	2	1	3	11	Yes
		Diamond	6	2	1	3	11	Yes
68 Maurice Dixon	Dixon	Keylan	2	0	0	0	2	No
		Amarac	2	0	0	0	2	No
69 Meysha Boatman	Johnson	Raven	7	2	2	3	14	Yes
70 Michael Hill	Hill	Mykael	5	2	1	2	10	Yes
71 Michelle Reese	Reese	Jordan	6	2	0	2	10	Yes
72 Milagros Diaz	Scott	Giovanni	6	2	0	2	10	Yes

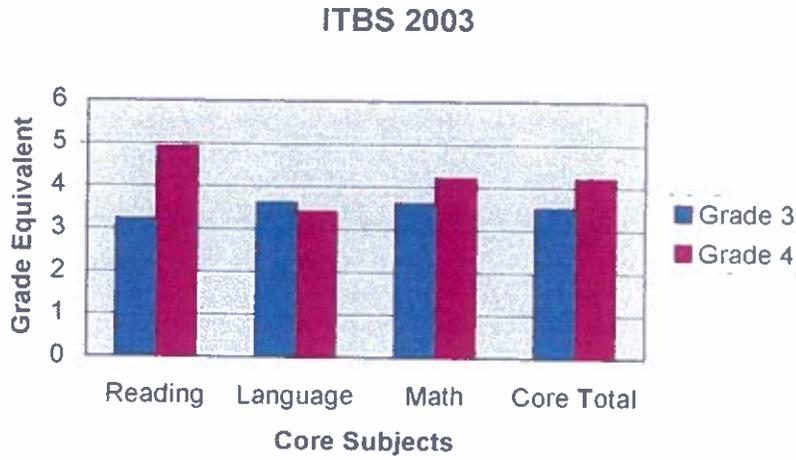
Parent/Guardian Name	Last Name	First Name	PTO/Parent Meetings	Parent/Teacher's Conference	Fund Raising	Volunteer Participation	Total	Met Standard
73 Monique Jackson	Jackson	Serena Myron	7	2	2	3	14	Yes
74 Monisha Highshaw	Peterson	Christopher	4	1	0	2	7	No
75 Naekomi Collins	Collins	Cherri	2	1	0	0	3	No
76 Nakesha Buford	Buford	Julius	6	2	1	2	11	Yes
77 Natasha Dixon	Dixon	Micheala	3	1	1	2	7	No
	Goodlow	Tiara						
	Goodlow	Tyiana						
78 Natasha Goodlow	Phillips	Tyrus	7	2	1	1	11	Yes
79 Natia Buford	Buford	Devine	4	2	2	2	10	Yes
80 Nicole Fair	Jackson	Nassor	7	2	1	4	14	Yes
		Hailey						
81 Noshia Cunningham	Howard	Shanique	2	1	0	0	3	No
82 Patricia Jones	Grace	Brontia	6	1	1	1	9	No
83 Patricia Jones	Jones-Williams	Javarius	7	1	0	3	11	Yes
84 Pearlennne Roberson	Smith	Symone	7	2	1	4	14	Yes
	Caldwell	Jeshawn						
85 Rasheda Kimbrough	Kimbrough	Lachan	5	2	0	3	10	Yes
	Segura	Javon						
86 Rebekah Scgura	Segura, Jr.	John	7	2	0	4	13	Yes
87 Roberta Donalds	Donaldson	Marquis	5	1	0	2	8	No
	Thomas Jr.	Victor						
88 Roslyn Triplett	Triplett	Alize'	4	1	0	2	7	No
89 Saleemah Flameed	Nichols	Samari	7	2	0	3	12	Yes
90 Samantha Green	Welch	Asia	5	2	1	0	8	No
91 Samuel Reel	Reed-Weatherall	Christian	7	2	0	2	11	Yes
92 Shantae Simmon	Handley	Unique	4	1	0	0	5	No
93 Sharakita Sumrall	Sanders	Darius	5	1	0	2	8	No
	Hatcher	Tyrelle						
94 Sharon McGee	Watts	Tyasha	7	2	0	3	12	Yes
95 Shauntel	Pickett	Shauntail	6	2	1	2	11	Yes
96 Shavetta Howard	Jones	Marreon	7	2	2	4	15	Yes
97 Shelby Williams	Jones	Grant	4	1	1	2	8	No
	Brown	Jenayja Jerrell						
98 Shella Brown	Brown	Jenayja Jerrell	5	2	1	2	10	Yes
	Berry	Antwon, Antonio						
99 Shelly Stahl	Berry	Antwon, Antonio	4	2	1	4	11	Yes

Parent/Guardian Name	Last Name	First Name	PTO/Parent Meetings	Parent / Teacher's Conference	Fund Raising	Volunteer Participation	Total	Met Standard
100 Sherita Finch	Ealy Ratray Finch Finch	Kendeja Aryin Ranasha Tarisha	7	2	1	4	14	Yes
101 Sherlynnne Anthony	Allen	Cherish Kyra	6	2	0	1	9	No
102 Simone Snell	Bateman	Brianna	6	2	0	3	11	Yes
103 Siquai Fields	Thomas	Saviyon	5	2	0	2	9	No
104 Stephanie Jones	Jones	Bryanna	4	1	0	0	5	No
105 Steven Wilder	Wilder	Chelisha	5	1	1	1	8	No
106 Sylvia Holmes	Ivory	Genevieve-Nicole	0	0	0	0	0	No
107 Sylvia Summers	Summer	Harold	7	2	0	4	13	Yes
108 Tabitha Porter	White	Solomon	7	1	0	3	11	Yes
109 Tamara Miles	Miles	Maurice	7	1	0	2	10	Yes
110 Tamika Criss	Criss	Makayla						
111 Tamika Jones	Criss Gatson Jones	Laquonda Neriah Justyn	5	1	0	2	8	Yes
112 Smith	Smith	Jada	4	1	0	0	5	No
113 Tiffany Allen	White	Knowledge	7	2	0	2	11	Yes
114 Tiffany Bowman	Anderson Anderson Bowman	Jontawn Michael Shichala						
115 Tiffany Sheard	McNairy	Shichala	7	2	1	2	12	Yes
116 Tracey Luckett	Luckett	Ikeya	3	1	0	2	6	No
117 Tristica Patrick	Luckett III	Jontea Eddie	7	2	1	2	12	Yes
118 Tysha Holland	Crosby	Cory	7	2	2	4	15	Yes
119 Valerie Kirksey	Holland	Sole'a	5	2	1	0	8	No
Victoria Smith-	Armstrong	Amaya	6	2	1	3	12	Yes
120 Slamka	Kirksey	Denzel Shadawn	6	2	1	2	11	Yes
121 Wanda Brown	Slamka Brown	Can'Tangee Brian	4	1	0	0	5	No
			2	0	0	0	0	No

Test Data 2003-2009 - Measure: Iowa Test of Basic Skills

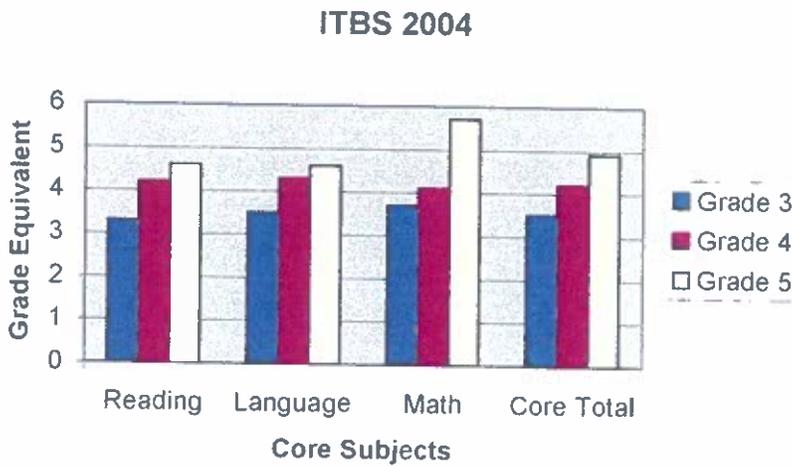
ITBS 2003

	Reading	Language	Math	Core Total
Grade 3	3.2	3.6	3.6	3.5
Grade 4	4.9	3.4	4.2	4.2



ITBS 2004

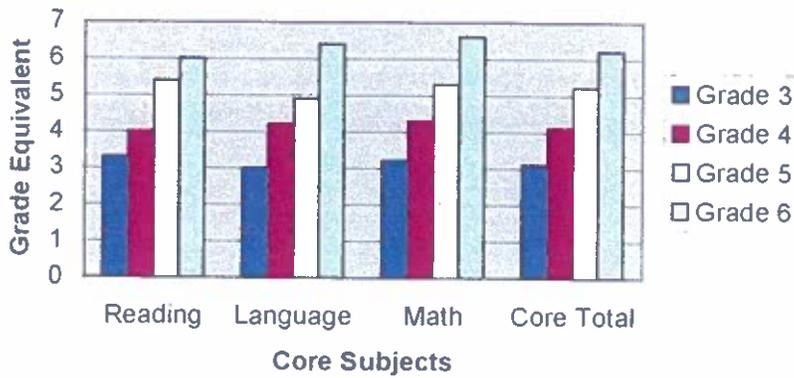
	Reading	Language	Math	Core Total
Grade 3	3.3	3.5	3.7	3.5
Grade 4	4.2	4.3	4.1	4.2
Grade 5	4.6	4.6	5.7	4.9



ITBS 2005

	Reading	Language	Math	Core Total
Grade 3	3.3	3	3.2	3.1
Grade 4	4	4.2	4.3	4.1
Grade 5	5.4	4.9	5.3	5.2
Grade 6	6	6.4	6.6	6.2

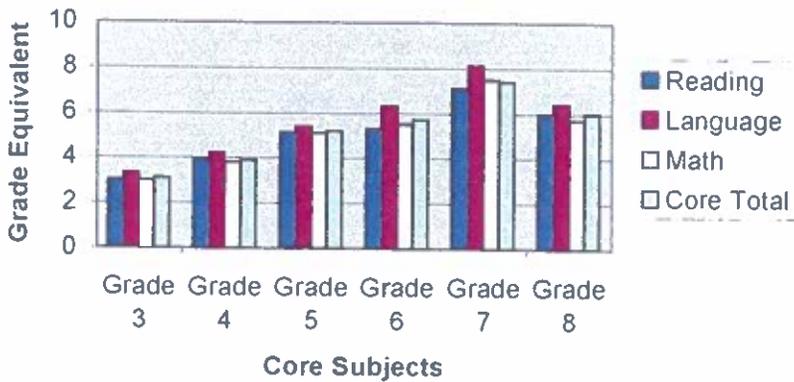
ITBS 2005



ITBS 2006

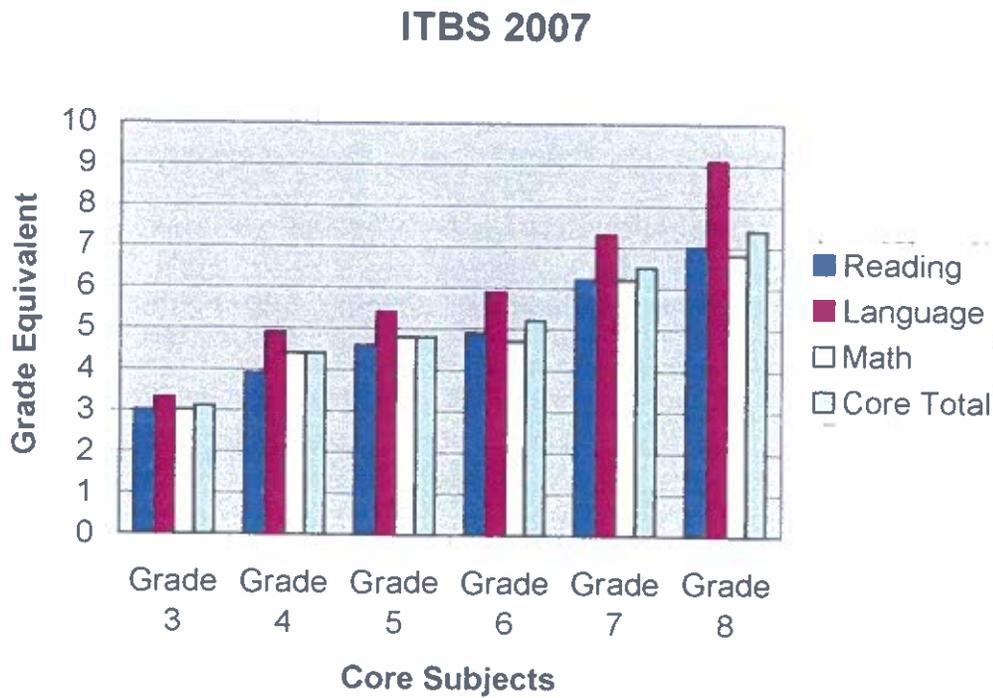
	Reading	Language	Math	Core Total
Grade 3	3	3.3	3	3.1
Grade 4	3.9	4.2	3.8	3.9
Grade 5	5.1	5.4	5.1	5.2
Grade 6	5.3	6.3	5.5	5.7
Grade 7	7.1	8.1	7.5	7.4
Grade 8	6	6.4	5.7	6

ITBS 2006

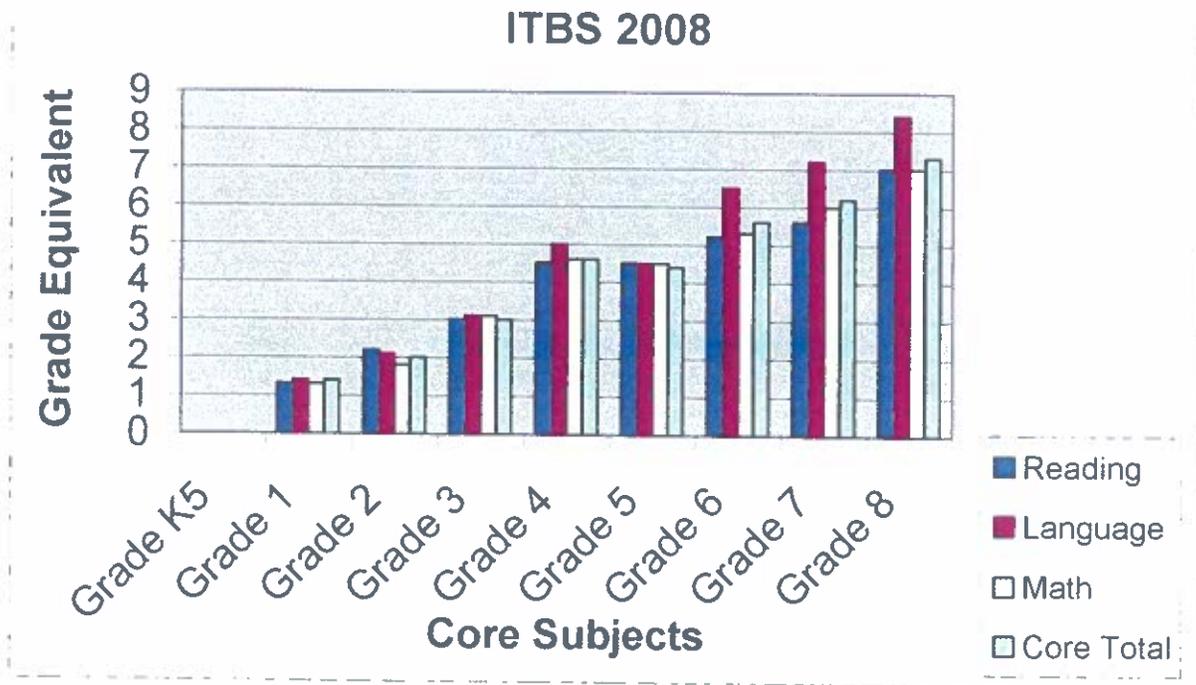


ITBS 2007

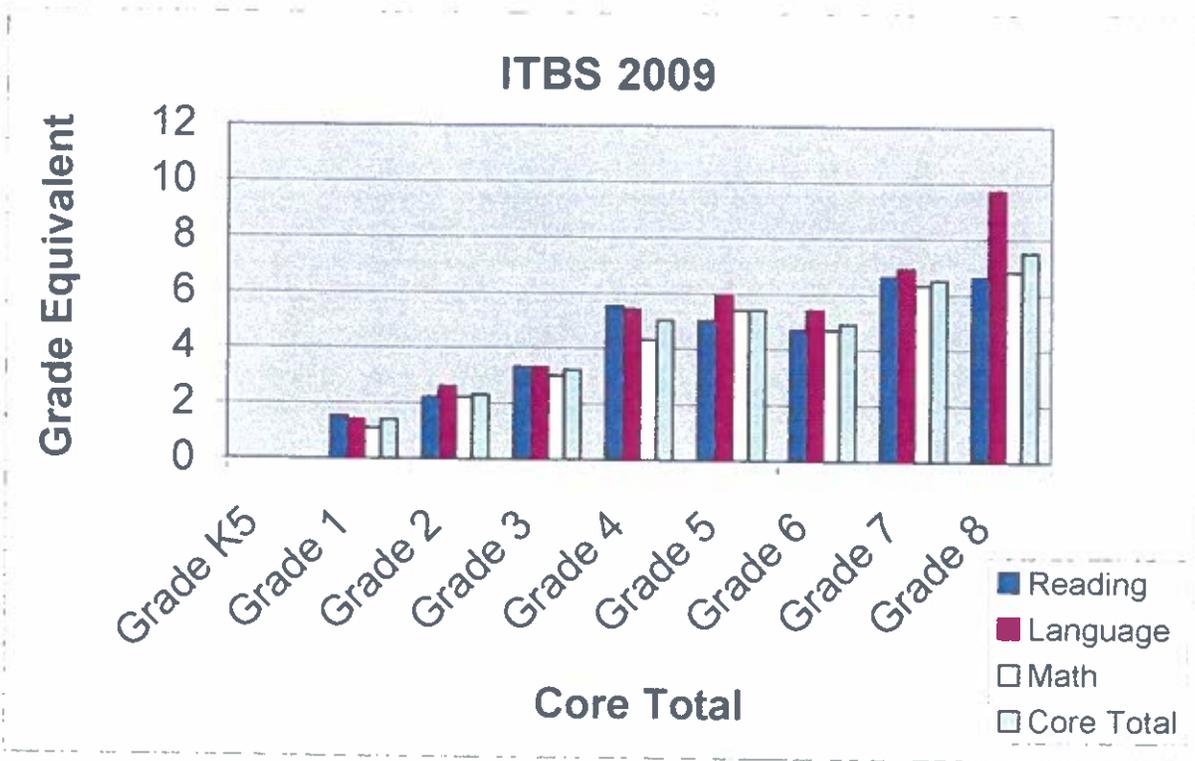
	Reading	Language	Math	Core Total
Grade 3	3	3.3	3	3.1
Grade 4	3.9	4.9	4.4	4.4
Grade 5	4.6	5.4	4.8	4.8
Grade 6	4.9	5.9	4.7	5.2
Grade 7	6.2	7.3	6.2	6.5
Grade 8	7	9.1	6.8	7.4



ITBS 2008				
	Reading	Language	Math	Core Total
Grade K5				
Grade 1	1.3	1.4	1.3	1.4
Grade 2	2.2	2.1	1.8	2
Grade 3	3	3.1	3.1	3
Grade 4	4.5	5	4.6	4.6
Grade 5	4.5	4.5	4.5	4.4
Grade 6	5.2	6.5	5.3	5.6
Grade 7	5.6	7.2	6	6.2
Grade 8	7	8.4	7	7.3



ITBS 2009				
	Reading	Language	Math	Core Total
Grade K5				
Grade 1	1.5	1.4	1.1	1.4
Grade 2	2.2	2.6	2.2	2.3
Grade 3	3.3	3.3	3	3.2
Grade 4	5.5	5.4	4.3	5
Grade 5	5	5.9	5.4	5.4
Grade 6	4.7	5.4	4.7	4.9
Grade 7	6.6	6.9	6.3	6.5
Grade 8	6.6	9.7	6.8	7.5



Attachment Q

THE BOARD OF SCHOOL DIRECTORS OF
The City of Milwaukee

HEREBY CONFERS UPON
Connie Davis
THE AWARD

Diploma of Graduation

TOGETHER WITH ALL THE HONORS, RIGHTS AND PRIVILEGES
APPERTAINING THERETO IN CONSIDERATION OF THE
SATISFACTORY COMPLETION OF THE PRESCRIBED PROGRAM
OF INSTRUCTION IN RUFUS KING HIGH SCHOOL.



Evelyn J. Pfeiffer

President

Whitson

Secretary-Business Manager

Lee C. McMurrian

Superintendent

Bill Larkin

Principal

GIVEN AT MILWAUKEE IN THE STATE OF WISCONSIN
THIS 16th DAY OF JUNE IN THE YEAR 1977 OF OUR LORD

THE BOARD OF SCHOOL DIRECTORS OF
The City of Milwaukee

HEREBY CONFERS UPON

Connie Davis

THE AWARD

Diploma of Graduation

TOGETHER WITH ALL THE HONORS, RIGHTS AND PRIVILEGES
APPERTAINING THERETO IN CONSIDERATION OF THE
SATISFACTORY COMPLETION OF THE PRESCRIBED PROGRAM
OF INSTRUCTION IN RUFUS KING HIGH SCHOOL.



Emelyn J. Pfeiffer
President

Whitson
Secretary-Business Manager

Lee R. McMorris
Superintendent

Bill Larson
Principal

GIVEN AT MILWAUKEE IN THE STATE OF WISCONSIN
THIS 16th DAY OF JUNE IN THE YEAR 1977 OF OUR LORD

Whitefish Bay High School

Whitefish Bay, Wisconsin

This Certifies That

Sylvia Lynn Holmes

has satisfactorily completed the Course of Study prescribed by the Board of Education for the High School and is therefore entitled to this

Diploma

In Witness Whereof, our signatures are herewith affixed this

June, 1978.

Phyllis Eriest

Richard T. O'Neil

James P. O'Neil

Lawrence C. Grant

Principal

1978

Mrs. Summ
4th

Luckport Township High School

District Number 205

Luckport, Illinois

This Certifies That

Wanda De Washington

has completed the requirements prescribed by the Board of Education
for graduation and is entitled to this

Diploma

Given at Luckport, in the State of Illinois, this
9th day of June, 1989.

John M. Peterson

President, Board of Education

James H. Clark

Principal

Donald E. Weber

Superintendent

A. M. D. C.

Marquette University High School

Be it known to all that

Robert Joseph Beunmier

having honorably completed the

Latin-English

High School Course of Marquette University High School has been awarded this Diploma in testimony of his proficiency in studies and the esteem in which he is held by us

In Witness Whereof, we have subscribed our names and affixed the seal of the School at Milwaukee, Wisconsin, this twenty-seventh day of May in the year of our Lord One thousand nine hundred and sixty-three.

Robert J. Jones
Principal

Daniel A. Langhlin, S.
Principal

ROBERT J. BEAUMIER
3612 N. 64th STREET
MILWAUKEE, WISCONSIN 53216
(414) 447-0361
E-Mail: beaumirj@gawab.com

OBJECTIVE

To become a Librarian at Christ the King School

SKILLS

Excellence in teaching library skills

Expertise in collection development that supports curricula

Knowledgeable in using the internet

Accomplished in working well with staff, students, and parents

EXPERIENCE

Ronald E. McNair, Lowell P. Goodrich, and Fifty-third Street Schools,
Milwaukee Public Schools: School Media Specialist for six years

Phillis Wheatley School, Milwaukee Public Schools: School Media Specialist for
one year and Reading Resource Teacher for two-and-a-half years

Sabbatical: worked on M. A. in Library and Information Science at University of
Wisconsin-Milwaukee

Reading Specialist and Title I Reading Teacher at several Milwaukee Public
Schools for nine years

Group Home Coordinator at an Archdiocese of Milwaukee Home for
Developmentally Disabled Adults

EDUCATION

University of Wisconsin-Milwaukee: M. A. in Library and Information Science

Cardinal Stritch University, M. A. in Education (Reading)

Cardinal Stritch University, Certification in Teaching the Developmentally
Disabled

Marquette University, B. A. in History

AWARDS/SERVICE

Received an "Exemplary" Evaluation for school librarian work

Wrote and was awarded a grant for an after school supplementary reading
program

Coordinated a community volunteer program in order to assist struggling readers

THE FACE OF THIS DOCUMENT IS MICROPRIINTED ON WHITE PAPER

CARDINAL STRITCH UNIVERSITY

Field of Specialization: READING/LANGUAGE ARTS

Name: BEAUMIER, ROBERT JOSEPH

Address: 924A SOUTH 19TH ST., MILWAUKEE, WI 53204

Date of Birth: JUNE 29, 1945

Social Security No.: 307-44-0500

Previous Degree: B.A.

College: MARQUETTE UNIVERSITY, MILWAUKEE, WI

Date: 1968

Admitted to Candidacy for M.A. degree: FEBRUARY 13, 1985

M.A.T.: JUNE 30, 1984

Year Session	Dept. No.	Description	Cr.	Grade	Graduate Credit accepted from other Universities
1977-78 S1	RO 513	READING DISABILITY: DIAGNOSIS & CORRECTION	-	W	
1980-81 S2	RO 513	READING DISABILITY: DIAGNOSIS & CORRECTION MICROFILMED OCT 78	3	B	
1982 SS	Rd 545	Impl the Whole Lang Appr in Elem & Secondary Schools	3	A	Beaunier Robert SEMESTER 1 1985-86
1982-83 S1	Rd 514	Rd Difficulty: Lab Experience	3	A	RLA 521 Rdg/Wrtng in the Cntrl Fld 2 B 6 SEMESTER GPA: 3.00 TOTAL QP: 6 CREDITS EARNED: 2
1982-83 S1	RO 512B	CURRICULUM & INSTRUCTION IN READING 7-12	3	A	
1982-83 S1	PS 549	INDIVIDUAL & FAMILY COUNSELLING	2	B+	Beaunier Robert SUMMER SESSION 1986
1982-83 S2	Ed 521	EDUCATIONAL STATISTICS	2	B	
1982-83 S2	Ed 510	COMPUTER USE IN THE SCHOOLS	-	W	
1982-83 S2	RLA 549	MODELS AND PROCESSES OF READING	2	B	RLA 570A Comp App-Rdg & Wrt Prtg-Beg 2 B 6 SEMESTER GPA: 3.00 TOTAL QP: 6 CREDITS EARNED: 2
1982-83 S2	RLA 552	RECENT RESEARCH IN READING	-	W	Beaunier Robert ID 000005392
1983 SS	RLA 539	SUPERV OF READING INSTRUCTION	3	B	86-87 SUMMER 1 ID 000005392
1983 SS	ED 550	EDUCATIONAL RESEARCH	1	S	SED 501 SYMPOSIUM: TRAN ASSMT & TRMT DLSLX B 1.0 3.00
1983-84 S1	PS 508	ADOLESCENT PSYCHOLOGY	2	B-	3.00 QP 1.00 GR 3.000 GPA 1.00 CR MICROFILMED DEC 90
1983-84 S2	RLA 501A	Recent Research in Reading	2	A	ROBERT J. BEAUNIER ID 000005392
1983-84 S2	RLA 501A	READING IN BUSINESS & INDUSTRY	2	B	ED 544 RUJAH GEN TRADEV A 2.0 8.00 11.00QP 2.00CR 3.566GPA 3.00CR
	Beaunier Robert J	SUMMER SESSION 85			
	Ed 514	Analysis of Instruction	3	A-	
	RLB 556GF	Graduate Field Experience	4	S	
		TOTAL QP: 11,1			
		CREDITS EARNED: 7			
		SEMESTER GPA: 3,70			

Research Approved: JULY 1985
 Comprehensive Exam. Passed: FEBRUARY 2, 1985
 Degree Conferred: MASTER OF ARTS, MAY 18, 1986

Christine Spynn
 Interim Registrar

Cardinal Stritch Collr
 Milwaukee, Wisconsin
 THIS DOCUMENT HAS MICROPRIINTING ON THE SIDE MARGIN.
 RESEARCH REQUIREMENT FULFILLED, SEE RLA 556GF

UNIVERSITY OF WISCONSIN-MILWAUKEE GRADUATE TRANSCRIPT

THE FACE OF THIS DOCUMENT HAS A COLORED BACKGROUND ON WHITE PAPER. THE BACK OF THIS DOCUMENT CONTAINS AN OFFICIAL WATERMARK. HOLD AT AN ANGLE TO VIEW.

Issued 17-OCT-2005
Page 1

OFFICIAL GRADUATE ACADEMIC RECORD

Name: Beaudier, Robert Joseph
 SSN: 387-44-0500
 BA: 1968-05-15 L'Arquette University Milwaukee WI
 MAT: 1984-05-15 Cardinal Stritch University Milwaukee WI
 M.L.S.: 1998-08-15 UW Milwaukee Milwaukee WI

Program	Term	Grade	Credits	GPA	Cumulative GPA	Cumulative Credits
---Academic History---						
Library Science Grad NonDegree	1987-05-15					
Oil-Campus Graduate	1988-05-15				3.756	34.00
Library Science Graduate	1995-05-15					
Library & Information Science	1997-05-15					
Library & Information Science	1998-05-15					
Library Science Grad NonDegree	1999-05-15					
NDC Library Science	2001-09-04					
Summer 1987	UWM Credit					
L&I SCI 891	Advanced Topics	1.00	A-	3.67		
Term GPA:	3.670					
Cum GPA:	3.670					
Summer 1988	UWM Credit					
CI I FND 520	Peace Education	3.00	B+	9.99		
Term GPA:	3.330					
Cum GPA:	3.415					
Summer 1995	UWM Credit					
L&I SCI 510	Intro Reference Svc/Resouces	3.00	B+	9.99		
L&I SCI 648	Library Materials for Children	3.00	A-	21.00		
Term GPA:	3.500					
Cum GPA:	3.466					
Fall 1995	UWM Credit					
L&I SCI 520	Managing Library Collections	3.00	A-	11.01		
L&I SCI 530	Intro-Biblog Control Material	3.00	A	12.00		
L&I SCI 632	Microcomp-Info Resouces Mgmt	3.00	A-	11.01		
L&I SCI 658	Library Materials-Young Adults	3.00	A-	45.03		
Term GPA:	3.753					
Cum GPA:	3.622					
Spring 1996	UWM Credit					
L&I SCI 550	Intro to Information Science	3.00	A	12.00		
L&I SCI 670	Prdm&Utilzin-Insttl Tech	3.00	A	12.00		
L&I SCI 672	School Lib Media-Prgrl Resces	3.00	A	12.00		
L&I SCI 990	Fieldwork-Lbr & Info Sci Svc	3.00	A	48.00		
Term GPA:	4.000					
Cum GPA:	3.776					
Summer 1996	UWM Credit					
L&I SCI 540	Mngmt Libr & Info Services	3.00	A-	11.01		
Term GPA:	3.670					
Cum GPA:	3.749					
Summer 1998	UWM Credit					
L&I SCI 774	Online Information Retrieval	3.00	A-	11.01		
Term GPA:	3.670					
Cum GPA:	3.743					
Master of Library and Information Science	Library & Information Science					
Conferred	1998-08-08					
Summer 1999	UWM Credit					
L&I SCI 891	Advanced Topics Multimedia	3.00	A	12.00		
Term GPA:	4.000					
Cum GPA:	3.761					
Fall 2001	UWM Credit					
L&I SCI 757	Libr Svc-Children/Young Adults	3.00	A	12.00		
Term GPA:	4.000					
Cum GPA:	3.776					
Summary						
CUM GPA CREDITS	46.000					
CUM GRADE POINTS	173.710					
GRADUATE GPA	3.776					

RAISED SEAL NOT REQUIRED

Robert Joseph Beaudier

---End Of Record---

Dale J. Jaffe, INTERIM DEAN GRADUATE SCHOOL
UNIVERSITY OF WISCONSIN-MILWAUKEE

MARQUETTE UNIVERSITY MILWAUKEE 3, WISCC

BAUMIER	Robert	Joseph
537 North 91st Street	Chicago	Milwaukee
June 29, 1945	June 29, 1945	June 29, 1945
Lawrence Joseph Baumier	Lawrence Joseph Baumier	Lawrence Joseph Baumier
2537 North 91st Street	2537 North 91st Street	2537 North 91st Street
Wisconsin	Wisconsin	Wisconsin
English	English	English
Math	Math	Math
Science	Science	Science
History	History	History
Physical Education	Physical Education	Physical Education
Art	Art	Art
Music	Music	Music
Foreign Language	Foreign Language	Foreign Language
Other	Other	Other
Grade	Grade	Grade
Quality Points	Quality Points	Quality Points
16 1/2	16 1/2	16 1/2

COURSE NUMBER	TITLE OF COURSE	DEPT.	COURSE NUMBER	GRADE	SEMI. HRS. ATTEM.	SEMI. HRS. EARNED	QUALITY POINTS
---------------	-----------------	-------	---------------	-------	-------------------	-------------------	----------------

COURSE NUMBER	TITLE OF COURSE	DEPT.	COURSE NUMBER	GRADE	SEMI. HRS. ATTEM.	SEMI. HRS. EARNED	QUALITY POINTS
1ST SEMESTER 64-65	PHIL 050 ORIGINS OF MAN			B	3	3	9
	THEO 032 ORIGINS OF CHURCH			B	3	3	9
	HIST 001 GR WSTRN CIV TO 1715			A	3	3	12
	SPCH 011 SPEECH IN GROUPS			B	3	3	6
	ENGL 005 SURVEY OF ENGL LIT 1			C	3	3	6
	ENGL 006 SURVEY OF ENGL LIT 2						
	SCHOLASTIC WARNING REMOVED						
					13	13	39

COURSE NUMBER	TITLE OF COURSE	DEPT.	COURSE NUMBER	GRADE	SEMI. HRS. ATTEM.	SEMI. HRS. EARNED	QUALITY POINTS
2ND SEMESTER 64-65	SPCH 012 RUS & PROF SPEAKING			W	3	3	9
	PHIL 001 AMERICAN NATL GDVT			B	3	3	9
	HIST 002 GR WTRN CIV SNC 1715			B	3	3	6
	ENGL 006 SURVEY OF ENGL LIT 2			C	3	3	6
	MATH 060 BASIC STATISTICS				12	12	27
					33	33	111

10 - 36 - 84

5-2-58-111

STUDENT SIGNATURE: *Georgia D. McRae*

REGISTRAR SIGNATURE: *Georgia D. McRae*

REGISTRAR: Georgia D. McRae, University Registrar

13 560 BEAUMIER SURNAME
 CARD 2 MARQUETTE UNIVERSITY
 MILWAUKEE, WISCONSIN

Robert FIRST NAME
 Joseph SECOND NAME
 Chicago, Illinois PLACE OF BIRTH
 2537 North 91st Street; Wauwatosa HOME ADDRESS

June 29, 1945 DATE OF BIRTH
 M SEX
 1 D

STUDENT NUMBER

Dept.	Course Number	Title Of Course	Grade	Semester Hours Attempted	Semester Hours Earned	Quality Points	Dept.	Course Number	Title Of Course	Grade	Semester Hours Attempted	Semester Hours Earned	Quality Points
				3	3	9							
				2	2	6							
				5	5	15							

MICROFILMED..... SEP 1970

3 17 665
 Georgia D. McRae
 Georgia D. McRae, University Registrar

Burdean Black

9630 W. Rio
Milwaukee, WI 53225
H. (414) 353-6950
C. (414) 350-6457

Education

May 1969

Bachelor of Science; Education University of Arkansas, Pine Bluff

Objective

To pursue a career in accordance to my work experiences. My experiences have groomed me into a varied job market.

Experience

1989-1998

Milwaukee Public Schools – Milwaukee, WI
Educator
I taught a wide variety of ages ranging from 2nd to 5th grades.

1977-1989

Pulaski County Public Schools – Pulaski County, AR
Educator
I taught the 1st and 3rd grades

1973–1977

Catholic Schools of Chicago - Chicago, IL
Educator
I taught 4th grade

1973

St. James Academy – Chicago, IL
I taught 8th grade

1969 – 1973

West Helena School District, West Helena, AR
I taught 1st grade

1968

Helena Health Department – Helena, AR
File Clerk

NAME--DEBRA DENESE STUDENT NO.--07173415 DIV.--33844
 ADDRESS--4933 S WABASH BIRTHDATE--03/21/60 FEMALE 841
 GUARDIAN--WEBB MARY BIRTHPLACE--CHICAGO IL
 MOTHER'S MAIDEN NAME--BOLES MARY BIRTH VER.--11260824962
 ENTRY DATE--09/20/74 FROM--(SCHOOL)--01230 DUSABLE HIGH DIST.13 AREA-A

DATE OF ENTRY _____ FROM _____ SCHOOL _____
 DATE OF LEAVING _____ TO _____ SCHOOL _____
 RE-ENROLLED _____ FROM _____ LEFT _____
 GRADUATED DATE 6-5-78 RANKS 201 IN A CLASS OF 758 DATE SCH. AVE. 3.525

SUMMARY OF TRAIT RATINGS			SUMMARY OF ACTIVITIES					SUMMARY OF ATTENDANCE AND CREDIT DATA							
TRAITS	Above Aver.	Below Aver.	ACTIVITY	Year				Letter or Award	YEAR	Year Ending (Month-Year)	Days Abs.	Times Tardy	Units for yr	Total Units	Division Teacher
				1	2	3	4								
COURTESY regularly considers others in his group, both teacher and classmates	4								1	6-75	17	0	43	43	Atchafalaya
DEPENDABILITY insistent on time regularly brings necessary tools for work. Completes various assignments	4								2	6-76	21	4	51	4	Renger
LEADERSHIP effective, executive skills and good influence in class and school activities	4								3	7-77	21	1	52	15	Atchafalaya
SERVICE voluntary work in clubs, committees, teams, class and school activities	4								4	6-78	5	1	42	19	Atchafalaya
NOT FOR CREDIT GRADES															
										Subject	Date	Grade			
										DRIVER EDUC.	6-76	F			
										CONSUMER ED.	6-76	B			
										PUBLIC LAW 195	6-76	B			

COURSE NO.	COURSE NAME	Level	AUG.	FIRST	LAST	CREDIT	GRADE	EXPLANATION	COURSE NO.	COURSE NAME	Level	AUG.	FIRST	LAST	CREDIT	GRADE	EXPLANATION	FAILURES		
																		SUBJECT	MONTH	YEAR
1	Algebra I	1	1975	10	11	3	B		1	Algebra I	1	1975	10	11	3	B				
2	Geometry	1	1975	12	1	3	B		2	Geometry	1	1976	1	2	3	B				
3	Trigonometry	1	1976	1	2	3	B		3	Trigonometry	1	1976	2	3	3	B				
4	Calculus	1	1976	3	4	3	B		4	Calculus	1	1976	3	4	3	B				
5	Statistics	1	1976	4	5	3	B		5	Statistics	1	1976	4	5	3	B				
6	Computer Science	1	1976	5	6	3	B		6	Computer Science	1	1976	5	6	3	B				
7	Business Math	1	1976	6	7	3	B		7	Business Math	1	1976	6	7	3	B				
8	Accounting	1	1976	7	8	3	B		8	Accounting	1	1976	7	8	3	B				
9	Marketing	1	1976	8	9	3	B		9	Marketing	1	1976	8	9	3	B				
10	Management	1	1976	9	10	3	B		10	Management	1	1976	9	10	3	B				
11	Business Law	1	1976	10	11	3	B		11	Business Law	1	1976	10	11	3	B				
12	Business English	1	1976	11	12	3	B		12	Business English	1	1976	11	12	3	B				
13	Speech	1	1976	12	1	3	B		13	Speech	1	1976	12	1	3	B				
14	Physical Education	1	1976	1	2	3	B		14	Physical Education	1	1976	1	2	3	B				
15	Art	1	1976	2	3	3	B		15	Art	1	1976	2	3	3	B				
16	Music	1	1976	3	4	3	B		16	Music	1	1976	3	4	3	B				
17	Foreign Language	1	1976	4	5	3	B		17	Foreign Language	1	1976	4	5	3	B				
18	Health	1	1976	5	6	3	B		18	Health	1	1976	5	6	3	B				
19	Life Science	1	1976	6	7	3	B		19	Life Science	1	1976	6	7	3	B				
20	Earth Science	1	1976	7	8	3	B		20	Earth Science	1	1976	7	8	3	B				
21	History	1	1976	8	9	3	B		21	History	1	1976	8	9	3	B				
22	Government	1	1976	9	10	3	B		22	Government	1	1976	9	10	3	B				
23	English	1	1976	10	11	3	B		23	English	1	1976	10	11	3	B				
24	Math	1	1976	11	12	3	B		24	Math	1	1976	11	12	3	B				
25	Science	1	1976	12	1	3	B		25	Science	1	1976	12	1	3	B				

WHEN SUBJECTS FAILED HAVE BEEN REPEATED AND PASSED, CREDIT APPEARS IN PROPER SPACE

EXPLANATION OF MARKS

- A-95-100
- B-85-94
- C-81-87
- D-75-80
- F-FAILURE

CLASSES MEET FIVE 40-MINUTE PERIODS PER WEEK UNLESS OTHERWISE INDICATED, E.G. (24) MEANS SEVEN PERIODS PER WEEK, (104) MEANS 10 PERIODS PER WEEK (204) MEANS 20 PER. PER WEEK

"S.S." IN YEAR COLUMN INDICATES SUMMER SCHOOL WORK

1 - ...
 2 - ...
 3 - ...
 4 - ...
 5 - ...
 6 - ...
 7 - ...
 8 - ...
 9 - ...
 10 - ...
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 15 - ...
 16 - ...
 17 - ...
 18 - ...
 19 - ...
 20 - ...
 21 - ...
 22 - ...
 23 - ...
 24 - ...
 25 - ...

Handwritten signature

Official Report of Test Results
 TESTS OF GENERAL EDUCATIONAL DEVELOPMENT



issued by
OFFICIAL GED CENTERS
 of the

GENERAL EDUCATIONAL DEVELOPMENT TESTING SERVICE
 OF THE AMERICAN COUNCIL ON EDUCATION

Name of Examinee: Davis Dianne L.
 Last First Middle

Address: 3518 N 60th Street
Milwaukee, WI 53216
 Phone Number: (414) 875-9993

Reported To:

Date of Birth 01/11/64 Test Format English Regular Print Date Reported 07/10/06

Social Security Number 398-88-8251

- Test 1: Writing Skills Test
- Test 2: Social Studies Test
- Test 3: Science Test
- Test 4: Interpreting Literature and the Arts
- Test 5: Mathematics Test

Test Date	Form	Standard Score	Percentile Rank for U.S.
08/13/82		56	
08/13/82		52	
08/13/82		54	
08/13/82		61	
08/13/82		44	

Total Standard Score Average: 267 53
 Passed Failed

(Copies of this report can be obtained from the center listed below.)

The scores on this report are the highest scores achieved by the examinee and not necessarily the most recent. If recent scores are lower than scores previously achieved, the recent scores are not reported.

Signature of Chief Examiner: *Robert G. ...*
 Name of Center: Milwaukee Area Technical College
 Phone Number: (414) 297-6233
 Address of Center: 700 West State Street
Milwaukee, WI 53233-1443

Center Identification Number (if required)

The Registry

on behalf of
Wisconsin Department of Health and Family Services
awards this certificate of completion to

Dianne Shoates

Fundamentals of Family Child Care 8 Hours
4 C Milwaukee

This document confirms you have successfully completed this course.
Separate application is required to become a licensed or certified provider or to receive
a Registry Professional Recognition certificate.

Date Completed: 07/23/2004

Retain original for DHFS

The Registry

on behalf of
Wisconsin Department of Health and Family Services
awards this certificate of completion to

Dianne Shoates

Fundamentals of Infant and Toddler Care 15 Hours
4 C Milwaukee

This document confirms you have successfully completed this course.
Separate application is required to become a licensed or certified provider or to receive
a Registry Professional Recognition certificate.

Date Completed: 07/07/2004

Retain original for DHFS

Memorial High School

Beloit, Wisconsin

This Certifies That

Emily Joyce Buggs

has completed the course of study prescribed by the Board of
Education for the High School and is therefore entitled to this

Diploma

Given at Beloit, Wisconsin, this 9th day of June, 1967



D. E. Egbertson

PRESIDENT

Burton T. Williams

SECRETARY

Royal B. Emerill

PRINCIPAL

Len A. Buttel

SUPERINTENDENT OF SCHOOLS

SECONDARY SCHOOL RECORD

Gary Public Schools

Tolleston

High School

NAME Caruthers, Churchill Last Name First Name Winston Middle Name SEX M M. or F.

HOME ADDRESS 2600 Harrison Street, Number and Street City

IRTH DATE April 13, 1944 NAME OF PARENT OR GUARDIAN Johnnie and Churchill Carut

TRANSFERRED Tolleston School in January 1956 Month Year WAS GRADUATED WILL BE GRADUATED WITHDREW May Month 1962 Year

Class periods are 55 minutes, 5 times a week, 38 weeks a year. Passing mark is D, minimum college recommending mark, C.

Other secondary schools attended: _____

CLASS RECORD

Each mark is for one semester's work

SUBJECT	Grade →		Year →					Units*	TEACHERS	Notes
	1958-59	1959-60	1960-61	1961-62	1962-63	1963-64				
ENGLISH	English I	C	C				1	Blakely	Special En non-college tory.	
	English II		B				1	Blakely		
	Speech I			B			1	Blakely		
	Spanish I			B			1	Blakely		
MATH.	Algebra I	D					2	Blakely	denote: ated course	
	Geometry						5	Blakely		
	Trigonometry									
SCIEN.	Bio-Phy. Science	D					1	Wallace	Physical Sci Bio-Physica. are non-coll peratory.	
	Physics						1	Wallace		
SOC. STUDIES	U. S. History						1	Blakely	denote: ated course	
	U. S. Government						1	Blakely		
	Economics						5	Blakely		
	Psychology						5	Blakely		
ED.	Physical Education	C	C				1	Blakely	- 1/2 unit per	
	Safety						5	Blakely		
OTHER SUBJECTS	R.C.T.C.	D	C				2	Blakely	denote: ated course	
Total Units			4.5	4.5	5.0	11.5				
Days Absent			3	5	2	1				
Times Tardy			0	0	0	1				

PARENTS SIGNATURE [Signature] DATE 5-14-61

TEACHER SIGNATURE [Signature] DATE 5-14-61

Revised from Secondary School Record, National Association of Secondary School Principals of the National Education Association.

Annex Training 61-62

Wisconsin Department of Public Instruction License

FILE NUMBER
092465

Initial Educator

VALID 7/1/2006 THROUGH 6/30/2011

LAUREL LYNNE NOBLES

72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 777 REGULAR EDUCATION
— and of record —

The holder must be successfully employed in his/her respective license category for at least three years and complete a Professional Development Plan as verified by an Initial Educator Team to be eligible for a Professional Educator License.



This is to verify that the person named herein has furnished the State Superintendent of Public Instruction with satisfactory evidence of preparation and experience and is licensed for the position, subject, and/or grade herein listed.

IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL

Elyzabeth Bernmaster
STATE SUPERINTENDENT

State of Tennessee Department of Education

This is to certify that

Stephanie Latrice Bates

has satisfied the requirements for graduation from High School as prescribed by the Tennessee State Board of Education, and is, therefore, awarded this **DIPLOMA**.

In Testimony Whereof and by authority in us vested, we have affixed our signatures this the

24th day of December 1996, at Ripley High School,

Lawrence County, Tennessee.
Ripley
ADDRESS OF SCHOOL



June M. [Signature]
STATE COMMISSIONER OF EDUCATION

[Signature]
SUPERINTENDENT OF SCHOOLS

Maxine Gay
CHAIRMAN, BOARD OF EDUCATION

[Signature]
PRINCIPAL OF SCHOOL



The Registry

on behalf of

Wisconsin Department of Health and Family Services

awards this certificate of completion to

Karen Rogers

School-Age Assistant Child Care Worker

10 Hours

4C-Milwaukee

This document confirms you have successfully completed this course.
Separate application is required to become a licensed or certified provider or to receive a
Registry Professional Recognition certificate.

Date Completed: May 18, 2006

Retain original for DHFS

The Registry

on behalf of

Wisconsin Department of Health and Family Services

awards this certificate of completion to

Karen Rogers

Family Child Care Certification 20 Hours

4 C Milwaukee

Date Completed: 5/7/2005

Retain original for DHFS

4083J Ser BROWN JUN 16 1989
 DOB: 1/24/70 Name Middle Name JAMES
 Left Name BROWN Course

23.50 25.25 0.0 2.774 14 111
 UNITS FARN- UNITS ATT. NON-GPA UNITS CUMULATIVE GPA RANK IN CLASS NO. IN CLASS
 ERIC BROWN 4083628

English 9	D	0.50	SCH-008 HM-0308	4083628	SCH-024 HM-3084	4083628
Spanish	C	0.50	BROWN, ERIC J.		BROWN, ERIC J.	
Comp HE 1	U	0.00	EN101 AMER AUTH	A	0.50	
Algebra	U	0.00	HL21A COMP HE	1	A	0.50
Comp PE 1	D	0.25	MA211 GEOMETRY	B	0.50	
Dance Mod 1	D	1.00	PE331 LIFE SPT.	A	0.25	
World Hist	U	0.00	SC401 CHEM	1	A	0.50
			SS301 US HIST	A	0.50	
			SS451 ECON	B	0.50	
Units: 2.25	1-86		UN 3.00	GPA 3.667	1-88	HMRM ABS 8 HMRM TARDIES 1
MLW. H.S., Arts						UNITS 3.25 GPA 2.882 JAN -81

Gen. English	D	.50	SCH-008 HM-346A	4083628	SCH-024 HM-GRAD	4083628
World History	D	.50	BROWN, ERIC J.		BROWN, ERIC J.	
General Math	U	.00	EN111 AMER AUTH	A	0.50	
Spanish 1	C	.50	HL22A COMP HE	2	A	0.25
Phy Ed	D	.25	MA221 GEOMETRY	D	0.50	
			PE341 LIFE SPT.	4	A	0.25
			SC411 CHEM	B	0.50	
			SS201 GOV/LAW	B	0.50	
UN 1.75	6-86		SS311 US HIST	B	0.50	
Caldwell H.S., Columbus, Ms.			UN 3.00	GPA 3.000	6-88	HMRM ABS 3 HMRM TARDIES
						UNITS 3.25 GPA 4.000 JUNE-89

Spanish 8 D
 Morse Jr. H.S. 6-85

OFFICIAL

ERIC J. BROWN

4141 North 73rd Street

Milwaukee, Wisconsin 53216

Home (414) 461-3792
Cell (414) 687-7658

PROFESSIONAL OBJECTIVE

A career position with a progressive organization utilizing my skills and knowledge in Electronics Engineering and Teaching. The position will offer inherent opportunities for growth and advancement.

HIGHLIGHTS OF QUALIFICATIONS:

- Teach/Instruct on multiple grade levels, utilizing multiple topics and methodology.
- Possess ETA (Electronics Technicians Association) – CET (Certified Electronics Technician).
- Analyze and build digital and analog circuits.
- Design communications networks.
- Read, interpret, and define engineering schematics and diagrams.
- Possess a Signal Generator, DC Power Supply, and a Digital Multi-meter for future experiments and independent research.
- Possess strong written and oral communications skills and supervisory skills from duties as Instructor, Systems Engineer and R & D Technician.

OTHER SKILLS:

- Basic C and C++ programming skills.
- Allen-Bradley PLC programming knowledge.
- Knowledge of Microsoft Power Point and Harvard Graphics presentation program 2.0.
- Word Processor skills including Microsoft Word and Word perfect 5.0, 6.0, and 7.0.
- Familiar with Windows 3.X, Windows NT, Windows 95 and Windows 98.
- Much (Wonderware) programming skills.
- Experienced user of Microsoft Office Suite.
- Extensive hardware maintenance using A+ certification texts.

MPLC

EMPLOYMENT SUMMARY

August 2001
Present

HOLY REDEEMER EDUCATIONAL COMPLEX
Teacher

Milwaukee, Wisconsin

Responsibilities:

Responsible for teaching Mathematics to over 100 students. These students ranged in grade levels from 8th to 12th grade. It was also my responsibility to provide morning devotionals and spiritual counseling to over 130 students.

2001
1994 to
1987

ST. TECHNICAL INSTITUTE
Instructor

Greenfield, Wisconsin

Responsibilities:

Instructed students in the practical and theoretical implementation of Electronics Engineering Technology while writing and maintaining course lesson plans. Courses taught: Introduction to AC and DC circuits, Linear Integrated circuits, Microprocessors and Industrial Applications, Programmable Logic Controllers (PLC's) Digital Electronics, Introduction to Computers, College Algebra.



THE PRAXIS SERIES™

Telephone: 800-772-9476 or 609-771-7395

EXAMINEE SCORE REPORT

BACKGROUND INFORMATION

Examinee's name:	BROWN, ERIC J		
Candidate ID Number:	04331311	Social Security Number:	000-00-0000
Sex:	M	Date of Birth:	08/24/1970

EDUCATIONAL INFORMATION

College Where Relevant Training Was Received:	UNIV WISCONSIN MILWAUKEE
Undergraduate Major:	ENGINEERING TECHNOLOGIES
Graduate Major:	MATHEMATICS EDUCATION
Educational Level:	EARNED BACHELOR'S DEGREE PLUS ADDITIONAL CREDITS
GPA:	3.5 - 4.0

SCORE RECIPIENT(S) REQUESTED

Code #	Recipient Name
R1473	UNIV WISCONSIN MILWAUKEE

ERIC J BROWN
4141 N. 73RD ST
MILWAUKEE WI 53216

CURRENT TEST DATE:

08/09/2007

Test Code	Test Name	Your Score	Possible Score Range	Average Performance Range**	Score Recipient Code(s) from Current Administration				
					R1473				
C-PPST: WRITING		177	150 - 190	173 - 177	Y				

HIGHEST SCORE AS OF

08/18/2007

Test Date	Test Code	Test Name	Your Highest Score	Possible Score Range	Score Recipient Code(s)				
					R1473				
08/09/2007	5720	C-PPST: WRITING	177	150 - 190	Y				

Scores will be available for reporting for ten years.

For more information on Understanding Your Praxis Scores, refer to the enclosed interpretive leaflet and visit www.ets.org/praxis.

MESSAGE CODES

Y SCORE REPORTED TO RECIPIENT LISTED



My Gradebook: Eric Brown

Grade To Date: 778/785 (99.11%)View Gradebook By: Unit | Item

	Grade	Earned to Date	Possible for Course
Unit 1: Week 1 - Init Response	<u>10/10</u>	10 pts.	10 pts.
Unit 1: Week 1 - Test	<u>15/15</u>	15 pts.	15 pts.
Unit 2: Week 2 - Discussion	<u>50/50</u>	50 pts.	50 pts.
Unit 2: Week 2 - Final Response A1	<u>55/55</u>	55 pts.	55 pts.
Unit 2: Week 2 - Final Response A2	<u>55/55</u>	55 pts.	55 pts.
Unit 3: Week 3 - Init Response	<u>10/10</u>	10 pts.	10 pts.
Unit 3: Week 3 - Test	<u>15/15</u>	15 pts.	15 pts.
Unit 4: Week 4 - Discussion	<u>49/50</u>	49 pts.	50 pts.
Unit 4: Week 4 - Final Response B1	<u>55/55</u>	55 pts.	55 pts.
Unit 4: Week 4 - Final Response B2	<u>55/55</u>	55 pts.	55 pts.
Unit 5: Week 5 - Init Response	<u>10/10</u>	10 pts.	10 pts.
Unit 5: Week 5 - Test	<u>12/15</u>	12 pts.	15 pts.
Unit 6: Week 6 - Discussion	<u>47/50</u>	47 pts.	50 pts.
Unit 6: Week 6 - Final Response C	<u>110/110</u>	110 pts.	110 pts.
Unit 7: Week 7 - Init Response	<u>10/10</u>	10 pts.	10 pts.
Unit 7: Week 7 - Test	<u>15/15</u>	15 pts.	15 pts.
Unit 8: Week 8 - Discussion	<u>50/50</u>	50 pts.	50 pts.
Unit 8: Week 8 - Final Response D	<u>110/110</u>	110 pts.	110 pts.
Unit 8: Week 8 - Reflection	<u>60/60</u>	60 pts.	60 pts.
Total		778 pts. (of 785 Completed)	800 pts.
Grade To Date:		778/785 (99.11%)	

Name: Wanetta J. Love First Name: Wanetta Middle Name: J Last Name: Love
 Birthdate: Month 10 Day 10 Year 1946 Birthplace: Waukegan, Illinois

Entered this school on September 1, 1964 from Robert W. Love
 Left 9/1/68 Returned 9/1/68
 At: U.W. Sheboygan Center Returned 9/1/68
 Credits set for: M.L. 3 hrs., Upp. Center - 3/25/68
 Gr. UW - 10/25/68 (M.L.V., Oshkosh - 3/25/68) DATE GRADUATED: JUN 10 1968

Name: Wanetta J. Love Father: Robert W. Love Mother: Laura C. Love
 Residence: 3401 North 13 St.,
 Birthplace: Waukegan, Illinois
 Occupation: Head Cook

Days Absent: 7 0 9 5 3 10 5 11 3 12 10
 Times Tardy: 7 0 9 2 10 4 11 5 12 6

Additional Information: Student at U.W. Center with gradebook, Mrs. Della Conley
College Entrance Examination Board
MEMBER OF PSAT
FULLOVE WANETTA J. E. JR. 24 16 22 66
34076

FULLOVE WANETTA J	12	67	11	C	13	A
TESTS OF ACADEMIC PROGRESS	34	36	35			
PR - 62	30	09	10	36	45	25
67	17	10	12	16	12	5
17	10	12	16	12	5	17
3	4	23	3	4	23	3

FULLOVE WANETTA J	12	67	11	C	13	A
TESTS OF ACADEMIC PROGRESS	34	36	35			
PR - 62	30	09	10	36	45	25
67	17	10	12	16	12	5
17	10	12	16	12	5	17
3	4	23	3	4	23	3

FULLOVE WANETTA J	12	67	11	C	13	A
TESTS OF ACADEMIC PROGRESS	34	36	35			
PR - 62	30	09	10	36	45	25
67	17	10	12	16	12	5
17	10	12	16	12	5	17
3	4	23	3	4	23	3

Honors, Scholarships, etc.: Service Award
 Home Room Advisor: L. B. ... Counselor: L. B. ...
 Certified as a contact record of the: Waukegan High School
1616 E. Locust Street, Waukegan, Ill., Wisconsin

Date: JUN 10 1968 Principal: ...

Personality Rating

SERIAL NO.	14176	77
PERSONALITY RATING		
ABILITY TO GET ALONG WITH OTHERS		
ABILITY TO THINK		
LEADERSHIP		
EMOTIONAL CONTROL		
COOPERATION		
RESPONSIBILITY		
WORK HABITS		
NO. OF CARDS	12-67	111115
	13	COMPOSITE

Personality Rating

SERIAL NO.	14176	77
PERSONALITY RATING		
ABILITY TO GET ALONG WITH OTHERS		
ABILITY TO THINK		
LEADERSHIP		
EMOTIONAL CONTROL		
COOPERATION		
RESPONSIBILITY		
WORK HABITS		
NO. OF CARDS	12-67	111115
	13	COMPOSITE

Personality Rating

SERIAL NO.	14176	77
PERSONALITY RATING		
ABILITY TO GET ALONG WITH OTHERS		
ABILITY TO THINK		
LEADERSHIP		
EMOTIONAL CONTROL		
COOPERATION		
RESPONSIBILITY		
WORK HABITS		
NO. OF CARDS	12-67	111115
	13	COMPOSITE

Personality Rating

SERIAL NO.	14176	77
PERSONALITY RATING		
ABILITY TO GET ALONG WITH OTHERS		
ABILITY TO THINK		
LEADERSHIP		
EMOTIONAL CONTROL		
COOPERATION		
RESPONSIBILITY		
WORK HABITS		
NO. OF CARDS	12-67	111115
	13	COMPOSITE

Personality Rating

SERIAL NO.	14176	77
PERSONALITY RATING		
ABILITY TO GET ALONG WITH OTHERS		
ABILITY TO THINK		
LEADERSHIP		
EMOTIONAL CONTROL		
COOPERATION		
RESPONSIBILITY		
WORK HABITS		
NO. OF CARDS	12-67	111115
	13	COMPOSITE

First Name DRAKE KIMBERLY Dr Name
 Birth Month March Day 17 Year 1965 Birthplace ---
 Entered this school on September 4, 1979 from Rufus King Junior High School
 Left _____
 Left _____
 Credits sent to: _____
 Returned _____
 Returned _____

PERSONALITY RATING LABEL

DATE GRADUATED JUN 9 1983
 Mother Marjorie R. Drake
 Birthplace 5414 N. 67th St.

Name Lawrence A. Drake 5414 N. 67th St.
 Residence 5414 N. 67th St.
 Birthplace 5414 N. 67th St.
 Occupation _____
 Additional information _____

Days Absent:	7	8	9	10	11	12	13	14
Times Tardy:	7	8	9	10	11	12	13	14

DRAKE KIMBERLY ACADEMIC SKILLS
 LEVEL 1 FORM A NO. ITEMS RDG MATH ENG
 SCIT 022 NO. ITEMS - 78 48 69
 GRADE 10 NO. RIGHT - 072 044 064
 OCT 1980 NAT'L PR - 92 89 87
 STANINE - 8 8 7

DRAKE KIMBERLY SCHOOL - 022
 ID - 3346250 80 - 0365
 THE ABOVE HAS SCORED AT OR ABOVE
 UNDER THE BOARD REQUIREMENT FOR
 READING PROFICIENCY.
 (TEST OF ACADEMIC SKILLS, 10/80)

PLACE TEST LABEL HERE

PLACE TEST LABEL HERE

PLACE TEST LABEL HERE

PLACE TEST LABEL HERE

ORCH - CHOIR - MONITOR - PAGE - MESSENGER
 Honors, Scholarships, etc.

Homeroom Advisor HDA Counselor S. Schuchberger
 Certified as a correct record of the JAMES MADISON High School. Date JUN 9 1983 Principal Robert C. Spang

THE BOARD OF SCHOOL DIRECTORS OF

The City of Milwaukee

HEREBY CONFERS UPON
Karen K. Wilkrite
THE AWARD

Diploma of Graduation

TOGETHER WITH ALL THE HONORS, RIGHTS AND PRIVILEGES
APPERTAINING THERETO IN CONSIDERATION OF THE
SATISFACTORY COMPLETION OF THE PRESCRIBED PROGRAM
OF INSTRUCTION IN JAMES MADISON HIGH SCHOOL.

Gregory Krasner
President

John J. F. B. ...
Secretary-Business Manager

Lee R. McMurrian
Superintendent

Robert C. J. ...
Principal



GIVEN AT MILWAUKEE IN THE STATE OF WISCONSIN
THIS 12th DAY OF JUNE IN THE YEAR 1981 OF THE LORD

MILWAUKEE STRATTON EBBES COLLEGE

Milwaukee, Wisconsin

On Recommendation of the Faculty and Administration
has conferred upon

Harven Hage White

the degree of

Associate in Arts

together with all the rights, privileges, and honors pertaining thereto.
Given this twenty-fourth day of June, one thousand nine hundred and eighty-three.

Victoris M. Grief
Dean



Paul J. Adams
President

Education

Lane College

Bachelor's of Art in Interdisciplinary Studies- 4/2007

Dyersburg State Community College

Certificate-Tennessee Early Childhood Training Alliance – 30 hours

Professionalism

Organizational management

Leadership

Program Development

Family and Community Relations

Staff Recruitment/Staff Supervision and Staff Development

Dyersburg State Community College

Certificate-Tennessee Early Childhood Training Alliance-45 hours

Establishing and maintaining a safe, healthy, and enjoyable environment

Certificate- Fort Jackson South Carolina Training Base

Administrative Specialist - 5/1997

Awards

Honor Designation- Cum Laude 4/2007

Army National Guard- Honorable Discharge- 11/2004

OFFICIAL ACADEMIC DOCUMENT

Johnson Stephanie L
452 Otis Dr.
Brownsville TN 38012

Dyersburg State Comm College
07/03/08

Degree Major INT 29 Apr 2007
B.A. INT 29 Apr 2007

Course	Grade	HRS	ATT	ERN	OP	GPA
ECED 1020	A	3.00				
ECED 2040	A	3.00				
ECED 2070	A	3.00				
ECED 2130	B	3.00				
HIST 2010	C	3.00				
MGT 101	C	3.00				
MGT 213	C	3.00				
MIS 111	B	3.00				
CAREER HRS ATT HRS ERN OP GPA						
24.00						
Spring Semester 2004						
BIO 131	B	3.00			9.00	
EDU 230	C	3.00			6.00	
ENG 131	A	3.00			12.00	
MAT 135	A	5.00			20.00	
CURRENT HRS ATT HRS ERN OP GPA						
14.00 14.00 47.00 3.357						
CAREER HRS ATT HRS ERN OP GPA						
14.00 38.00 47.00 3.357						
Fall 2004						
ENG 132	F	3.00			.00	
MUS 235	A	3.00			12.00	
PSY 230	A	3.00			12.00	
PSY 330	B	3.00			9.00	
SPC 230	D	3.00			3.00	
CURRENT HRS ATT HRS ERN OP GPA						
15.00 12.00 36.00 2.400						
CAREER HRS ATT HRS ERN OP GPA						
29.00 50.00 83.00 2.862						
Spring 2005						
ART 231	A	3.00			12.00	
ENG 132	B (RP)	3.00			9.00	
HIS 132	C	3.00			6.00	
PER 121	A	1.00			4.00	
PHY 131	W	3.00			.00	
SOC 344	A	3.00			12.00	
CURRENT HRS ATT HRS ERN OP GPA						
16.00 13.00 43.00 3.308						
CAREER HRS ATT HRS ERN OP GPA						
45.00 63.00 126.00 3.231						
Fall 2005						
BIO 341	W	4.00			.00	
EMS 221	D	3.00			3.00	
PER 114	A	1.00			4.00	
PER 223	C	2.00			4.00	
PER 326	A	2.00			8.00	
PSY 131	A	3.00			12.00	
CURRENT HRS ATT HRS ERN OP GPA						
16.00 13.00 43.00 3.308						
CAREER HRS ATT HRS ERN OP GPA						
45.00 63.00 126.00 3.231						

ACADEMIC RECORD OFFICIAL

ACADEMIC RECORD OFFICIAL

OFFICIAL ACADEMIC DOCUMENT

EDU 420 001 EDUCATION SEMINAR A 2.00 2.00 8.00

Degree Major Grad Date
B.A. INT 29 Apr 2007

Johnson Stephanie L.
452 Otis Dr.
Brownsville

TN 38012 07/03/08

Term	Course	Grade	HRS ATT	HRS ERN	QP	GPA
Fall 2007	EDU 430 001 ENHANCED STUDENT TEACHING	A	10.00	10.00	40.00	
		CURRENT	12.00	12.00	48.00	4.000
		CAREER	133.00	141.00	411.00	3.513
Spring 2008	EDU 490 001 INDEPENDENT STUDY-EDUCATION	A	6.00	6.00	24.00	
		CURRENT	6.00	6.00	24.00	4.000
		CAREER	139.00	147.00	435.00	3.537

Stephanie L. Johnson
10/11/08

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Milwaukee Area Technical College

The Milwaukee Area District Board of Vocational, Technical, and Adult Education,
on the Nomination of the Faculty, Has Conferred Upon

Jacqueline Ann Dixon

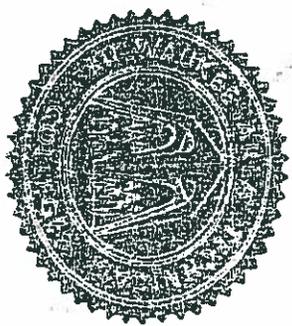
The Degree of
Associate in Arts

TOGETHER WITH THE HONORS, RIGHTS, AND PRIVILEGES BELONGING TO THAT DEGREE,
IN WITNESS WHEREOF, THIS DIPLOMA IS GRANTED AT MILWAUKEE, WISCONSIN, ON THIS
TWENTY-FIRST DAY OF DECEMBER, ONE THOUSAND NINE HUNDRED AND NINETY-FOUR.

For the Board

Edgardo Rivera
Chairman

Myra Coath
Secretary



For the Faculty

Don R. ...
President

...
Dean

7728 North 60th St
Milwaukee, WI 53222
Tel: (414) 371-0100
Fax: (414) 371-0800



Jackson-Madison County | School System

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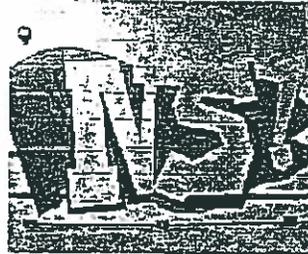
[Click here for more of the North Side High School Web Site](#)

North Side High School

"Our mission is to provide all students with essential academic, technical, and social skills necessary for life-long learning and productivity in the workplace and society."

Mascot: Indians
Colors: Blue & Gold
Enrollment: 1015

Principal: Jan Watson



[Click here for more of the North Side High School web site.](#)

P.I.E. Partners: Gerdau AmeriSteel, Porter Cable Corporation, Lambuth University, Sir Speedy Printing, L & H Electric Supply Co., People Resources

Address:
3066 North Highland Avenue Jackson, TN 38305

Phone: (731) 668-3171 main office
Fax: (731) 661-9756

Board Members: Zone 5 – Linda Pride and Ben Rudd

[Scholarship Handbook](#)

Wednesday, November 26th 2008	
Date	Events
11-26-2008 to 11-28-2008	Thanksgiving Holidays
12-19-2008	Inservice
12-22-2008 to 01-02-2009	Winter Break
01-05-2009	Classes resume
01-12-2009	Report Cards
01-19-2009	Martin Luther King, Jr. Day - Holiday
02-09-2009	Progress Reports
02-12-2009	Parent/Teacher Conferences
02-16-2009	Presidents' Day - Holiday
03-19-2009	Report Cards
03-23-2009 to 03-27-2009	Spring Break
03-30-2009	Classes Resume
04-10-2009	Good Friday
04-22-2009	Progress Report
05-20-2009	Report Cards - Half day students; Full day teachers
05-20-2009	Report Cards
05-21-2009	Inservice



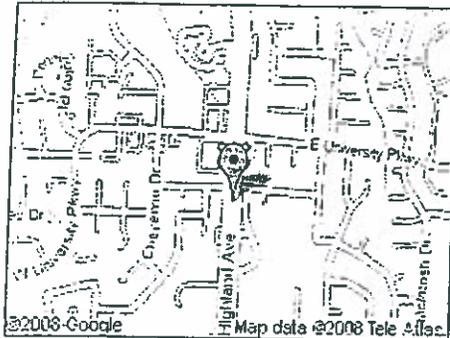
northside high school Jackson Tennessee

Search

[Advanced Search](#)
[Preferences](#)

Web [Maps](#)

Results 1 - 10 of about 18,600 for northside high school Jackson Tennessee. (0.30 seconds)



North Side High School

www.jmcss.net

3066 N Highland Ave
Jackson, TN 38305
(731) 668-3171

[Get directions](#)

[5 reviews and more »](#)

Sponsored Links

Northside High School

Search high school alumni profiles from Northside High School
www.allhighschools.com

North Side High School

Click here for more of the. [North Side High School Web Site ...](#) 3066 North Highland Avenue Jackson, TN 38305. Phone: (731) 668-3171 main office ...
www.jmcss.net/nshs/ - 12k - [Cached](#) - [Similar pages](#)

North Side High School - Jackson, Tennessee - TN - School overview

North Side High School located in Jackson, Tennessee - TN. Find North Side High School test scores, student-teacher ratio, parent reviews and teacher stats.
www.greatschools.net/modperl/browse_school/tn/743 - 31k - [Cached](#) - [Similar pages](#)

North Side High School (Jackson, Tennessee) - Wikipedia, the free ...

... 17, 2008 ... Northside High School is one of the five public high schools in the city of Jackson, Tennessee (the others being Southside High School, ...
[en.wikipedia.org/wiki/North_Side_High_School_\(Jackson,_Tennessee\)](http://en.wikipedia.org/wiki/North_Side_High_School_(Jackson,_Tennessee)) - 26k - [Cached](#) - [Similar pages](#)

North Side High School Jackson, Tennessee - Official Contact Details

North Side High School Jackson official contact details including address, telephone number and more.
www.educationindex.com/usa/tennessee/jackson/north-side-high-school-38269/ - 11k - [Cached](#) - [Similar pages](#)

North Side High School, Jackson, Tennessee (TN)

Reconnect with 3369 alumni from North Side High School in Jackson, TN.
www.classmates.com/directory/school/North%20Side%20High%20School_2.jsp?org=3068-539k - 539k - [Cached](#) - [Similar pages](#)

North Side High School - Jackson Indians in Jackson, TN 38305-3498

North Side High School - Jackson is located in Jackson, TN and is home to the Indians for sports like football, basketball, and baseball.
www.highschoolsports.net/portal.cfm?schoolid=TN383057946 - 67k - [Cached](#) - [Similar pages](#)

North Side High School in Jackson, TN - Test Results, Rating ...

North Side High School in Jackson, TN. Back to: Jackson, TN, Tennessee. All US cities. Discuss this school with others on our active Tennessee forum. ...
www.city-data.com/school/north-side-high-school-tn.html - 52k - [Cached](#) - [Similar pages](#)

NORTH SIDE HIGH SCHOOL > JACKSON > Tennessee - Public & Private ...

TOP: Tennessee > JACKSON > NORTH SIDE HIGH SCHOOL. Please Note: This is a general discussion forum open to the public and can be seen by all users. ...

KING'S ACADEMY CHRISTIAN SCHOOL
(414) 371-9100 FAX: (414) 371-9200

FACSIMILE TRANSMITTAL SHEET

TO: Jan Watson FROM: Laurel L. Nobles
COMPANY: Northside High School DATE: 11/26/2008
FAX NUMBER: 731-661-9756 TOTAL NO. OF PAGES INCLUDING COVER: 2
PHONE NUMBER: 731-668-3171
RE: Record Request For Jacqueline Dixson

URGENT FOR REVIEW PLEASE COMMENT PLEASE REPLY PLEASE RECYCLE

NOTES/COMMENTS:

Please call to confirm receipt of document.
Thank you
Laurel L. Nobles
Administrator

MADISON COUNTY SCHOOL SYSTEM

CLASSIFICATION 10 11 12
 4 1/2 9 1/2 14 1/2

NAME (LAST) Hanson
 (FIRST) Jacqueline
 (MIDDLE) Ann

DATE OF BIRTH 8-13-64

PLACE Madison Co., TN.

BIRTH CERTIFICATE NUMBER

Social Security Number 407-29-7297

SEX M

RACE B

NAME OF FATHER Virgil Hanson

NAME OF MOTHER Louise Hanson

SUBJECT	YR	SEM		SUBJECT	YR	SEM		SUBJECT	YR	SEM		SUBJECT	YR	SEM	
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III	11	C	C	ALGEBRA II	11	C	C	BIOLOGY I	11	A	A	BAND I	11	A	A
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SOCIAL STUDIES															

TESTS OF GENERAL EDUCATIONAL DEVELOPMENT



issued by
OFFICIAL GED CENTERS
of the

GENERAL EDUCATIONAL DEVELOPMENT TESTING SERVICE
OF THE AMERICAN COUNCIL ON EDUCATION

Name of Examinee:

Ellis Sarah E.
Last First Middle

Address:

4467 N. 77th Street
Milwaukee, WI 53218

Reported To:

Phone Number:

Date of Birth 12/03/59 Test Format English Regular Print Date Reported 12/03/08

Social Security Number 413-08-7189

	Test Date	Form	Standard Score	Percentile Rank for U.S.
Test 1: Writing Skills Test	08/19/88	AB	53	
Test 2: Social Studies Test	08/19/88	AB	52	
Test 3: Science Test	08/04/88	AB	54	
Test 4: Interpreting Literature and the Arts	08/19/88	AB	55	
Test 5: Mathematics Test	08/11/88	AB	41	

Total

255

X

Passed

Standard Score Average

52

Failed

(Copies of this report can be obtained from the center listed below.)

The scores on this report are the *highs*: scores achieved by the examinee and not necessarily the most recent. If retest scores are lower than scores previously achieved, the retest scores are not reported

Signature of Chief Examiner: _____

Cynthia Spivey

Name of Center: Milwaukee Area Technical College

Phone Number: (414) 297-6233

Address of Center: 700 West State Street

Milwaukee, WI 53233-1443

Center Identification Number (if required)

3000520310

Date: 12/03/08

Pass or Fail as determined by state policy

GED® FORM 30/100M - 06/08

REVISED 10/07

MILWAUKEE AREA TECHNICAL COLLEGE

THIS SECTION AREA OF THE COURSE CATALOG IS FOR INFORMATION ONLY. FOR A COMPLETE LIST OF COURSES, PLEASE REFER TO THE COURSE CATALOG TOP AND BOTTOM PAGES.
 TRANSCRIPT

Ms. Sarah E. Ellis
 10119 W Daphne Street
 Milwaukee, WI 53214

ID Number: 0018705

Birth Date: 12/03/59

Course	Title	Grd	Repeat	Credits Att	Credits Cmp	Grade Points	Course Dates	Credit Type	Notes
PSYCH 211	Intro to Psychology	B-		3.00	3.00	9.75000	01/13/93-05/18/93		
FLANG 211	Spanish I	U		4.00	0.00	0.00000	01/13/93-05/18/93		
Term SP1993 Totals:				14.00	10.00	25.7500	GPA = 1.8193		
Cumulative Totals:				48.00	44.00	134.5000	GPA = 2.8021		
SOCSCI 222	Amer St & Lcl Govt	C		3.00	3.00	6.00000	06/14/93-07/23/93		
SPEECH 201	Elem of Speech I	A-		2.00	3.00	11.25000	06/14/93-07/23/93		
Term SU1994 Totals:				6.00	6.00	17.2500	GPA = 2.8750		
Cumulative Totals:				54.00	50.00	151.7500	GPA = 2.8102		
MUSIC 192	Choir I	W	R Repl	0.00	0.00	0.00000	08/30/93-12/22/93		
HIST 216	Nat Amer Hist Cult	E-		3.00	3.00	8.25000	08/30/93-12/22/93		
SOCSCI 250	Intro to Philosophy	A-		3.00	3.00	11.25000	08/30/93-12/22/93		
MATH 192	Applied Geometry	C		3.00	3.00	6.00000	08/30/93-12/22/93		
Term FA1994 Totals:				9.00	9.00	25.5000	GPA = 2.8233		
Cumulative Totals:				63.00	59.00	177.2500	GPA = 2.8135		
NATECI 206	Vertebrate Ecology	B-		5.00	5.00	13.75000	01/12/94-05/17/94		
HIST 211	Amer Thru Civil War	C-		3.00	3.00	5.25000	01/12/94-05/17/94		
MATH 200	Intermed Algebra	B-		4.00	4.00	11.00000	01/12/94-05/17/94		
Term SP1994 Totals:				12.00	12.00	30.0000	GPA = 2.5000		
Cumulative Totals:				75.00	71.00	207.2500	GPA = 2.7633		
MATH 170	Cprt Ap/Lab Art-Sci	W		0.00	0.00	0.00000	06/13/94-07/22/94		
MATH 291	College Algebra	W	R Repl	0.00	0.00	0.00000	06/13/94-07/21/94		
Term SU1995 Totals:				0.00	0.00	0.0000	GPA = 0.0000		
Cumulative Totals:				75.00	71.00	207.2500	GPA = 2.7633		
MATH 201	College Algebra	W		0.00	0.00	0.00000	08/29/95-12/26/95		
Term FA1996 Totals:				0.00	0.00	0.0000	GPA = 0.0000		
Cumulative Totals:				75.00	71.00	207.2500	GPA = 2.7633		
TOTALS: CRED. ATT = 75.00 CRED. CPT = 71.00 GRADE PTS = 207.2500 GPA = 2.7633									

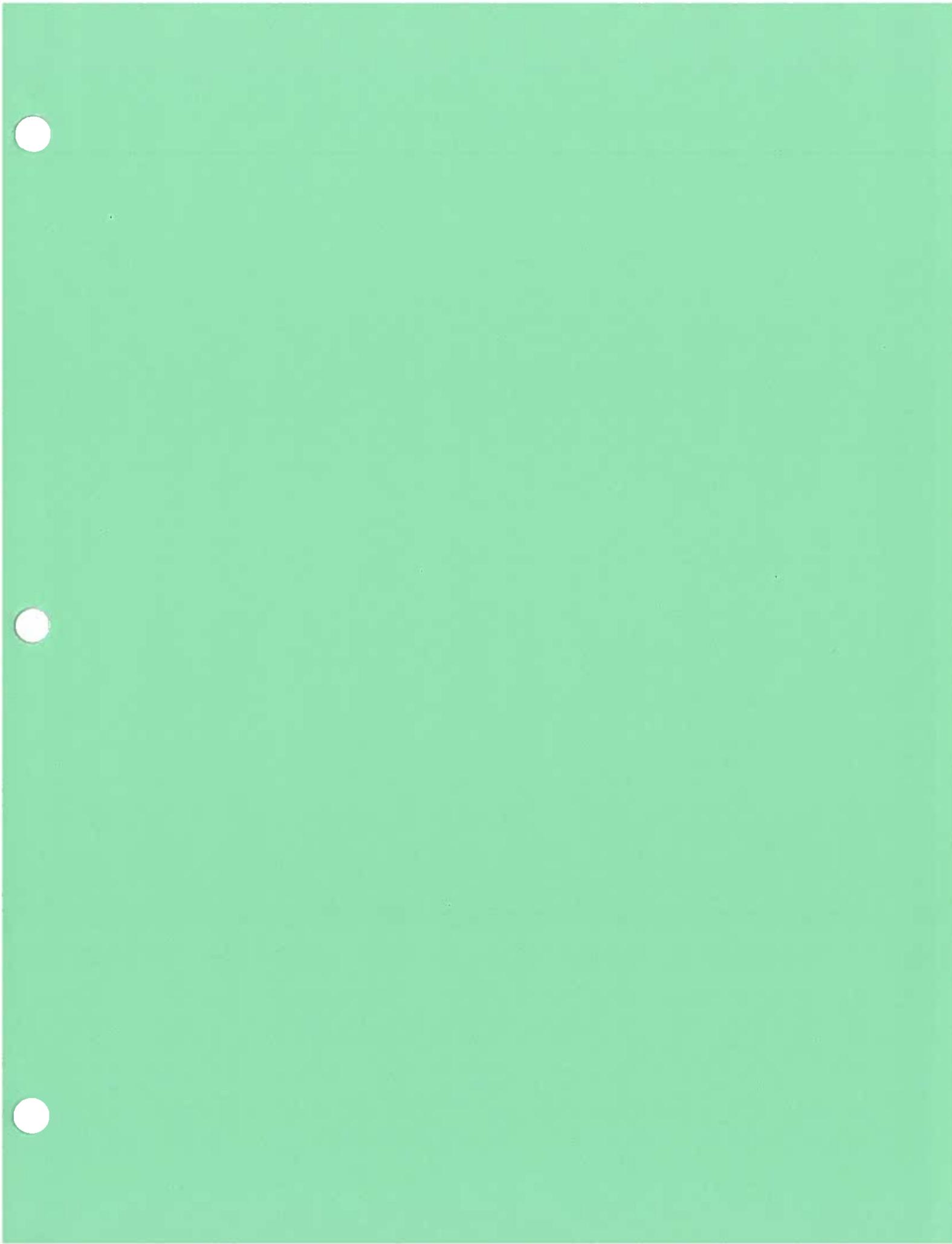
Academic Summary: Total Undergraduate including
 Advanced Standing, Military Credits, ByPass, Special
 CLEP and Scholastic Amnesty

(Signature)

SEP 11 2008

Milwaukee Campus
 Registrar

Attachment D





Kings Academy School
STAFF HANDBOOK

7798 North 60th Street
Milwaukee, WI 53223

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King's Academy School/

GOAL

The goal of King's Academy School is to improve the quality of children's academic education by providing a well rounded, rigorous academic program. We will:

1. Assist parents in preparing children to reach their full potential.
2. Provide a strong literacy program that will enhance the quality of learning in all academic areas.
3. Provide opportunities for children to apply their academic skills in everyday life situations.

VISION STATEMENT

Our vision is to partner with parents to instill values and high academic standards in their children. We will strive to use a holistic approach to educating them.

PHILOSOPHY

At King's Academy School we believe that all children can learn and should be in an educational and nurturing environment.

MISSION

The mission of King's Academy School is to educate all children by promoting academic excellence with a curriculum that will motivate, educate and elevate them to become productive citizens.

Social Policies

Human Dignity

King's Academy School intends to provide its staff and students an environment that is free of offensive kinds of behavior. Conduct whether intentional or unintentional that subjects another person to unwanted attention, comments or actions because of race national origin, age, sex, physical characteristics or disability is not permitted. These are the features of this policy:

- A. We do not condone or allow harassment of others by any staff member or other persons present in our facilities.
- B. Any person who believes he or she has been subjected to harassment should report it immediately to an appropriate superior. Staff members should report offense to the principal. Each report will be given serious consideration and investigation.
- C. Reports of harassment and subsequent investigations will be handled discreetly to avoid embarrassment of the person making the report or a person who may be unjustly accused.
- D. Any person who is determined to have violated this policy will be subject to corrective action and discipline, including the possibility of termination.
- E. Sexual harassment includes making unwelcome sexual advances, engaging in improper sexual comments or otherwise creating an intimidating, hostile or offensive learning environment.
- F. Any other form of ridicule of others based on race, physical characteristics, ability, family background or similar feature is harassment; persons engaging in this misbehavior will be disciplined.
- G. All school employees are expected to conduct themselves with respect for the dignity of others.

Serious Misconduct

There are misdeeds and resulting public distrust that make it impossible for a person to perform his or her duties. The following acts of confirmed serious misconduct are examples of those that will likely result in the release of an employee:

- A. Theft of property or money.
- B. Willful insubordination pertaining to assigned tasks and policies.
- C. Willfully falsifying information on employee forms, work reports or other dishonesty.
- D. Immoral conduct or indecency.
- E. Deliberate destruction of school property or a co-worker's property or equipment.
- F. Assault and battery towards any person.
- G. Consuming or being under the influence of alcoholic beverages on school premises.
- H. Possessing or using illegal drugs.
- I. Breach of confidentiality of information.
- J. Other comparably serious misconduct.

King's Academy School will always be careful to weigh its concern for individuals with its concern for the school community. In the cases listed, the school board has determined that the honor of the school's mission will ordinarily take preeminence in making these decisions.

Should an employee ever be released for one of the above reasons, King's Academy School is committed to being instrumental in promoting forgiveness and healing inside and outside of the school.

Substance Abuse

King's Academy School expects all of its employees to strive for good health of the body, mind and spirit. The school has established the following policy governing employees' uses of controlled substance.

- A. The policy applies to all the employees of the school and adult volunteers who aid teachers and support staff.
- B. The policy would include the employees' time on school premises, during the use of school transportation and at all school-related events.
- C. At any of these events or on the school premises, employees may not use or demonstrate the negative effects of prior use of controlled substances such as alcoholic beverages, illegal drugs or any other substance whose effects endanger the employee or others or reflect negatively on the witness of the employee or the school.
- D. No employee may use, carry or sell tobacco products while on school premises or at school events or while escorting students to these events.
- E. Any employee suspected of showing the effects of alcohol or illegal drugs must submit to testing such as urinalysis, blood test or breath tests.
- F. The administrator will inform the board if he or she has evidence of an employee's substance abuse. This information will be kept in confidence while the administration ascertains the severity of the problem.
- G. The board may immediately suspend and ultimately dismiss an employee whose confirmed substance abuse is judged to be detrimental to the mission of the school.

Dress and Demeanor

King's Academy School expects its staff to dress as adult role models for children and not ignore the effects of their clothing on children. Staff should wear clothing that is functional, modest and aesthetic. Sports clothing is appropriate only for teaching physical education. Of course, certain lab experiments, field trips and dramatic presentations demand clothing suitable for the occasion.

Professional Dress Expectations and Definitions

Professional Attire is defined as:

Men:

Suits, dress shirt & tie, sweaters w/shirt & tie, dress slacks w/blazer, dress shoes w/socks

Women:

Suits, skirts (at knee or lower) w/coordinating blouse, sweater or blazer, dress shoes (pumps or flats) w/hosiery, dress pantsuits or dress slacks w/coordinated blazer

Summer only: sandals and no hosiery required. No thong sandals

Business Casual Attire is acceptable on Fridays and is defined as:

Men:

Polo shirts, shirts w/collars
Banded collars, denim shirts
Appropriate jeans, casual slacks
(i.e. dockers, khakis), sweaters
Casual shoes w/slacks

Women:

Casual dress slacks, skorts or skirts (knee-length)
w/coordinating blouse, sweater, or blazer,
Knee length walking shorts, capris or gouchos
w/ coordinating blouse, sweater or blazer
denim jeans, dress or slacks
Casual shoes w/socks or hose

Summer only: sandals and no hosiery required

Inappropriate Attire for both men and woman:

Jeans (except Fridays), athletic shoes, sandals (other than summer), bare legs (no socks, no hosiery) other than summer. T-shirts, shorts, leggings, clinging tight fitting garments, hiking boots, sweatshirts, logo items that do not promote good values, transparent clothing, revealing attire, sleeveless garments such as tank tops, hats or caps, clothing in poor condition (worn, wrinkled, frayed, washed out), jogging suits.

CLASSIFICATIONS OF EMPLOYMENT

King's Academy School has the following classes of employment:

Regular Full-Time/Salaried

These employees work a minimum of 40 hours per work week. This is the only classification which receives employee benefits.

Regular Part-Time

These employees work a minimum of 20 hours per work week.

Support Staff

These employees work less than 20 hours per week.

Temporary On-Call

These individuals work on a part-time, as needed basis.

Probationary period

The period of time a new employee has for getting acclimated with the job. The probationary period established by King's Academy School (KACS) is a minimum of 90 days. KAS reserves the right to extend the probationary period of any employee whose work performance does not meet the established standards.

PROCEDURAL POLICIES

Attendance

King's Academy School expects employees to report for their regularly scheduled work hours. This includes an established start time, lunch period, and break time. Work schedules are based on the requirements for your area of work.

If an employee will be absent, it is their responsibility to report the absence to their supervisor before the start of their scheduled workday. Failure to call the school office at 371-9100 or supervisor in an absence (no call, no show) will result in a written disciplinary notice. Each additional no call, no show within a calendar year will move the employee to the next step of disciplinary action which is a three (3) day suspension, and then termination.

Any absences due to illness should be called in each day, unless other arrangements have been made with the employee's immediate supervisor.

Punctuality

Employees of King's Academy School are expected to report for work on time. If you are not at your work area at your designated start time, you are considered late for work. Excessive tardiness will not be tolerated, and is subject to the progressive disciplinary policy.

Three (3) tardies =	Verbal Written Warning
Four (4) tardies =	Written Warning
Five (5) tardies =	Three (3) Day Suspension without pay
Six (6) tardies =	Termination

Any employee who will be late for work must call their immediate supervisor before the start of the shift.

Absences and Substitutes

King's Academy School expects all of its teachers to faithfully teach each day unless they become too ill to teach well or have permission from the principal to attend a professional development conference; certainly there are emergencies that fit no policy. Teachers who face a before-school or during – school emergency that calls for them to leave their class should contact the principal for permission to leave. Teachers who wish to be excused from their classes (illness, conference, emergency) have the following obligations:

- A. Contact the principal as far in advance as possible; with illness or any another emergency, contact the principal between 6:30 and 7:15 am.

- B. Make provisions before the start of the school day for the substitute folder to be in the hands of the substitute teacher with the following:
1. An up-to-date seating chart.
 2. Clear instructions of and time estimates for what is to be taught for each subject.
 3. A description of adequate group or individual class work or homework.
 4. Exact descriptions of textbook readings and location of books.
 5. Enough copies of all handouts for all subjects
 6. Specific instructions about supervisory responsibilities for that day and school procedures a substitute needs to know (bells, absence notations, etc)
- C. Instruct the substitute teacher by writing or conversation to:
1. Collect all homework papers as you indicated.
 2. Carry out your instructions, including the giving of assignments.
 3. Take and record the attendance.
 4. Insist that students behave and address their work diligently.
 5. Leave a report of what was accomplished and any other helpful information.
- D. For teaching absences for professional growth, prepare well enough in advance that students get the best use of the day assuming a substitute's limitations: schedule a test, group work, research, etc.

School Safety Procedures

First Aid

King's Academy School assumes that all of its teachers will provide aid to students who become injured or ill. Follow these procedures in giving aid and reporting these injuries or illnesses:

- A. Be on the alert for potential hazards in the school and on the playground; report any questionable circumstances (equipment or facility hazard) to the custodian or principal as soon as possible.
- B. Become familiar with your students' health needs by checking office records and/or School Nurse.
- C. Know exact location and content of the first-aid kit.
- D. Supply first aid for minor injuries, but report the incident to the office and/or School Nurse.
- E. For more serious injuries, bring the student to the office and/or School Nurse if it is safe to move the student; if not, call the office and /or School Nurse for assistance. The principal will contact the parents.
- F. For a serious injury, complete the approved form and give it to the principal on the day of injury.
- G. If students become ill and wish to go home, or you think they should go home, send them to the office. Someone there will contact the parents.
- H. Take all of the following precautions in handling possible disease transmission:
 - 1. Treat all blood and body fluids containing blood as potentially infected.
 - 2. Use disposable gloves when treating a student who is bleeding or has breaks in the skin.
 - 3. Wash your hands before and after touching the student.
 - 4. Dispose of all contaminated waste in approved containers.
 - 5. Use a fresh bleach solution or other approved cleaner for cleaning bloody spills.

School Evacuation

King's Academy School expects you to assist students carefully whenever there is a potential for harm from fire, severe weather and natural disasters. Be sure to make clear to your students the details they need to know to efficiently reach safety. Expect unannounced drills to follow the safety procedures you have detailed.

Follow these procedures:

- A. Each teacher must have an emergency evacuation plan posted in the room close to the door. Teachers should review the plan with their students periodically.
- B. The fire drill signal will be whatever is designated at the beginning of each school year.
- C. The signal for other natural disasters will be determined each school year.
- D. Students should leave the room silently, in single file, and proceed to the area designated for that purpose, walking as quickly as possible without running.
- E. Follow your class from the room, taking the grade book or class list, turning off the lights and making sure all windows are closed. When the designated area is reached, make sure that all students are present.
- F. King's Academy School will not dismiss students in the event of a tornado or hurricane watch or warning.
- G. In the case of a watch, classes will remain in session. In the case of a warning, students will take cover in the designated Civil Defense areas.
- H. At all times listen carefully for the principal's instructions about leaving the school building, returning to it or directing children for their safety.
- I. In the event of a watch or warning, all school activities, extracurricular practices and games are cancelled for that day.

COMPENSATION AND BENEFITS

Social Security and Workman's Compensation

Both King's Academy School and you, even if you are temporary, are required to contribute equal amounts toward federal social security taxes from the first day of employment. Your contribution is made by automatic payroll deduction. The rates are established by law and represent a percentage of your earnings. King's Academy School pays the entire cost of workers' compensation insurance. Eligibility automatically begins on the first day of employment. Benefit entitlements are governed by law. If you sustain a work-related injury, report it to your administrator immediately. He or she can help you provide written documentation on the injury and the circumstances causing it. The written report will be used for filing the necessary workers' compensation reports.

Paychecks

At King's Academy School, the following procedures govern the distribution of staff paychecks:

- A. Checks are issued every week on Tuesday morning.
- B. All checks are available in the school office or directly deposited in your bank account.
- C. If your paycheck is lost or stolen, report it immediately to the controller who will stop payment on the check. Providing the check has not cleared the bank, you will be issued another check; **you are expected to pay the stop payment fee.**

Sick Leave

King's Academy School expects you to teach every scheduled day unless you become injured or too ill to carry out your responsibilities. The following stipulations govern our policy on sick leave:

- A. You will be granted 10 paid working days for illness each fiscal year. These days are cumulative up to 45, which means you may carry 45 days forward to the next fiscal year. **Note:** These days are not to be taken for your child (ren)'s illness. In this instance, you would begin the fiscal year with 55 days, which is the maximum number you may have beginning a year.
- B. The school does not pay for unused days that cannot be carried forward, nor do we pay for unused days upon release or resignation.
- C. Should there be a question about appropriate use of sick leave, the school reserves the right to require substantiation after 3 days of absence including verification from an attending physician.

King's Academy School does not offer part-time employees sick leave. Each day you are absent will be considered a non-paid absence.

Health and Dental Insurance

All salaried and hourly employees who are scheduled to work full time per fiscal year are eligible to enroll for individual coverage in King's Academy School's health and dental group insurance plans. You may become eligible for coverage on your hiring date; coverage becomes effective on the day your enrollment forms are received and processed by the plan administrator.

Life Insurance

The school will pay for group life insurance which may be required as part of a medical insurance package. This benefit is available to regular full time and/or salaried employees upon hire.

Personal Days

King's Academy School will grant all full-time staff 2 paid personal days a year. These personal days can not be accumulated from year to year. **They can not be taken before or after a holiday or the last week of school. If requested, permission will not be granted. If you decide to take off the day before or after a holiday or the last week of school it will be considered an unpaid day off and will be recorded as an act of insubordination that will be placed in your records.**

Holidays

King's Academy School will be closed through-out the year for breaks and holidays. Part – time employees will not be required to work unless arrangements have been made prior.

These holidays and breaks are not paid days for full time employees.

Leave Without Pay

King's Academy School may grant a one-year of absence without pay or benefits to no more than one teacher each year according to the following requirements. The primary purpose of all leave applications ought to be for professional development of one's gifts in teaching children at King's Academy School.

- A. Ordinarily to qualify, an applicant must have at least five years of teaching experience at this school.
- B. An applicant must submit a written request to the King's Academy School Board by January 1st before the school year for which the teacher desires to leave.
- C. The proposal for a leave must include:
 - a. The reason and the length of the leave
 - b. A description of the specific study and

- c. A listing of the benefits to the school and the teacher.
- D. In considering the leave request, the King's Academy School Board may require the following:
 - a. A signed agreement from the teacher to teach at King's Academy School for at least one year after the leave,
 - b. A stipulation that the teacher can only be assured a position in the general area in which he/she has taught previously and
 - c. An assurance that the administration can find a suitable replacement for the teacher.
- E. The King's Academy School Board will submit its recommendation to the administrator who will notify the applicant in writing of the decision. The board will consider both the needs of the applicant and King's Academy School in making its decision.
- F. Any applicant's request for a second consecutive leave must follow all the requirements of this policy.

Bereavement/Funeral Leave

All part-time employees requiring time off for the death, funeral or estate settlement of a member of their immediate family may be granted time off with no disciplinary action. However, it will be considered a non-paid absence.

Full time employees who experience the death or imminent death of an immediate family member may warrant special consideration of paid absence from work. (An immediate family member is considered to be your spouse, child, parent, brother, sister, grandchild or grandparent. If you are married, your spouse's immediate family is also included.) This will be handled on a case-by-case basis by the administrator. The determination will be based upon such factors as the type and length of illness, such as an impending death, your responsibility for the affairs of the individual and the length of your service to the school. Typically this time would be 1-5 days. However, under unusual circumstances, a leave without pay can be considered.

Jury Duty or Trial Witness

King's Academy School does not offer leaves of absences and Jury Duty paid time off for part-time employees.

To enable you to fulfill your and civic duties, King's Academy School will grant time off with pay for jury duty or trial witness if you are a salaried staff member. In order to receive pay, you must follow these procedures:

- A. Notify the principal as soon as you are aware of the date and times you will be unavailable to work due to jury duty or witnessing at a trial. Give a copy of your summons to your principal.

- B. If the principal determines that your absence for jury duty would cause a hardship on the school's work, he or she will write a letter requesting release. If this request is granted, your principal will provide a copy of notification to you. If it is not accepted, provide a copy of your notice of selection to your principal.
- C. The principal is responsible for obtaining a substitute during your absence.
- D. On any given day that your jury or witness responsibilities are completed in time to allow you to attend work for a minimum of two hours, you are expected to do so.
- E. King's Academy School will maintain your normal benefits and salary while you serve; however, any money trial witness must be given to the school. Money you are paid as reimbursement for travel, parking, etc., is your own.
- F. Give copies of your certificates of attendance to your principal.

Wedding Day

King's Academy School supports the institution of marriage and will provide time off for a wedding if the planned wedding conflicts with your teaching assignment. We encourage full time staff to plan your wedding during a vacation so that no conflict arises. However, if there is a conflict, contact the principal as soon as you are aware of it. With his or her agreement full time staff will be given the wedding day as a personal day, with the school hiring a substitute teacher.

Overtime Pay

Any part-time employees working more than their normal scheduled hours of work must receive approval for overtime from their supervisor. Currently, overtime is paid at the employee's regular rate.

Salary Increases

Salary increases are contingent upon the schools budget and/or education and performance.

Professional Development

King's Academy School believes that professional development is crucial to maintain a well-rounded staff. A variety of opportunities are available through conferences, seminars, courses, meetings, and conventions. Upon approval of the Administrator and/or the executive board, King's Academy School will cover the expenses to participate in professional development activities.

King's Academy School does not pay for, nor reimburse for educational expenses for courses leading to an Associate's, Bachelor's, Master's, or Doctorate degree.

Financial Assistance for Professional Growth

King's Academy School supports its staff in acquiring professional competence. This may include lectures, demonstrations, workshops, reading assignments, seminars, conventions, and other means to broaden skills and knowledge. King's Academy School will assist in payment of the cost of education that is authorized by the school. This cost may include registration fees, required study materials; and substitute teacher. These stipulations govern the school's payment to teachers:

- A. Teachers accepting payment for any part of approved education must attend all sessions of the course unless there is an emergency.
- B. Teachers will be reimbursed for approved education only after giving the principal a report and proof of expense for workshops, seminars and conventions.
- C. The school will pay workshop or seminar fees for approved subject-area or grade-level conventions provided the principal has authorized the staff member's attendance.

Expectations and School Policies

Conflict of Interest

As a staff member you may not make personal profit from your position held at King's Academy School. Our integrity as a organization can be adversely affected when personal interests conflict or ever appear to conflict with the interests of our work and school system. You are expected to bring any potential conflict of interest to the attention of the administrator, who will decide whether there is a conflict of interest or not.

Outside Employment

Although King's Academy School recognized that time away from work is yours and is to be used at your own discretion, we expect that outside employment will not:

- A. Conflict with your work schedule, duties and responsibilities at school.
- B. Create a conflict of interest or incompatibility with our mission.
- C. Create a detrimental effect upon your work performance at King's Academy School.
- D. Involve conducting business during hours you are employed at King's Academy School.

Honoraria for Consulting

If you provide for another organization speaking or other services directly related to your role at King's Academy School and some or all of the expense of the trip and/or time is paid by King's Academy School, you must give all honoraria to the school. When you are in doubt about whether the work you are requested to do fits within this policy, contact the principal; you are expected to obey his or her decision.

Service to Other Organizations

If you are selected to a position of leadership in a or public not-for-profit organization and attending necessary meetings will require you to be out of the building during normal working hours, you must follow this procedure:

- A. Request an absence in writing from your principal who, in consultation with the administrator if necessary, will notify you in writing of the decision. If approved, your time away from work will not be paid by King's Academy School, unless a personal day is used.
- B. However, if your absence would cause a hardship on the work of the school, your request will be denied. If you desire, your administrator will send a letter to the organization's board informing it of this decision. A copy of this letter will be given to you.

Teacher's Duties:

- A. Provide each student with a quality instructional program
- B. Prepare quality lesson plans a week or more in advance
- C. Prepare lesson plans and grade papers at appropriate time: not during class time.
- D. Maintain attractive classroom/corridor displays
- E. Have high expectations of all students
- F. Participate in team planning
- G. Inform parents regarding student progress in a timely fashion.
- H. Communicate with parents of child's decline in academics and/or behavior immediately when it occurs and in writing for files.
- I. Provide parents with classroom expectations which includes; grading procedures, homework policy, rules and behavioral expectations within the first two weeks of school.
- J. Maintain student's portfolio
- K. Provide special help for students with special needs per IEP.
- L. Utilize Prep Time for preparing materials needed for the day/week
- M. DO NOT conduct business over the office counter after 7:55 a.m.

The office area is for office staff only.

Disciplinary Policy

Progressive discipline – the progressive disciplinary policy in effect for King’s Academy School employees is as follows: **Verbal Written Warning, Written Warning, Three (3) day suspension, and Termination.** Based on specific circumstances, KACS reserves the right to accelerate the order for disciplinary action if the severity of the offense warrants a more aggressive progression.

Performance Evaluations

Performance evaluations are conducted annually by an administrator.

Faculty Meetings

King’s Academy School holds faculty meetings according to the announced school schedule. Attendance at these meetings is required unless a teacher is excused by the principal. A principal may call the faculty together at times beyond these scheduled meetings if he/she decides it is appropriate. The following standards apply:

- A. Usually the principal will create the agenda after asking the faculty for suggestions.
- B. Each meeting will consist of; a report on board policies, student activities, student academic concerns, and other issues on the agenda. Agenda items for which a vote is required will be discussed thoroughly prior to voting.
- C. The principal will appoint a faculty secretary to record minutes of all meetings. The minutes will be distributed to the faculty and the education committee of the board as soon as possible after the meeting.
- D. The meeting may be devoted to a presentation of discussion (professional development) that helps teachers to become more effective.

Faculty Committees

King’s Academy School may have a variety of committees on which teachers serve for the benefit of the school such as:

- A. Education Committee
- B. Communications Committee
- C. Ethics Committee
- D. Professional Development Committee
- E. Employee Relations Committee

When formed, committees will meet monthly, with agendas prepared by their chairperson.

Supervision

King's Academy School expects all teachers to bear mutual responsibility for caring for the school and children during the school day. This responsibility beyond teaching assigned students includes the following; all teachers will:

- A. Observe, greet and correct students in the hallways.
- B. Pick up your students at least five minutes before the class period begins to monitor student conduct and to support students through greeting, answering questions or complementing.
- C. Submit, according to the office routine, the names of all students absent at the beginning of the day and subsequent periods after that.
- D. Routinely and by assignment check restrooms, hallways, play areas and lunchrooms to discourage wrong behavior and to report to the principal potential or actual problems with student behavior or the faculty.
- E. Leave the campus at the end of the school day no sooner than a half hour after school dismisses unless you have permission from the principal.

Off Campus Trips

King's Academy School seeks to provide educational activities for students both within and outside of the school. In order to meet the educational needs of students, teachers must plan activities that help students learn in situations that simply can not be replicated within the school. Those teachers proposing off-campus educational experiences must show how these experiences help to fulfill the educational goals of King's Academy School. Any teacher proposing off-campus educational experiences must follow these procedures:

- A. If the off-campus experience is less than one day, is part of an existing program (interscholastic sports, for example) and is outside the time of the school day, the teacher needs to gain approval from the school each time. The teacher will inform the building principal about all of these kinds of activities.
- B. If the off-campus experience is one day or less (whether or not it occurs within the school day), the teacher must present a rationale for the activity and seek approval from the principal at least two weeks before the trip. On gaining approval the teacher or principal must inform the rest of the faculty of the possible disruption to their classes due to the off-campus trip.
- C. If the off-campus experience is one day, the teacher must present a written rationale and plans (lodging, schedule, chaperons, possible funding, rules, leadership, provisions for liability, transportation, etc.) to the education committee of the board and gain approval at least two months before the trip. If the trip is approved, chaperons and faculty sponsors are responsible for enforcing the school's discipline code.

- D. Whenever a teacher is considering an organized off-campus trip that involves, King's Academy School students, the teacher should seek the advice of the building principal and the administrator to ascertain whether the proposed trip falls within or outside of this policy. If teachers or principal are unable to decide into which category a proposed off campus trip falls, the school board will make the decision.
- E. When a student is asked to remain at the school because of improper behavior the teacher must:
1. Contact parents to accompany their child on the field trip.
 2. If the parent cannot accompany the child on the field trip, the teacher must prepare work and arrangements for supervision by another teacher.

SAFETY AND SECURITY

Reporting Accidents and Emergencies

When any accident (physical or auto) occurs on school property, whether to a student, parent, visitor, or staff member, the matter should be referred immediately to the school office and/or administrator or assistant administrator, regardless of how insignificant the accident may appear to be. This procedure is necessary in order to provide immediate medical aid to the injured person and to facilitate a full and prompt report.

School property should be a safe and healthy place for work and learning. If an unsafe condition exists, be sure to report it to the administrator or assistant administrator so it can be corrected. If an on-the-job accident should occur, no matter how minor it may seem to be, report it immediately to the administrator or the assistant administrator.

All emergencies should be reported to the school office.

Fire Alarms

If an alarm should sound, be prepared to evacuate. If smoke, fire, or flowing sprinklers are detected, call the maintenance staff. The maintenance staff will secure the area. Showing alarm and maintenance will personally notify all personnel if an emergency warrants evacuation. Please do not try to call Police or Fire Departments during an alarm unless the situation is an emergency.

Lost and Found

If money is found or personal property is left inadvertently by the owner anywhere on the school property, immediately turn it in to the school office. If any personal items or money should be missing, report the loss to the school office/administrator or assistant administrator.

EMPLOYEE RESPONSIBILITIES

Work Hours for Employees

School office hours are Monday through Friday, 7:30 a.m. through 5:00 p.m. All administrative and custodial staff will work within these hours unless otherwise specified. There will be times that the school administrative staff will be expected to work additional hours.

School Property/Equipment Issue

Any keys, uniforms, or other equipment that are issued to allow the employee to perform his/her job remain the property of the school. The employee is responsible that these items be used solely for the purpose for which they were issued. These items must be returned to the school if termination, before a final paycheck will be released.

Personnel Record

Please notify the school office promptly of any changes which may occur in:

1. Address and telephone number
2. Marital status (for insurance and withholding tax purposes)
3. Name
4. Beneficiary as listed in insurance policies
5. Number of dependents listed in your insurance policy
6. Person to notify in case of accident

In addition, please let us know about the completion of any training or educational courses, so that proper consideration may be given as job opportunities arise at the school.

Telephone Usage

The school does not object to employees making or receiving an occasional personal call but calls should be kept brief. Excessive use of the office or cell phones for personal use cannot be tolerated. Abuse of telephone privileges may be cause for disciplinary action.

Children at Work

Children of employees are not allowed to remain with their parents during working hours. If a difficulty arises concerning proper child care, please talk with your immediate supervisor.

Personal Use of School Stationery

School stationery is to be used for authorized school business only.

Removal of Documents or Equipment

Removal of official documents of the school without the expressed consent of your administrator is prohibited. Removal of school equipment requires the permission of the Director of Youth Services. Failure to comply with this policy may result in disciplinary action.

Personal Responsibilities

King's Academy School employees must conduct their personal affairs in such a fashion that their individual responsibility and the school's reputation are not jeopardized, and ethical and/or moral questions do not arise with respect to their association or work with King's Academy School. Compliance with this code is the responsibility of every employee of the school.

Termination of Service

We hope you will enjoy working here. Sometimes, however, personal affairs force a change in jobs. In such a case, please give the administrator appropriate notice, unless otherwise specified upon hire. This courtesy will allow the administrator enough time to adjust working schedules and secure a replacement. Also, advance notice will be noted in the employee's personnel file.

Teacher Workplace Searches

King's Academy School has the right to conduct workplace searches. "Workplace" is a term that has been used by the U.S. Supreme Court in describing the places an employee may not have an expectation of privacy. The workplace includes those areas and items that are related to work and are generally within the employer's control. Examples are hallways, cafeterias, offices, desks, file cabinets, computers and other areas.

CONFIDENTIALITY

During the course of employment with King's Academy School, employees may have access on a regular basis to information of a highly sensitive and confidential nature. This information will be contained in school records, correspondence from parents and other schools, inter-office memoranda, and other similar documents.

Employees of the school are in a position of trust, and have an obligation to the school and to those persons to whom they serve to see that the confidentiality of this information is strictly maintained and protected. Unauthorized use or disclosure, even if inadvertent, compromises both the employee and the school and seriously erodes the confidence of others.

Any information regarding King's Academy School or its students, parents or other staff members, of which awareness has been made as a result of the employment relationship, is considered confidential information. Employees may not disclose or duplicate or use this information except as required in the performance of duties with the school. Failure to adhere to these necessary standards may result in disciplinary action or termination.

An obligation to preserve the confidentiality of information acquired during employment continues even after the employee is no longer employed by the school. Disclosure may not be made, after cessation of employment, of any information which was not permitted to be disclosed during employment. Moreover, employees may not utilize the confidential information acquired while an employee, after departure from the school.

EQUAL EMPLOYMENT OPPORTUNITY

It is the policy of King's Academy School to grant equal employment opportunities to all qualified persons without regard to race, sex, age, national origin, physical or mental handicap, veteran's status, or marital status. To deny a qualified person the opportunity of employment because he or she is a member of a minority group is unfair to everyone. King's Academy School intends and desires to provide equal opportunities in employment, promotion, wages, benefits, and all the privileges, and terms and conditions of employment. All employment decisions will be made in compliance with applicable labor laws.

POLICY AGAINST HARASSMENT

King's Academy School is committed to providing a work environment that is free of discrimination. In keeping with this commitment, a strict policy is maintained prohibiting any kind of unlawful harassment, including racial and sexual harassment. This policy prohibits harassment in any form, including verbal, physical, and visual harassment.

Any employee who believes he or she has been harassed by a co-worker, supervisor or agent of King's Academy School should promptly report the facts of the incident or incidents and the names of the individuals involved to the administrator or assistant administrator Board. The school will investigate all such claims and take appropriate corrective action.

If there are any questions concerning this policy, please feel free to contact your immediate supervisor.

EMPLOYEE UNDERSTANDING AND RECEIPT

This is to acknowledge that I have received my copy of the King's Academy School Employee Handbook and have been asked to read it carefully. I will comply with all policies and other requirements that may be established. I have been advised to contact the immediate supervisor if there is anything that I do not understand, or for additional information which may affect me.

I further acknowledge that this Employee Handbook is the property of **King's Academy School**, and that I will return it to the administrator upon leaving the school's employment.

The language in this handbook **is not intended** to create a contract or contractual relationship between the King's Academy School and the employee, expressed or implied, and **does not** create a contract or contractual relationship between the King's Academy School and the employee, expressed or implied.

Employee Name (Please Print)

Employee Signature

Date



King's Academy School Teacher Evaluation

This evaluation is a tool used to assess the active involvement of the teacher. Evaluations help determine the course grade for the experience and become a part of the teacher's permanent record.

_____ Teacher	_____ Administrator
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School _____	
School Address _____	
Grade Level/Content _____	Quarter & Year _____

Evaluation Rubric

The rubric serves as a guide for understanding the terms of the scale (Excellent to Unable to Assess) used to assess each indicator. **The teacher is to be assessed at this point in their development as a teacher.** Please include comments in the space provided.

	Quality	Frequency
Excellent entire	Complete understanding and outstanding performance of a very high quality is evident in this area.	Consistently present throughout the experience.
Good experience.	Thorough understanding and acceptable performance of high quality is evident in this area.	Present throughout most of the
Fair experience.	Partial understanding and uneven performance of some quality is evident in this area.	Present throughout some of the
Poor experience.	Minimal understanding and performance of questionable quality is evident in this area.	Present throughout very little of the
Unable to area was Assess	Understanding or performance of this area was not observed.	Understanding or performance of this not observed.

The Standards on which the evaluation is based

I. Interactions & Relationships with Students, Colleagues, Families and Community Members

Teacher collaborates with school colleagues (including support services personnel), parents/families and community agencies to support students and their learning (INTASC #10, ACEI #5c & 5d – performance). Teacher utilizes effective modes of communication (verbal, nonverbal, written, and/or technology) (INTASC #6, ACEI #3e - performance).

2. Management & Organization

Teacher demonstrates an awareness of and the ability to maintain a classroom environment conducive to learning (INTASC #5, ACEI #3d –performance and disposition).

3. Planning and Instruction

Teacher possesses the skills of planning and teaching lessons appropriate for the students, subject, and curriculum (INTASC #7, ACEI #3a, knowledge and performance).

4. Assessment and Evaluation

Teacher demonstrates the ability to incorporate assessment in their teaching (INTASC #8, ACEI #4 – performance).

5. The Needs of Individual Students

Teachers provides opportunities that support all students' intellectual, social, and personal development (INTASC #2, ACEI #1 – knowledge and performance) and addresses the diversity of students and their learning needs (INTASC #3, ISBE #3, – knowledge and performance).

6. Teacher as a Life Long Learner: Professional Growth and Development

Teacher is reflective/analytic practitioners in ways that support his/her own professional development (INTASC #9, ACEI #5a and 5b, knowledge and performance).

7. Content Knowledge

The teacher knows concepts, tools of inquiry, and discipline structures of content and uses these to make learning meaningful (INTASC #1, ACEI #2a – knowledge and performance). Makes connections across the curriculum that motivate student understanding and encourage application to real world issues (ACEI #2– knowledge and performance).

INTASC – Interstate New Teacher Assessment and Support Consortium
Education International

ACEI – Association for Childhood

E=Excellent G= Good F=Fair P=Poor U=Unable to Assess

1. Interactions & Relationships with Students, Colleagues, Families and Community Members -

The teacher collaborates with other professionals as resources for problem solving, generating new ideas, sharing experiences, and seeking and giving feedback.	E	G	F	P	U
The teacher demonstrates sensitivity to cultural and gender differences of learners.	E	G	F	P	U
The teacher models effective communication strategies in conveying ideas and information and in asking questions.	E	G	F	P	U
The teacher makes proficient use of oral and written English in their teaching.	E	G	F	P	U

2. Management & Organization -

The teacher organizes and manages time, materials, and physical space to provide active and equitable engagement of students in productive tasks.	E	G	F	P	U
The teacher uses different motivational strategies that are likely to encourage development for each student.	E	G	F	P	U
The teacher promotes a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.	E	G	F	P	U
The teacher creates a smoothly functioning learning community that supports purposeful learning activities.	E	G	F	P	U

E=Excellent G= Good

F=Fair

P=Poor

U=Unable to Assess

The teacher uses a range of strategies and can collaborate with specialists to promote positive relationships, cooperation, and conflict resolution in the classroom.	E	G	F	P	U
---	---	---	---	---	---

3. Planning and Instruction –

The teacher plans and teaches lessons appropriate for the students, subject, curriculum and community	E	G	F	P	U
The teacher understands how individualized education programs (IEP's) impact instruction.	E	G	F	P	U
The teacher applies understanding of the cognitive processes associated with various kinds of learning (eg, critical thinking, problem structuring & problem solving, intervention, memorization & recall) and how these processes can be stimulated.	E	G	F	P	U
The teacher knows how to enhance learning through the use of a wide range of materials such as computers, audio-visual technologies, videotapes and discs, local experts, primary documents and artifacts, texts, reference books, literature and other print resources.	E	G	F	P	U
The teacher demonstrates flexibility in the teaching process as necessary for instruction to student responses, ideas, and needs.	E	G	F	P	U

The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet student needs and enhance learning.	E	G	F	P	U
---	---	---	---	---	---

4. Assessment and Evaluation -

The teacher uses a variety of assessments to evaluate student learning.	E	G	F	P	U
---	---	---	---	---	---

The teacher uses assessment results to diagnose student learning, align and modify instruction, and design teaching strategies.	E	G	F	P	U
---	---	---	---	---	---

The teacher collaborates with resource personnel on accommodating and assessing the needs of students with exceptionalities.	E	G	F	P	U
--	---	---	---	---	---

The teacher uses a variety of formative and summative assessments to determine student understanding in each subject area.	E	G	F	P	U
--	---	---	---	---	---

The teacher involves students in self-assessment, reflection, and goal setting.	E	G	F	P	U
---	---	---	---	---	---

The teacher helps maintain useful and accurate records of student work and performance.	E	G	F	P	U
---	---	---	---	---	---

5. The Needs of Individual Students -

The teacher adapts instruction to meet individual students' needs.	E	G	F	P	U
--	---	---	---	---	---

The teacher understands how individual experiences, talents, knowledge, and prior learning, influence student learning.	E	G	F	P	U
---	---	---	---	---	---

The teacher facilitates a learning community in which individual differences and cultural diversity is respected.	E	G	F	P	U
---	---	---	---	---	---

6. Teacher as a Life Long Learner: Professional Growth and Development -

The teacher demonstrates commitment to reflection, assessment, and learning as an ongoing process.	E	G	F	P	U
--	---	---	---	---	---

E=Excellent G= Good F=Fair P=Poor U=Unable to Assess

The teacher is willing to seek and integrate constructive feedback.	E	G	F	P	U
---	---	---	---	---	---

The teacher follows codes of professional conduct.	E	G	F	P	U
--	---	---	---	---	---

The teacher follows school policy and procedures, and respects legal and professional responsibilities when working with students, colleagues, and families.	E	G	F	P	U
--	---	---	---	---	---

7. Content Knowledge -

The teacher uses teaching techniques that demonstrate higher-level thinking about real-world situations within and across content areas.	E	G	F	P	U
--	---	---	---	---	---

The teacher makes proficient use of reading and language arts (reading, writing, listening, and speaking) concepts.	E	G	F	P	U
---	---	---	---	---	---

INTASC Principles

Interstate New Teachers Assessment and Support Consortium

- Principle 1:* **Making content meaningful**
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of subject matter meaningful for students.
- Principle 2:* **Child development and learning theory**
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.
- Principle 3:* **Learning styles/diversity**
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
- Principle 4:* **Instructional strategies/problem solving**
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
- Principle 5:* **Motivation and behavior**
The teacher uses an understanding individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagements in learning, and self-motivation.
- Principle 6:* **Communication/knowledge**
The teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- Principle 7:* **Planning for instruction**
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.
- Principle 8:* **Assessment**
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

TEACHER ASSISTANT EVALUATION FORM
Teacher

7798 North 60th Street
Milwaukee, WI 53223

Name _____

Date _____

E: Exemplary

C: Commendable

A: Acceptable

UA: Unacceptable

NA: Not Applicable

	E	C	A	UA	NA	Comments
Working With Others						
Staff						
Parents						
Students						
Public						
Administrative Team						
Dependability						
Works with minimum supervision						
Follows directions						
Accepts constructive criticism						
Assumes responsibility						
Quality of work						
Uses time wisely						
Does other duties as assigned						
Professionalism						
Attire						
Staff communication						
Parent communication						
Student communication						

Comments

Administrative Leader Evaluation

This survey is to inform the school leader the effectiveness of leadership exhibited in the school building based on the seven (7) Wisconsin Administrator Standards. The results from the information obtained will be used as tool for growth, to enhance what the school leader is currently doing as well as improve in the areas of deficiency.

In the boxes below, please mark each leadership criteria using the following responses: a) a notable strength (NS), b) a strength (S), c) an area of acceptable performance (AP), d) an area that should be considered for improvement (AI), and e) a notable weakness (NW). Space is also provided for comments. This survey is anonymous and in no way impacts teacher performance.

Standard 1

The administrator leads by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared by the school community.

	N S	S	A P	A I	N W
The principal models the core beliefs of the school mission and vision in his/her daily practice.					
The principal creates a culture of share responsibility by involving and recognizing staff, parents, and community in school improvement efforts.					
The principal creates a culture of high expectations and staff performance.					

Comments: _____

Standard 2

The administrator manages by advocating, nurturing and sustaining a school culture and instructional program conducive to pupil learning and staff professional growth.

	N S	S	A P	A I	N W
Student and staff accomplishments are recognized and celebrated.					
Professional development is in line with the schools' vision and goals.					
A variety of supervisory and evaluation models is employed.					

Comments: _____

Comments: _____

Standard 6

The administrator understands, responds to, and interacts with the larger political, social, economic, legal, and cultural context that affects schooling.

	N	S	A	A	N
	S	P	I	W	
The principal recognizes and respects the legitimate authorities within the public educational system.					
The principal ensures that the needs of the students and their families shape the environment in which schools operate.					
The principal has to ensure that everyone, self, teachers and support staff follow local, state, and federal policies, laws and regulations.					

Comments: _____

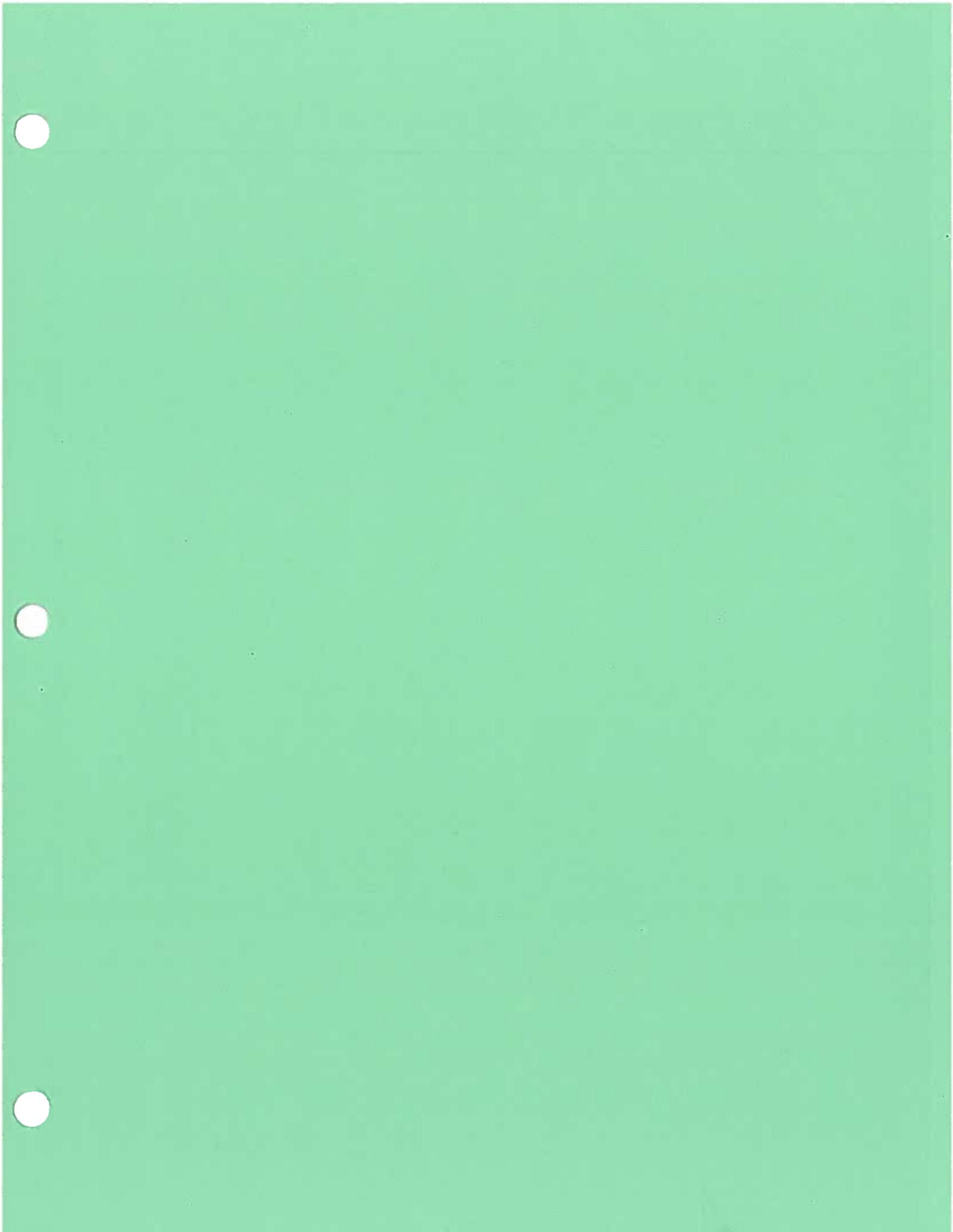
Standard 7

The administrator has an understanding of and demonstrates competence in the teacher standards under PI 34.02

	N	S	A	A	N
	S	P	I	W	
The principal ensures that the teachers that are hired and supervised know the subjects they teach.					
The principal ensures that the teachers adjust their instruction to meet children's diverse needs.					
The principal ensures that the teachers plan their instruction according to the curriculum standards, district policy, and student needs.					

Comments: _____

Thank you for your time and valuable contribution.





**PERSONNEL MANUAL
2010-2011**

**7798 North 60th Street
Milwaukee, WI 53223**

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The language in this handbook is not intended to create a contract or contractual relationship between King's Academy Christian School and the employee, expressed or implied.

King's Academy School

GOAL

The goal of King's Academy School is to improve the quality of children's academic education by providing a well rounded, rigorous academic program. We will:

1. Assist parents in preparing children to reach their full potential.
2. Provide a strong literacy program that will enhance the quality of learning in all academic areas.
3. Provide opportunities for children to apply their academic skills in everyday life situations.

VISION STATEMENT

Our vision is to partner with parents to instill values and high academic standards in their children. We will strive to use a holistic approach to educating them.

PHILOSOPHY

At King's Academy School we believe that all children can learn and should be in an educational and nurturing environment.

MISSION

The mission of King's Academy School is to educate all children by promoting academic excellence with a curriculum that will motivate, educate and elevate them to become productive citizens.

Social Policies

Human Dignity

King's Academy School intends to provide its staff and students an environment that is free of offensive kinds of behavior. Conduct whether intentional or unintentional that subjects another person to unwanted attention, comments or actions because of race national origin, age, sex, physical characteristics or disability is not permitted. Instead, we expect all persons to treat each other with respect. These are the features of this policy:

- A. We do not condone or allow harassment of others by any staff member or other persons present in our facilities.
- B. Any person who believes he or she has been subjected to harassment should report it immediately to an appropriate superior. Teaching Staff members should report offense to the principal. Each report will be given serious consideration and investigation.
- C. Reports of harassment and subsequent investigations will be handled discreetly to avoid embarrassment of the person making the report or a person who may be unjustly accused.
- D. Any person who is determined to have violated this policy will be subject to corrective action and discipline, including the possibility of termination.
- E. Sexual harassment includes making unwelcome sexual advances, engaging in improper sexual comments or otherwise creating an intimidating, hostile or offensive learning environment.
- F. Any other form of ridicule of others based on race, physical characteristics, ability, family background or similar feature is harassment; persons engaging in this misbehavior will be disciplined.
- G. All school employees are expected to conduct themselves with respect for the dignity of others.

Serious Misconduct

There are misdeeds and resulting public distrust that can make it impossible for a person to perform his or her duties. The following acts of confirmed serious misconduct are examples of those that will likely result in the release of an employee:

- A. Theft of property or money.
- B. Willful insubordination pertaining to assigned tasks and policies.
- C. Willfully falsifying information on employee forms, work reports or other dishonesty.
- D. Immoral conduct or indecency.
- E. Deliberate destruction of school property or a co-worker's property or equipment.
- F. Assault and battery towards any person.
- G. Consuming or being under the influence of alcoholic beverages on school premises.
- H. Possessing or using illegal drugs.
- I. Breach of confidentiality of information.
- J. Other comparably serious misconduct.

Dress and Demeanor

King's Academy School expects its staff to dress as adult role models for children and not ignore the effects of their clothing on children. Staff should wear clothing that is functional, modest and aesthetic. Sports clothing is appropriate only for teaching physical education. Of course, certain lab experiments, field trips and dramatic presentations demand clothing suitable for the occasion. All staff should display the demeanor of a professional whose behavior is not contradictory.

Professional Dress Expectations and Definitions

Professional Attire is defined as:

Men:

Suits, dress shirt & tie, sweaters w/shirt & tie, dress slacks w/blazer, dress shoes w/socks

Women:

Suits, skirts (at knee or lower) w/coordinating blouse, sweater or blazer, dress shoes (pumps or flats) w/hosiery, dress pantsuits or dress slacks w/coordinated blazer

Summer only: sandals and no hosiery required. No thong sandals

Business Casual Attire is acceptable on Fridays and is defined as:

Men:

Polo shirts, shirts w/collars
Banded collars, denim shirts
Appropriate jeans, casual slacks
(i.e. dockers, khakis), sweaters
Casual shoes w/slacks

Women:

Casual dress slacks, skorts or skirts (knee-length)
w/coordinating blouse, sweater, or blazer,
Knee length walking shorts, capris or gouchos
w/ coordinating blouse, sweater or blazer
denim jeans, dress or slacks
Casual shoes w/socks or hose

Summer only: sandals and no hosiery required

Inappropriate Attire for both men and woman:

Jeans (except Fridays), athletic shoes, sandals (other than summer), bare legs (no socks, no hosiery) other than summer. T-shirts, shorts, leggings, clinging tight fitting garments, hiking boots, sweatshirts, logo items that do not promote Christian values, transparent clothing, revealing attire, sleeveless garments such as tank tops, hats or caps, clothing in poor condition (worn, wrinkled, frayed, washed out), jogging suits

CLASSIFICATIONS OF EMPLOYMENT

King's Academy School has the following classes of employment:

Regular Full-Time/Salaried

These employees work a minimum of 40 hours per work week. This is the only classification which receives employee benefits.

Regular Part-Time

These employees work a minimum of 20 hours per work week.

Support Staff

These employees work less than 20 hours per week.

Temporary On-Call

These individuals work on a part-time, as needed basis.

COMPENSATION

Attendance

Kings Academy School expects employees to report for their regularly scheduled work hours. This includes an established start time, lunch period, and break time. Work schedules are based on the requirements for your area of work.

If an employee will be absent, it is their responsibility to report the absence to their supervisor before the start of their scheduled workday. **Failure to call in an absence (no call, no show) will result in a written disciplinary notice. Each additional no call, no show within a calendar year will move the employee to the next step of disciplinary action which is a three (3) day suspension, and then termination. Three (3) consecutive days without calling will be an automatic self-termination.**

Any absences due to illness should be called in each day, unless other arrangements have been made with the employee's immediate supervisor.

Punctuality

Employees of King's Academy School are expected to report for work on time. If you are not at your work area at your designated start time, you are considered late for work. Excessive tardiness will not be tolerated, and is subject to progressive disciplinary action.

Any employee who will be late for work must call their immediate supervisor before the start of the shift.

Status of Employment

For purposes of this employee policy reference guide, the following definitions apply:

- Full-time employee – anyone whose normal work schedule is a minimum of 40 hours per week.
- Part-time employee – anyone whose normal work schedule is a minimum of 20 hours per week.
- Support staff – anyone whose normal work schedule is less than 20 hours per week.
- Temporary On-Call employee – individuals who work on a part-time, as needed basis.
- Probationary period – the period of time a new employee has for getting acclimated with the job. The probationary period established by King's Academy School (KAS) is a minimum of 90 days. KACS reserves the right to extend the probationary period of any employee whose work performance does not meet the established standards.

Pay Periods

The school practices a weekly pay period. All employees receive wages on Tuesdays after 9:00 a.m. for hours worked. Paychecks are available in the reception area or may be directly deposited into the employees' bank account.

Performance Evaluations

Performance evaluations are conducted annually by your immediate supervisor/Principal.

Salary Increases

Salary increases are contingent upon the schools budget and/or education and performance.

Disciplinary Policy

Progressive discipline – the progressive disciplinary policy in effect for KAS is as follows; **Verbal Written Warning, Written Warning, Three (3) day suspension, and Termination.** Based on specific circumstances, KACS reserves the right to accelerate the order for disciplinary action if the severity of the offense warrants a more aggressive progression.

EMPLOYEE BENEFITS

Although the benefits described in this section are currently available, the benefits may be adjusted. Considerations that may lead to an adjustment in benefits include, but are not limited to, an increase in the costs of the benefits and/or the decrease of funds or contributions received by the school which may have an adverse effect on the fiscal integrity of the school's financial position.

Vacation

Vacations are intended to provide time off for employees to rest, relax, and rejuvenate away from their daily work responsibilities. Therefore, earned vacation time should be scheduled and taken each year.

New Hire Vacation Schedule:

During the first calendar year of employment, employees may schedule vacation **after 90 days of service** and before the end of the calendar year in accordance with the following schedule:

<u>Starting Date</u>	<u>Full Time Hours</u>	<u>Part Time Hours</u>
Jan 1 to Jan 8	80 hours	40 hours
Jan 9 to Feb 12	72 hours	36 hours
Feb 13 to Mar 18	64 hours	32 hours
Mar 19 to Apr 22	56 hours	28 hours
Apr 23 to May 27	48 hours	24 hours
May 28 to Jun 30	40 hours	20 hours
Jul 1 to Jul 17	32 hours	16 hours
Jul 18 to Aug 21	24 hours	12 hours
Aug 22 to Sep 25	16 hours	8 hours
Sep 26 to Oct 30	8 hours	4 hours
Oct 31 to Dec 31	0 hours	0 hours

Vacation eligibility after the first calendar year of service is credited each year, beginning January 1st, based on an employee's length of service as follows:

Full-time Employees:

- 1 – 3 years of service - 2 weeks of vacation
- 4 – 6 years of service – 3 weeks of vacation
- 7 – 10 years of service – 4 weeks of vacation
- 11 – 15 years of service – 5 weeks of vacation
- 16 years and up – 6 weeks of vacation

Part-time Employees:

- 1 – 3 years of service - 1 week of vacation
- 4 – 6 years of service – 2 weeks of vacation
- 7 – 11 years of service – 3 weeks of vacation
- 11 – 15 years of service- 4 weeks of vacation
- 16 years and up – 5 weeks of vacation

A minimum of one week’s notice is required for all vacation requests. Any exceptions must be approved by the supervisor/manager, and should be in rare instances. Vacation time is time away from work for a normally scheduled workday. **Pay is not granted in lieu of vacation time off.**

Employees leaving prior to one year of continuous service are not entitled to any vacation. Vacation taken but unearned due to less than one year of service is deducted from the employee’s final pay upon termination. Employees who terminate from the organization prior to one year of continuous service and fail to give two weeks notice will forfeit their remaining earned vacation for that calendar year.

When holidays occur during vacation time, the holiday will not count as vacation.

Upon termination compensation will be made only for any earned unused vacation during that year. Should a vacation be taken and then employment be terminated before the vacation is earned, the final paycheck will include a deduction in the same amount as any unearned vacation time taken.

Compensation will not be given for any unused vacation time remaining at the end of the annual year. Vacation time cannot be carried forward.

School Paid Holidays

King’s Academy School observes a total of ten (10) holidays during the calendar year for all employees. The holidays observed are as follows:

- | | |
|---------------------|----------------------------------|
| 1. New Year’s Day | 2. Martin Luther King’s Birthday |
| 3. Good Friday | 4. Memorial Day |
| 5. Independence Day | 6. Labor Day |
| 7. Thanksgiving Day | 8. Day After Thanksgiving |
| 9. Christmas Eve | 10. Christmas Day |

The school offices and buildings are closed on these days.

If a holiday falls on a Saturday, it will be observed on the preceding Friday. If the holiday falls on a Sunday it will be observed on the following Monday.

Personal Days

All regular full-time employees of King's Academy School are allowed three (3) paid personal days after completion of their 90 day probationary period. Personal days must be scheduled in advance by the employee and approved by their immediate supervisor.

Part-time employees are not eligible for personal days; however, flexible scheduling options are available in lieu of personal holidays after the completion of their 90-day probationary period.

Sick Leave

Sick leave is defined as leave with pay granted an employee when sickness prevents the employee from performing regular duties and responsibility or which require medical, dental or optical consideration of treatment. Abuse or misuse of this benefit will not be tolerated and is subject to the progressive disciplinary policy.

Each employee has 12 paid sick days per year. Sick leave is available for use after 90-day probationary period.

Sick leave hours cannot be carried forward.

Jury Duty/ Subpoenas

Employees will be permitted to serve on jury duty, or if they are subpoenaed to appear in court as a witness. Employees will be paid the difference of any stipend received for juror service, and the employee's normal rate of pay.

Employees should notify their supervisor of the jury duty summons or the subpoena as soon as they receive it, in order to be excused from work. A copy of the summons or subpoena should be given to the employee's immediate supervisor for his/her file.

Bereavement Pay

All full-time, part-time, and support employees requiring time off for the death, funeral or estate settlement of a member of their immediate family (and corresponding in-laws) may be eligible for up to five (5) days paid funeral leave of absence. For purposes of this policy, immediate family is defined as the employee's spouse, child, parent, grandparent, or sibling.

Other funeral leave may be granted on a case-by-case basis, which may be paid or unpaid leave. Employees must apply for the leave through their immediate supervisor.

In the event an employee attends a funeral or requires a bereavement leave in accordance with this policy during an approved regularly scheduled vacation, the employee may reschedule vacation time in the amount of time granted for the bereavement leave with the approval of the employee's supervisor or manager.

Pay for bereavement leave will be at the employee's regular base rate of pay.

Since death is an unexpected event which can occur at any time, this benefit is available from the date of employment. This benefit does not apply if the funeral occurs while on leave of absence.

Medical Insurance

King's Academy School offers its regular full-time employees a competitive benefit package, which includes medical and dental insurance coverage. The school will pay a prorated amount of insurance coverage for all full time employees. Employees will pay the remaining premium cost through weekly payroll deduction. Employees are covered by insurance effective the date of employment.

Life Insurance

The school will pay for group life insurance which may be required as part of a medical insurance package. This benefit is available upon hire.

Accidental Death and Dismemberment Insurance

The school will pay for accidental death and dismemberment insurance for each employee. This benefit is available upon hire.

Insurance Rate Changes

Due to the rising cost of insurance, these benefits will be reviewed annually and can be adjusted or changed according to the financial condition of the school.

Workers' Compensation

Workers' Compensation Benefits are provided in accordance with the terms and limitations contained in the school's Workers' Compensation Insurance coverage.

Military Leave

This leave will be governed in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA).

Professional Development

King's Academy School believes that professional development is crucial to maintain a well-rounded staff. A variety of opportunities are available through conferences, seminars, courses, meetings, and conventions. Upon approval of the immediate supervisor and/or the executive board, King's Academy School will cover the expenses to participate in professional development activities.

King's Academy School does not pay for, nor reimburse educational expenses for courses leading to an Associate's, Bachelor's, Master's, or Doctorate degree.

LEAVES OF ABSENCE

Leave of Absence

Personal leaves of absence for extenuating circumstances may be considered on a case-by-case basis. All personal leaves will be unpaid, and must be requested for a minimum of five (5) business days. The maximum time that will be granted for any personal leave of absence is thirty (30) calendar days. All benefits will be continued during such leave, normally for thirty (30) calendar days, so long as the employee pays the normal employee portion of each benefit.

All personal unpaid leave requests should be made in writing and will be considered on a case-by-case basis by the employee's supervisor or manager, and the board. Approval will depend upon the particular circumstances and the operating requirements of the department. Employees will be required to substitute available paid time off while on a leave of absence. This paid time will run concurrent with the leave of absence.

Family and Medical Leave (FMLA)

King's Academy School allows employees to utilize leave time under the provisions of the state and federal laws on family and medical leave.

To be eligible for family or medical leave under this policy, an employee must have worked for King's Academy School at least 12 months, and must have worked 1,000 hours in the 12-month period prior to the time leave begins. Both state and federal FMLA time will run concurrent under this policy, wherever consistent and applicable with state/federal law.

Amount of Leave

King's Academy School will allow eligible employees up to twelve (12) weeks of unpaid leave during a calendar year for the following reasons:

1. Birth of the employee's child or placement of a child with the employee for adoption or foster care;
2. To care of the employee's spouse, parent, parent-in-law or child who has a serious health condition; and
3. When an employee is unable to work due to a serious health condition.

Employees may elect to substitute available paid time off while on FMLA leave. When an employee elects to substitute, this paid time will run concurrent with the FMLA leave.

Employees who wish to request FMLA leave must notify their supervisors at least thirty (30) days in advance of the leave start date, except where medical conditions make the need for leave unforeseeable. Where business conditions permit, KACS may accept less than thirty-(30) days notice. When the need for leave is unforeseeable, notice must be given as soon as possible, but not later than three (3) workdays after the occurrence of the reason for leave. Failure to notify the school through the supervisor of the need for leave may result in the delay or denial of the leave. Details of this policy and leave request forms are available from the school office.

SAFETY AND SECURITY

Reporting Accidents

When any accident (physical or auto) occurs on school property, whether to a student, parent, visitor, or staff member, the matter should be referred immediately to the administrator or assistant administrator, regardless of how insignificant the accident may appear to be. This procedure is necessary in order to provide immediate medical aid to the injured person and to facilitate a full and prompt report to the insurance company. Employees should not make any statements to the injured person as to opinions on the cause of the accident.

School property should be a safe and healthy place for work and worship. If an unsafe condition exists, be sure to report it to the administrator or assistant administrator so it can be corrected. If an on-the-job accident should occur, no matter how minor it may seem to be, report it immediately to the administrator or the assistant administrator, thus assuring a prompt report to Workers' Compensation.

Reporting Emergencies

Any type of emergency must be immediately reported.

Fire Alarms

If an alarm should sound, be prepared to evacuate. If smoke, fire, or flowing sprinklers are detected, call the maintenance staff. The maintenance staff will secure the area showing alarm and maintenance will personally notify all personnel if an emergency warrants evacuation. Please do not try to call Police or Fire Departments during an alarm unless the situation is an emergency.

Lost and Found

If money is found or personal property is left inadvertently by the owner anywhere on the school property, immediately turn it in to the school office. If any personal items or money should be missing, report the loss to the school office/administrator or assistant administrator.

EMPLOYEE RESPONSIBILITIES

Employee Staff Meeting

Every employee is expected to attend all scheduled staff meetings. It is a time of sharing praises, prayer requests, and general announcements. There may be occasions when meetings are called at unscheduled intervals.

Work Hours for Employees

School office hours are Monday through Friday, 7:30 a.m. through 5:00 p.m. All administrative and custodial staff will work within these hours unless otherwise specified. There will be times that the school administrative staff will be expected to work additional hours.

School Property/Equipment Issue

Any keys, uniforms, or other equipment that are issued to allow the employee to perform his/her job remain the property of the school. The employee is responsible that these items be used solely for the purpose for which they were issued. These items must be returned to the school at the time of termination before a final paycheck will be released.

Personnel Record

Please notify the school office promptly of any changes which may occur in:

1. Address and telephone number
2. Marital status (for insurance and withholding tax purposes)
3. Name
4. Beneficiary as listed in insurance policies
5. Number of dependents listed in your insurance policy
6. Person to notify in case of accident

In addition, please let us know about the completion of any training or educational courses, so that proper consideration may be given as job opportunities arise at the school.

Telephone Usage

The school does not object to employees making or receiving an occasional personal call but calls should be kept brief. Excessive use of the office or cell phones for personal use cannot be tolerated. Abuse of telephone privileges may be cause for disciplinary action.

Children at Work

Children of employees are not allowed to remain with their parents during working hours. If a difficulty arises concerning proper child care, please talk with your immediate supervisor.

Personal Use of School Stationery

School stationery is to be used for authorized school business only.

Removal of Documents or Equipment

Removal of official documents of the school without the expressed consent of your immediate supervisor is prohibited. Removal of school equipment requires the permission of the Administrator. Failure to comply with this policy may result in disciplinary action.

Personal Responsibilities

King's Academy School employees must conduct their personal affairs in such a fashion that their individual responsibility and the school's reputation are not jeopardized, and ethical and/or moral questions do not arise with respect to their association or work with King's Academy School. Compliance with this code is the responsibility of every employee of the school.

Termination of Service

We hope you will enjoy working here. Sometimes, however, personal affairs force a change in jobs. In such a case, please give your supervisor at least two week's notice, unless otherwise specified upon hire. This courtesy will allow the supervisor enough time to adjust working schedules and secure a replacement. Also, advance notice will be noted in the employee's personnel file.

At Time of Departure

Upon leaving the school's employment for any reason, your final paycheck will be available the next pay date after your last day of employment. However, a final paycheck will not be released until all school property has been returned to the school office.

CONFIDENTIALITY

During the course of employment with King's Academy School, employees may have access on a regular basis to information of a highly sensitive and confidential nature. This information will be contained in school records, correspondence from parents and other schools, inter-office memoranda, and other similar documents. Employees of the school are in a position of trust, and have an obligation to the school and to those persons to whom they serve to see that the confidentiality of this information is strictly maintained and protected. Unauthorized use of disclosure, even if inadvertent, compromises both the employee and the school and seriously erodes the confidence of others.

Any information regarding King's Academy School or its students, parents or other staff members, of which awareness has been made as a result of the employment relationship, is considered confidential information. Employees may not disclose or duplicate or use this information except as required in the performance of duties with the school. Failure to adhere to these necessary standards may result in disciplinary action or termination.

An obligation to preserve the confidentiality of information acquired during employment continues even after the employee is no longer employed by the school. Disclosure may not be made, after cessation of employment, of any information which was not permitted to be disclosed during employment. Moreover, employees may not utilize the confidential information acquired while an employee, after departure from the school.

EQUAL EMPLOYMENT OPPORTUNITY

It is the policy of King's Academy School to grant equal employment opportunities to all qualified persons without regard to race, sex, age, national origin, physical or mental handicap, veteran's status, or marital status. To deny a qualified person the opportunity of employment because he or she is a member of a minority group is unfair to everyone. King's Academy School intends and desires to provide equal opportunities in employment, promotion, wages, benefits, and all the privileges, and terms and conditions of employment. All employment decisions will be made in compliance with applicable labor laws.

POLICY AGAINST HARASSMENT

King's Academy School is committed to providing a work environment that is free of discrimination. In keeping with this commitment, a strict policy is maintained prohibiting any kind of unlawful harassment, including racial and sexual harassment. This policy prohibits harassment in any form, including verbal, physical, and visual harassment.

Any employee who believes he or she has been harassed by a co-worker, supervisor or agent of King's Academy School should promptly report the facts of the incident or incidents and the names of the individuals involved to the administrator or assistant administrator. The school will investigate all such claims and take appropriate corrective action.

If there are any questions concerning this policy, please feel free to contact your immediate supervisor.

EMPLOYEE UNDERSTANDING AND RECEIPT

This is to acknowledge that I have received my copy of the King's Academy School Employee Handbook and have been asked to read it carefully. I will comply with all policies and other requirements that may be established. I have been advised to contact the immediate supervisor if there is anything that I do not understand, or for additional information which may affect me.

I further acknowledge that this Employee Handbook is the property of **King's Academy Christian School**, and that I will return it to the administrator upon leaving the school's employment.

The language in this handbook **is not intended** to create a contract or contractual relationship between the King's Academy School and the employee, expressed or implied, and **does not** create a contract or contractual relationship between the King's Academy School and the employee, expressed or implied.

Employee Name (Please Print)

Employee Signature

Date

Attachment U

[KING'S ACADEMY SCHOOL] * ROSTER OF PROFESSIONAL TEACHERS AND ADMINISTRATORS

Name (Last, First, MI.)	Full-time (20 hrs. +) or Part- time	Year of Hire	Highest Degree and Year of Degree	Certificate issued by: Province? State? Other?*	Area of Certification	Expiration Date of Certificate	Grade and/or Subject Taught	Criminal History Check?
Nobles, Laurel L	Full-time	2001	MAT - 2005	Wisconsin	MCEA 1-6	2011	Administration	X
Lattimore-Rogers, Karen	Full-time	2008	AAS-1983	NONE	NONE	NONE	4 yr. old kindergarten	X
Lacy, Jacqueline	Full-time	2008	AAS-1994	NONE	NONE	NONE	5 yr. old kindergarten	X
Jones, Kimberly	Full-time	2008	High School Diploma	NONE	NONE	NONE	1 st grade	X
Ellis, Sarah	Full-time	2008	BA-1999	NONE	NONE	NONE	2 nd grade	X
Steward, Claudia	Full-time	2004	BS-1994 BA-2001	Ohio Wisconsin	Elem Ed 1-8	2013	3 rd grade	X
Summers, Sylvia	Full-time	2005	AAS-2003	NONE	NONE	NONE	4 th grade	X
Johnson, Stephanie	Full-time	2009	BA-2007	NONE	NONE	NONE	5 th grade	X
Glover, Jacqueline	Full-time	2008	High School Diploma	NONE	NONE	NONE	6 th grade	X
Brown, Eric J.	Full-time	2004	BAS-1998	NONE	NONE	NONE	7 th grade	X
Evers, Connie	Full-time	2008	BA-2006	NONE	NONE	NONE	8 th grade	X
Burdan Black	Full-time	2003	BS-1969	WI	Elem Ed 1-6	2000	Reading Intervention	X
Robert Beannier	Full-time	2005	MLIS-1998 MAT-1984	WI WI	Library Media Reading	2012 2012	Librarian/ Reading Teacher	X
Debra Moore	Full-time	2004	High School Diploma	NONE	NONE	NONE	Art/Gym All grades	X
Churchill Carnthers	Part-time	2008	High School Diploma	NONE	NONE	NONE	Music	X
Dianne Shoates	Part-time	2006	High School Diploma	NONE	NONE	NONE	Teacher Assistant	X

[KING'S ACADEMY SCHOOL] * ROSTER OF PROFESSIONAL TEACHERS AND ADMINISTRATORS

Emily Peterson	Part-time	2009	BS - 1971	WI	Elem Ed 1-8	Life	Teacher Assistant	X
Wanetta Hazelwood	Part-time	2008	High School Diploma	NONE	NONE	NONE	Teacher Assistant	X
Tasha Hendrix	Part-time	2008	High School Diploma	NONE	NONE	NONE	Teacher Assistant	X
Shannon McCoy	Full-time	2009	BS-1994	NONE	NONE	NONE	Secretary	X
Lakisha King	Full-time	2004	High School Diploma	NONE	NONE	NONE	Administrative Assistant	X
Tanya Evers	Full-time	2003	High School Diploma	NONE	NONE	NONE	Financial Assistant	X
Curtis Mallory	Full-time	2005	High School Diploma	NONE	NONE	NONE	Food Service Manager	X
Theresa Bridges	Part-time	2005	High School Diploma	NONE	NONE	NONE	Food Service Assistant	X
Mary Harris	Part-time	2003	High School Diploma	NONE	NONE	NONE	Food Service Assistant	X
Anita Peterson	Full-time	2001	MBA-2004	NONE	NONE	NONE	Financial Manager	X
Marilynn McVicker	Full-time	1999	MA-1996	WI	Elem Ed - 1-3 Sub - K-12	2011	Director of Youth Services	X

LAUREL L. NOBLES

11042 W. Villa Avenue * Milwaukee, WI 53224 * (414) 355-7153

Email aka4evr@wi.rr.com

HIGHLIGHT OF QUALIFICATIONS

Strong written and verbal communication skills

Proficient in Microsoft Office (Word, Excel, Power Point, Publisher)

Possess exemplary customer service and management skills

EDUCATION

University of Wisconsin-Milwaukee

Licensure in Administrative Leadership

To be granted December 2007

National Louis University, Milwaukee, WI

MAT Degree, June 2005

License MCEA; Grades 1-6

University of Wisconsin-Whitewater

MS Degree, December 1993

Major: Business Education-Post Secondary

University of Wisconsin-Whitewater

BS Degree, December 1990

Major: Economics

Minor: Business Management

PROFESSIONAL PREPARATION

Principalship Practicum

King's Academy Christian School

Evelyn Jones – Supervisor / Advisor

Spring 2007

Milwaukee, WI

Student Teaching / Internship (Grade 3)

King's Academy Christian School

Evelyn Jones - Cooperating Teacher / Principal

Fall 2004

Milwaukee, WI

Practicum 2 (Grade 2)

William Bruce Elementary School

Rachel Wagoner - Cooperating Teacher

Fall 2003

Milwaukee, WI

Special Education Practicum (Various Grades)

*Henry David Thoreau Elementary School

Karolyn Winston & Kim Stoke - Coop Teachers

*William Bruce Elementary School

P. Stevens, K. Mendoza, M. Temple, D. Kulinski - Coop Teachers

Spring 2003

Milwaukee, WI

Milwaukee, WI

Practicum 1 (Grade 6)

Henry David Thoreau Elementary School

Beth Schefelker - Cooperating Teacher

Fall 2002

Milwaukee, WI

INSTRUCTIONAL EXPERIENCE

Aug 2001-Present **KING'S ACADEMY CHRISTIAN SCHOOL**, Milwaukee, WI
Administrator/Principal (2006-Present): Duties include but not limited to keeping the Board and the Pastor of the church abreast of such things as: finances, student enrollment, personnel and curriculum. Other essential assignments entail recommending policies for the further development of the school, recruiting and retaining top quality faculty and staff members, and administering the policies established by the School Board. Additional obligations consist of developing and working within the annual budget, maintaining proper relationships with the State Department of Education, other government agencies and Christian Schools International (CSI).

Assistant Principal (2005-2006): Duties included meeting regularly with the principal and assisting in overseeing the work of the administrative staff. Provided customer service to all parents with concerns or issues related to students. Other assignments consisted of learning the requirements and procedures for accreditation as well as being cognizant of the legal requirements upon private schools by local, county, state and federal agencies.

Educator (2001-2005): Duties included providing each student with a quality Christian centered curriculum based on pupil learning and special needs. Identifying children's individual and collective learning needs, while providing a stimulating learning environment in which each child could experience growth, and develop to his or her maximum potential. Other responsibilities included informing parents of classroom and behavioral expectations, the homework policy, biblical rules and grading procedures.

Sept 2001-Aug 2006 **BRYANT AND STRATTON COLLEGE**, Milwaukee, WI
Adjunct Instructor: Instructor for Career Management Course where students were presented with an outline to formalize a career management plan through a variety of activities including class discussion, preparing job search documents, job shadowing, peer critiques, practice interviews, and individual presentations. Other activities included securing an internship site, and an essay describing their mission statement. Assessment tools such as rubrics were in place for each outcome to guarantee success in the course.

Jan 2000-Sept 2001 **ITT TECHNICAL INSTITUTE**, Greenfield, WI
Instructor-General Education: Duties included preparing lesson plans and lecturing to students at the post-secondary level. Other duties included counseling students on an individual basis to ensure meeting the course requirements needed to succeed. Courses taught include: Economics, Oral Communication, Written Communication and Sociology.

PROFESSIONAL EXPERIENCE

May 1998-Dec 1999 **FISERV INC.**, Brookfield, WI
Customer Service Representative - Mortgage Support

Jan 1996-March 1998 **NORTH MILWAUKEE STATE BANK**, Milwaukee, WI
Mortgage Lender

Sept 1994-Oct 1995 **FIRSTAR BANK**, Milwaukee, WI
Intern - Management

Laurel L. Nobles Cont.

Jan 1994 – Sept 1994 J.C. PENNY DISTRIBUTION CENTER, Milwaukee, WI
Production Manager – A-Line

COMMUNITY ACTIVITIES AND INTERESTS

Member of: Association for Supervision and Curriculum Development (ASCD), Association of Wisconsin School Administrators (AWSA); King's Academy Christian School Board; Alpha Kappa Alpha Sorority, Inc. (Vice President); Christ The King Baptist Church Marriage Ministry

Interests: Arts & Crafts, Music, and Reading.

Participant in the following seminars: Management and Effective Teaching of Children with Emotional & Behavioral Problems, Accelerated Math, Customer Service, Team Leadership, Negativity In The Workplace, Business Writing, Project Management and Stress Management for Women. *AIB courses include* Writing It Right and Personnel and The Law

References Available Upon Request

 NIVERSITY OF  WISCONSIN  YSTEM

This is to certify that

LAUREL LYNNE TAYLOR

has satisfactorily completed two years of study at
UNIVERSITY OF WISCONSIN - WHITEWATER
in recognition of which the Associate Degree
is hereby granted.

Dated December 22, 1989

Kenneth A. Shaw
PRESIDENT UNIVERSITY OF WISCONSIN SYSTEM



James P. Connor
CHANCELLOR OF THE UNIVERSITY

 UNIVERSITY OF  WISCONSIN
WHITEWATER

THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM,
ON THE NOMINATION OF THE FACULTY, HAS CONFERRED UPON

LAUREL LYNNE TAYLOR

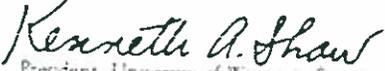
THE DEGREE OF
BACHELOR OF SCIENCE

TOGETHER WITH ALL HONORS, RIGHTS, AND PRIVILEGES BELONGING TO
THAT DEGREE. IN WITNESS WHEREOF, THIS DIPLOMA IS GRANTED.

GIVEN AT WHITEWATER IN THE STATE OF WISCONSIN, THIS TWENTY-FIRST DAY OF DECEMBER
NINETEEN HUNDRED NINETY.




President of the Board


President, University of Wisconsin System


Chancellor, University of Wisconsin-Whitewater

 UNIVERSITY OF  WISCONSIN
WHITEWATER

THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM,
ON THE NOMINATION OF THE FACULTY, HAS CONFERRED UPON

LAUREL LYNNE TAYLOR

THE DEGREE OF

MASTER OF SCIENCE

TOGETHER WITH ALL HONORS, RIGHTS, AND PRIVILEGES BELONGING TO
THAT DEGREE. IN WITNESS WHEREOF, THIS DIPLOMA IS GRANTED.
GIVEN AT WHITEWATER IN THE STATE OF WISCONSIN, THIS TWENTY-THIRD DAY OF DECEMBER
NINETEEN HUNDRED NINETY-THREE.



Nea. H. Strait
President of the Board
Katherine Lyall
President, University of Wisconsin System

L. Gaylon Greenhill
Chancellor, University of Wisconsin - Whitewater

National - Louis University



The Trustees and the University by virtue of the authority vested in them and on the recommendation of the faculty of the

National College of Education

have conferred upon

Laurel Lynne Nobles

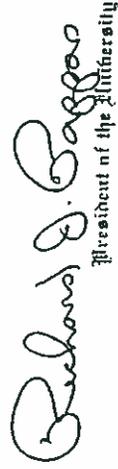
the degree of

Master of Arts in Teaching

Given at Chicago, Illinois, this 31st day of August, 2005.


Chairman of the Board of Trustees


President


President of the University


Dean

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
12/10/2003

Order Number	598877
Name	LAUREL NOBLES
Date of Birth	10/07/1966
Sex	FEMALE
SSN	389-76-7638
Race	BLACK
Alias	

The response is based on a search using the identification data supplied. Searches based solely on name and non-unique identifiers are not fully reliable. The CIB cannot guarantee that the information furnished pertains to the individual you are interested in.

No criminal history found.

Wisconsin Department of Public Instruction License

FILE NUMBER
692465

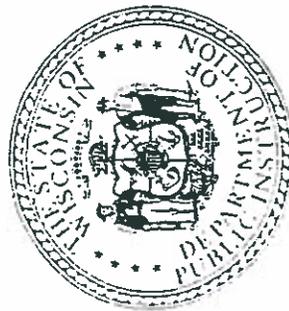
Initial Educator

VALID 7/1/2006 THROUGH 6/30/2011

LAUREL LYNNE NOBLES

72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) — *end of record* — 777 REGULAR EDUCATION

The holder must be successfully employed in his/her respective license category for at least three years and complete a Professional Development Plan as verified by an Initial Educator Team to be eligible for a Professional Educator License.



This is to verify that the person named herein has furnished the State Superintendent of Public Instruction with satisfactory evidence of preparation and experience and is licensed for the position, subject, and/or grade herein listed.

IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.

Elizabeth Burmeister
STATE SUPERINTENDENT

Wisconsin Department of Public Instruction

Wisconsin Educator License Information

Information valid as of Thu Sep 10 12:30:28 CDT 2009

Name: **LAUREL LYNNE NOBLES**

Educator File Number: **692465**

Most Recent:

License Application (with payment) received: **March 19, 2008**

Licenses:

Valid: **July 1, 2006 through June 30, 2011**

License Type: **20 Initial Educator Advancement**

Position/Level: **72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13)**

Subject: **777 REGULAR EDUCATION**

Educator License Lookup Introduction: dpi.wi.gov/tepd/lisearch.html

ROBERT J. BEAUMIER
3612 N. 64th STREET
MILWAUKEE, WISCONSIN 53216
(414) 447-0361
E-Mail: beaumurj@gawab.com

OBJECTIVE

To become a Librarian at Christ the King School

SKILLS

Excellence in teaching library skills

Expertise in collection development that supports curricula

Knowledgeable in using the internet

Accomplished in working well with staff, students, and parents

EXPERIENCE

Ronald E. McNair, Lowell P. Goodrich, and Fifty-third Street Schools,
Milwaukee Public Schools: School Media Specialist for six years

Phillis Wheatley School, Milwaukee Public Schools: School Media Specialist for
one year and Reading Resource Teacher for two-and-a-half years

Sabbatical: worked on M. A. in Library and Information Science at University of
Wisconsin-Milwaukee

Reading Specialist and Title I Reading Teacher at several Milwaukee Public
Schools for nine years

Group Home Coordinator at an Archdiocese of Milwaukee Home for
Developmentally Disabled Adults

EDUCATION

University of Wisconsin-Milwaukee: M. A. in Library and Information Science

Cardinal Stritch University, M. A. in Education (Reading)

Cardinal Stritch University, Certification in Teaching the Developmentally
Disabled

Marquette University, B. A. in History

AWARDS/SERVICE

Received an "Exemplary" Evaluation for school librarian work

Wrote and was awarded a grant for an after school supplementary reading
program

Coordinated a community volunteer program in order to assist struggling readers

3612 N. 64th Street
Milwaukee, WI 53216
September 16, 2005

Ms. McVicker
Christ the King Baptist Church
7750 N. 60th Street
Milwaukee, WI 53223

Dear Ms. McVicker,

I am applying for the position of SCHOOL LIBRARIAN that I spoke with you about yesterday. I am very interested in working as a Librarian for Christ the King School and I strongly believe that I am an excellent candidate.

I have been a teacher for Milwaukee Public Schools for over nineteen years. For almost seven of these years, I have worked as a School Media Specialist (Librarian). I am responsible for instruction, faculty support, reader's advisory, circulation, ordering materials to enhance the curricula, budgeting, and cataloging at two elementary schools. Two of my particular strengths are excellent "people skills" and collaborative collection development. I feel that it is critical that the school librarian be responsive to the educational goals of the entire school community. Given the opportunity to be full time at one school would be the ideal way to do this. I pride myself on being supportive of the needs of staff and students by my willingness to go the "extra mile."

An essential part of working at a Christian School, for me, is the opportunity to openly practice my faith. As a product of Christian Education myself, I have experienced its benefits and its potential to have a life long impact on students. As a father of two, who are currently attending Christian schools, I can honestly say that it is worth every bit of sacrifice my wife and I have made. One of the biggest aspects of their education has been the witness they have received from their various teachers. I would love to be in position to openly encourage my students in their faith journeys.

I would be delighted to work as a librarian for Christ the King Baptist School. If you are looking for someone who has a solid background as a librarian, and who is diligent, caring, and constantly striving to improve his professional skills, consider me for this position.

Sincerely,

Robert J. Beaumier

Robert J. Beaumier

A. M. D. C.

Marquette University High School

Be it known to all That

Robert Joseph Beaumier

having honorably completed the

Latin-English

High School Course of Marquette University High School has been awarded this Diploma in testimony of his proficiency in studies and the esteem in which he is held by us

In Witness Whereof, we have subscribed our names and affixed the seal of the School at Milwaukee, Wisconsin, this twenty-seventh day of May in the year of our Lord One thousand nine hundred and sixty-three.

Robert J. Jensen
Principal

Daniel A. Langley, S. J.
Principal

MARQUETTE UNIVERSITY MILWAUKEE 3, WISCONSIN

NAME: Joseph
 CITY: Wauwatosa
 STATE: Wisconsin
 DATE OF BIRTH: June 29, 1945
 NAME OF PARENT OR GUARDIAN: Lawrence Joseph Beaumier
 ADDRESS OF PARENT OR GUARDIAN: 2537 North 91st Street
 CITY: Wauwatosa
 STATE: Wisconsin
 ENTRANCE AND PLACEMENT TESTS: 502
 LIBERAL ARTS: Clear
 DATE: June 2, 1968
 HONORS: None
 COURSE NUMBER: Philosophy

ENTRANCE UNITS	
English	4
Latin	4
History	2
Physics	1
Chemistry	1
Algebra	2
TOTAL	16½

SUMMARY OF ADVANCED STANDING CREDITS

ACCEPTANCE	BY:	FROM:	BY:	FROM:	BY:	FROM:	BY:	FROM:	BY:	FROM:

COURSE NUMBER	TITLE OF COURSE	DEPT.	GRADE	SEM. HRS. A/BEA	SEM. HRS. EARNED	QUALITY POINTS
PHIL 050	PHILOSOPHY OF MAN	PHIL	B	3	3	9
THEO 032	ORIGINS OF CHURCH	THEO	B	3	3	6
HIST 001	GR WSTRN CIV TO 1715	HIST	C	2	2	4
ENGL 005	SURVEY OF ENGL LIT 1	ENGL	D	4	4	4
	SCHOLASTIC WARNING REMOVED		CR	12	12	23

COURSE NUMBER	TITLE OF COURSE	DEPT.	GRADE	SEM. HRS. A/BEA	SEM. HRS. EARNED	QUALITY POINTS
SPCH 012	RUS & PROF SPEAKING	SPCH	W	3	3	6
POLS 001	AMERICAN NATL GOVT	POLS	C	3	3	9
HIST 002	GR WSTRN CIV SNC 1715	HIST	B	3	3	6
ENGL 006	SURVEY OF ENGL LIT 2	ENGL	C	3	3	6
MATH 060	BASIC STATISTICS	MATH	C	12	12	27

1ST SEMESTER 64-65
 PHIL 050 PHILOSOPHY OF MAN 3 3 9
 THEO 032 ORIGINS OF CHURCH 3 3 6
 HIST 001 GR WSTRN CIV TO 1715 2 2 4
 ENGL 005 SURVEY OF ENGL LIT 1 4 4
 SCHOLASTIC WARNING REMOVED 12 12 23
 2ND SEMESTER 64-65
 SPCH 012 RUS & PROF SPEAKING 3 3 6
 POLS 001 AMERICAN NATL GOVT 3 3 9
 HIST 002 GR WSTRN CIV SNC 1715 3 3 6
 ENGL 006 SURVEY OF ENGL LIT 2 3 6
 MATH 060 BASIC STATISTICS 12 12 27
 5-2-68-111

George D. McRae
 Registrar

Student

Student, Robert Joseph

MAQUETTE UNIVERSITY

(Back of permanent record card)

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
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DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
PHIL	104	THEORY OF ETHICS	C	3	3	6
SOC	001	AMERICAN SOCIETY	D	3	3	3
PHIL	102	GENERAL PSYCH	B	3	3	9
PHIL	101	GENERAL PSYCH I	C	3	3	6
PHIL	107	GENERAL PSYCH II	C	3	3	6
PHIL	114	WORLD AFFAIRS	C	3	3	6
PHIL	117	POB. PROF. SPEAKING	C	1	1	2
PHIL	117	PAULINE WRITINGS	W	2	2	6
				15	15	32

67-68 - 1/3

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
PHIL	160	THEO OF SPIRITUAL LIFE	A	2	2	8
PHIL	160	PRIN & PROB OF POLS	C	2	2	6
PHIL	150	CATHOLIC MARRIAGE	D	2	2	6
PHIL	103	PHILOSOPHY OF GOD	B	3	3	9
PHIL	114	HIST OF MODERN PHIL	D	3	3	3
PHIL	012	GENERAL PSYCH 2	W	3	3	3
				13	13	25

80 76-78

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
PHIL	004	GRWTH AMER NATION 1	B	3	3	9
PHIL	160	CONTEMP EXISTENTIALISM	B	3	3	9
PHIL	174	INTEL HIST MOD EUR 1	C	3	3	6
PHIL	152	MDRN GERM 1870 TO PR	C	3	3	6
PHIL	025	BASIC MUSIC 1	A	2	2	8
				14	14	38

77-80

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
PHIL	187	20 CENTURY EUROPE 2	C	3	3	6
PHIL	026	BASIC MUSIC 2	A	2	2	8
PHIL	005	GRWTH AMER NATION 2	C	3	3	6
PHIL	020	PRIN OF MACRO ECON	B	3	3	9
PHIL	175	INTEL HIST MOD EUR 2	C	3	3	6
PHIL	112	HIST OF ANCIENT PHIL	C	3	3	6
				17	17	41

77-81

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
PHIL	187	20 CENTURY EUROPE 2	C	3	3	6
PHIL	026	BASIC MUSIC 2	A	2	2	8
PHIL	005	GRWTH AMER NATION 2	C	3	3	6
PHIL	020	PRIN OF MACRO ECON	B	3	3	9
PHIL	175	INTEL HIST MOD EUR 2	C	3	3	6
PHIL	112	HIST OF ANCIENT PHIL	C	3	3	6
				17	17	41

11/18/68 - Permitted and Transferred: Clear, 11/18/68 - Withdrew.

Robert J. Joseph

Registrar, Maquette University

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
PHIL	113	SHAKESPEARE MAJ PLYS	F	3	3	6
PHIL	131	VICTORIAN LITERATURE	C	3	3	6
PHIL	149	BRITISH LITERATURE SINCE 1815	C	3	3	6
PHIL	120	THE FAMILY	C	3	3	6
PHIL	152	CHRISTIAN CONT SOC 1	A	14	11	26

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
EDUC	050	HUMAN DEVELOPMENT & LEARNING	C	3	3	6
HIST	172	SOC & INTEL HIST US 2	B	3	3	9
HIST	163	LAT AM NATIONAL PERIOD	B	3	3	9
SOC	180	INTRO TO SOC WORK	C	3	3	6
THEO	130	CONT ATHISM & THEISM	C	3	3	6
				15	15	30

SUMMARY OF DEGREE CREDITS
 Marquette/Transfer 140 133 312
 Advanced Standing 140 133 312
 Total

MICROFILMED..... AUG 21 1968

PHIL 152 - CHRISTIAN CONT SOC 1

13 560 BEAUMIER SURNAME

2 MARQUETTE UNIVERSITY
MILWAUKEE, WISCONSIN

WARD

Joseph
SECOND NAME

Robert
FIRST NAME

M 1 June 29, 1945
SEX DATE OF BIRTH

Chicago, Illinois
PLACE OF BIRTH

2537 North 91st Street, Wauwatosa
HOME ADDRESS

UDENT NUMBER

Dept.	Course Number	Title Of Course	Grade	Semester Hours Attempted	Semester Hours Earned	Quality Points	Dept.	Course Number	Title Of Course	Grade	Semester Hours Attempted	Semester Hours Earned	Quality Points
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MICROFILMED..... SEP 1970

Georgia D. McRae

Registrar, University of McRae

UNIVERSITY OF WISCONSIN-MILWAUKEE GRADUATE TRANSCRIPT

Issued 17-OCT-2005
Page 1

OFFICIAL GRADUATE ACADEMIC RECORD

Name Beaumer, Robert Joseph
SSN 387-44-0500
BA 1908 05 15 Marquette University Milwaukee WI
MAT 1984-05-15 Cardinal Stritch University Milwaukee WI
MLIS 1998 08-15 UW Milwaukee Milwaukee WI

Program	Term	Grade	Cum GPA	Cum Totals	UWM Credit	UWM GPA	Cum Totals
Academic History							
Library Science Grad NonDegree	1987-05-15	NDC Library Science		34.00			127.69
Off-Campus Graduate	1988-05-15	Off-Campus Graduate					
Library Science Graduate	1995-05-15	Library & Information Science					
Library Science Graduate	1997-05-15	Library & Information Science					
Library Science Graduate	1998-05-15	Library & Information Science					
Library Science Grad NonDegree	1999-05-15	NDC Library Science					
Library Science	2001-09-04	NDC Library Science					
Summer 1987	UWM Credit						
L&I SCI 891	Advanced Topics	1.00	A-	3.67			
Course Topic(s)	Therapeutic Uses Storytelling			3.67			
Term GPA	3.670			3.67			
Cum GPA	3.670			3.67			
Summer 1988	UWM Credit						
CLT FND 520	Peace Education	3.00	B+	9.99			
Term GPA	3.330			9.99			
Cum GPA	3.415			13.66			
Summer 1995	UWM Credit						
L&I SCI 510	Intro Reference Svcs/Resources	3.00	B+	9.99			
L&I SCI 648	Library Materials for Children	3.00	A-	11.01			
Term GPA	3.500			21.00			
Cum GPA	3.466			34.66			
Fall 1995	UWM Credit						
L&I SCI 520	Managing Library Collections	3.00	A-	11.01			
L&I SCI 530	Intro-Biblog Control Material	3.00	A	12.00			
L&I SCI 632	Microcompt-Info Resources Mgmt	3.00	A-	11.01			
L&I SCI 658	Library Materials-Young Adults	3.00	A-	11.01			
Term GPA	3.753			45.03			
Cum GPA	3.622			79.69			
Spring 1996	UWM Credit						
L&I SCI 550	Intro to Information Science	3.00	A	12.00			
L&I SCI 670	Prctin&Utilizn-Instit Tech	3.00	A	12.00			
L&I SCI 672	School Libr Media-Prog/Resrces	3.00	A	12.00			
L&I SCI 690	Fieldwork-Libr & Info Sci Svcs	3.00	A	12.00			
Term GPA	4.000			48.00			
Cum GPA							
Summer 1996	UWM Credit						
L&I SCI 540	Mngmnt Library & Info Svcs	3.00	A-	11.01			
Term GPA	3.670			3.00			
Cum GPA	3.749			37.00			
Summer 1998	UWM Credit						
L&I SCI 774	Online Information Retrieval	3.00	A-	11.01			
Term GPA	3.670			3.00			
Cum GPA	3.743			40.00			
Master of Library and Information Science	Library & Information Science						
Conferred	1998-08-08						
Summer 1999	UWM Credit						
L&I SCI 891	Advanced Topics	3.00	A	12.00			
Course Topic(s)	Multimedia			161.71			
Term GPA	4.000			3.00			
Cum GPA	3.761			43.00			
Fall 2001	UWM Credit						
L&I SCI 757	Libr Svc-Children/Young Adults	3.00	A	12.00			
Term GPA	4.000			3.00			
Cum GPA	3.776			46.00			
Summary							
CUM GPA CREDITS				46.000			
CUM GRADE POINTS				173.710			
GRADUATE GPA				3.778			

RAISED SEAL NOT REQUIRED

Robert J. Jaffe

---End Of Record---

Dale J. Jaffe, INTERIM DEAN GRADUATE SCHOOL
UNIVERSITY OF WISCONSIN-MILWAUKEE

RSO 37894-14
Revised 1/14
* 7:00 PM

10-14-05 1

[Redacted Box]
[Redacted Box]

CITY/STATE/ZIP
Milwaukee, Wisconsin 53223
ADDRESS
7750 N. 60 Street
FIRST NAME
Kings Academy Christian School / Chst the King Baptist Church
LAST NAME
McVicker
Marilyn

Use separate forms for different addresses. Mail transcript to the address below. Address must fit on the lines below.

MAILING ADDRESS

(Required by Family Rights and Privacy Act of 1974)
x Robert J. Beaumier

STUDENT SIGNATURE

beamrj@gawab.com

E-mail Address:

414 (447-0361)

Area Code + Daytime Phone Number:

387-44-0500

Student ID:

[Redacted Box]

If registered under a former name, please indicate below:

Name
Robert J. Beaumier
Address
3612 N. 64 St.
Milwaukee, WI 53216
City/State/zip

STUDENT INFORMATION

TRANSCRIPT REQUEST INFORMATION

Graduate level only (Master, Non Degree, and/or Doctoral)

Both Graduate and Undergraduate levels (Master, Non-Degree, Doctoral and Bachelor-)

A copy of this request will be sent to the undergraduate transcript office. Undergraduate transcripts will be mailed separately at no extra charge)

1 Number of copies requested

Dates of attendance as graduate student at UWM: 6/1995 - 12/1997

MAILING INFORMATION

Do not mail. I will pick up the transcript.

Mail transcript now.

Mail transcript after grades are posted.

Fall Spring Summer

Mail transcript after degree is posted.

Fall Spring Summer

UPS EXPRESS SERVICE (US Only) / additional \$10 fee

Arrives by 3 PM next day. Street address required. No PO Boxes. Requests received by 3 PM will be processed the same day. Requests after 3 PM will be processed the next business day.

- Official transcripts are \$7.00 per copy. Make checks payable to "UWM" or fax form with credit card info to (414) 229-6967.
- Transcript requests must come from the student/former student. Requests from a third party will be processed only with written permission from the student/former student.
- To request official transcript by mail, send completed form along with payment to the above address.
- Transcript requests issued in person or mailed to the requesting person's home will be stamped "issued to student."
- Transcripts will reflect all UWM academic work according to the level requested (graduate/undergraduate).
- Transcripts will be withheld if any obligations to the University have not been satisfied.
- Notifications of non-receipt of transcript are honored up to 6 months from order date. After this time, a new order must be placed.

OFFICIAL TRANSCRIPT REQUEST FORM

For Office Use Only
Hold ID # _____ By: _____
Date Processed _____ By: _____

RECEIVED
OCT 14 2005

UNIVERSITY OF WISCONSIN - MILWAUKEE
OFFICE OF THE GRADUATE SCHOOL

Graduate School
PO Box 311
Milwaukee, WI 53231-0311



CARDINAL STRITCH UNIVERSITY

Name BEAUMIER, ROBERT JOSEPH

Field of Specialization READING/LANGUAGE ARTS

Address 924A SOUTH 19TH ST., MILWAUKEE, WI 53204

Previous Degree B.A.

Date of Birth JUNE 29, 1945

College MARQUETTE UNIVERSITY, MILWAUKEE, WI Date 1968

Social Security No. 387-44-0500

Admitted to Candidacy for M.A. degree FEBRUARY 13, 1985

M.A.T. JUNE 30, 1984

Year Session	Dept. No.	Description	Cr.	Grade	Grduats Credit accepted from other Universities
1977-78 S1	RO 513	READING DISABILITY: DIAGNOSIS & CORRECTION	-	W	
1980-81 S2	RO 513	READING DISABILITY: DIAGNOSIS & CORRECTION MICROFILMED OCT 78	3	B	
1982 SS	Rd 545	Impl the Whole Lang Appr in Elem & Secondary Schools	3	A	Beaumier Robert SEMESTER I 1985-86
1982-83 S1	Rd 514	Rd Difficulty: Lab Experience	3	A	RLA 521 Rdg/Wrtng in the Cntrl Fld 2 B 6 SEMESTER GPA: 3.00 TOTAL QP: 6 CREDITS EARNED: 2
1982-83 S2	PS 549	CURRICULUM & INSTRUCTION IN READING 7-12	3	A	Beaumier Robert SUMMER SESSION 1986
	EO 521	INDIVIDUAL & FAMILY COUNSELING	2	B+	
	EO 510	COMPUTER USE IN THE SCHOOLS	2	B	
	RLA 549	MODELS AND PROCESSES OF READING	-	W	RLA 570A Comp App-Rdg & Wrt Prg-Beg 2 B 6 SEMESTER GPA: 3.00 TOTAL QP: 6 CREDITS EARNED: 2
	RLA 552	RECENT RESEARCH IN READING	2	B	Beaumier Robert SEMESTER I 1985-86
1983 SS	RLA 539	SUPRVY OF READING INSTRUCTION	3	B	ROBERT 86-87 SUMMER 1 SEMESTER GPA: 3.00 TOTAL QP: 6 CREDITS EARNED: 2
1983-84 S1	ED 550	EDUCATIONAL RESEARCH	1	S	ED 501 SYMPOSIUM: TRAN ASSNT & TRNT DYSLX B 1.0 3.00 3.00 QP 1.00 CR 3.000 GPA 1.00 CR
1983-84 S2	PS 508	ADOLESCENT PSYCHOLOGY	2	B-	MICROFILMED OCT 90
	RLA 552	Recent Research in Reading	2	A	ROBERT J. BEAUMIER 91-92 SPRING ID 000005392
	RLA 501A	READING IN BUSINESS & INDUSTRY	2	B	ED 522 HUMAN GRTHADDEV A 2.0 8.00 11.00QP 3.000GH 3.566GPA 3.00CR
	Beaumier Robert J	SUMMER SESSION 85			10 000005392
	Ed 514	Analysis of Instruction	3	A-	
	RLA 556GF	Graduate Field Experience	4	S 0	
		TOTAL QP: 11.1			
		CREDITS EARNED: 7			
		SEMESTER GPA: 3.70			

Research Approved JULY 1985 MICROFILMED OCT 00

Comprehensive Exam. Passed FEBRUARY 2, 1985

Degree Conferred MASTER OF ARTS, MAY 18, 1986

Title of Thesis or Research Paper RESEARCH REQUIREMENT FULFILLED, SEE RLA 556GF

Christine Gagnon

Interim Registrar

Cardinal Stritch College, Milwaukee, Wisconsin

THIS DOCUMENT HAS MICROPRINTING ON THE SIDE MARGINS AND A WATERMARK FOR ADDITIONAL AUTHENTICATION

THE FACE OF THIS DOCUMENT HAS A REVERSE BACKGROUND ON WHITE PAPER

CARDINAL STRITCH UNIVERSITY

NAME BEAHLER, ROBERT J.
 ADDRESS 924A SOUTH 19TH STREET
MILWAUKEE, WI 53204
 BIRTH DATE JUNE 29, 1945
 BIRTH PLACE _____
 PARENT OR GUARDIAN _____
 ADDRESS _____
 SOCIAL SECURITY NUMBER 387-44-0500
 DATE ADMITTED SEPTEMBER, 1974 AS SPECIAL STUDENT
 HIGH SCHOOL _____
 TRANSFER CREDITS ACCEPTED FROM _____
 DEGREE CONFERRED B.A. (MARQUETTE UNIVERSITY) 1968
 DATE OF DEGREE _____
 OVERALL GPA _____
 MAJOR _____
 TEACHER CERTIFICATION _____

TRANSFER CREDITS ACCEPTED		DEPT	NO.	COURSE TITLE	SEM. (URS)	GR.	PTS.	DEPT.	NO.	COURSE TITLE	SEM. (URS)	GR.	PTS.	CR. PTS.
CH	101	CH	101	1974-75 SEMESTER 1	4	B	12	SED	418	1976-77 SEMESTER 1	6	P	7	
PS	310	PS	310	PRIN OF PHYSICAL SCIENCES	3	D	3	RO	512A	STUDENT TEACHING	3	C	6	
PS	220	PS	220	NATURE OF EXCEPTIONAL CHIL	3	B	9	ED	362	CURRICULUM & INSTR IN RDG K-8	2	C	4	
ED	217	ED	217	CHILD PSYCHOLOGY	3	B	6			UNDERSTANDING & DEALING WITH	13		10	
HS	344	HS	344	HEALTH EDUCATION	3	B	9			PROBLEMS IN CLRM BEHAVIOR				
				20TH CENTURY AMERICA	15		39			MICROFILMED OCT 78				
PS	310	PS	310	1974-75 SEMESTER 2	3	B	9			MICROFILMED OCT 00				
SED	313	SED	313	PSYCH OF EXCEPT CHILD	3	B	9							
SED	308	SED	308	INTRO TO M.R.	2	C	4							
ED	112	ED	112	SPEECH IMPROVEMENT	-	W	-							
RD	309	RD	309	MATH METHODS	3	B	9							
ED	202	ED	202	TEACHING OF READING	2	C	4							
				MUSIC EDUCATION	13		35							
ED	303	ED	303	1975 SUMMER SESSION	1	B	3							
				GROUP TESTS & MEASUREMENTS										
ED	210	ED	210	1975-76 SEMESTER 1	2	A	8							
SED	201	SED	201	PHY ED METHODS	2	B	6							
				ART EDUCATION	4		14							
RO	310	RO	310	1975-76 SEMESTER 2										
SED	318	SED	318	IMPLEMENTING READING IN CLSRM	AUDIT									
PS	303	PS	303	CURRICULUM & INSTR MR	5	C	10							
ED	300	ED	300	PSYCH APPLIED TO TCHNG	3	B	9							
ED	112	ED	112	SPECIFIC AIDING	-	W	-							
MT	100	MT	100	MATH METHODS	1	B	3							
				REAL NOS FOR ELEM Tchrs	3	B	9							
				MICROFILMED NOV 76	12		31							
<p> GRADING SYSTEM ADE POINTS A 4 B 3 C 2 D 1 P (PAGES; NOT INCLUDED IN GRADE POINT) I (INCOMPLETE) W (WITHDRAW) N-NC (NO GRA. NO CREDIT) </p>														

Christine Glynos
Interim Registrar

Completed NCATE Approved Program
 for Teacher Preparation
 SPECIAL EDUCATION
 Teaching Major
 Preparation Level MR: K-12
 Date MAY, 1977

THIS DOCUMENT HAS MICROPRINTING ON THE SIDE MARGINS AND A WATERMARK FOR ADDITIONAL AUTHENTICATION

Wisconsin Department of Public Instruction License

FILE NUMBER
096641

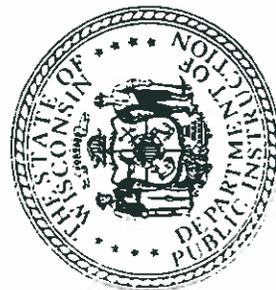
Professional Educator

VALID 7/1/2007 THROUGH 6/30/2012

ROBERT J BEAUMIER

17 READING SPECIALIST
22 GRADES PREKINDERGARTEN-12 316 READING TEACHER
22 GRADES PREKINDERGARTEN-12 902 LIBRARY MEDIA SPECIALIST
— end of record —

The holder may renew this license if, within the five years preceding the next license begin date, the holder has successfully completed six semester credits or a Professional Development Plan as verified by a Professional Development Team.



This is to verify that the person named herein has furnished the State Superintendent of Public Instruction with satisfactory evidence of preparation and experience and is licensed for the position, subject, and/or grade herein listed.

IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.

Elybeth Burnmaster
STATE SUPERINTENDENT

Wisconsin Department of Public Instruction

Wisconsin Educator License Information

Information valid as of Thu Sep 10 12:29:11 CDT 2009

Name: **ROBERT J BEAUMIER**

Educator File Number: **096641**

Most Recent:

License Application (with payment) received: **June 28, 2007**

Licenses:

Valid: **July 1, 2007 through June 30, 2012**

License Type: **40 Professional Educator** Renewal
 Position/Level: **22 GRADES PREKINDERGARTEN-12**
 Subject: **316 READING TEACHER**
 Low Grade: **PK Pre-Kindergarten** High Grade: **12 Twelfth Grade**

Valid: **July 1, 2007 through June 30, 2012**

License Type: **40 Professional Educator** Renewal
 Position/Level: **17 READING SPECIALIST**
 Subject: **N/A**
 Low Grade: **PK Pre-Kindergarten** High Grade: **12 Twelfth Grade**

Valid: **July 1, 2007 through June 30, 2012**

License Type: **40 Professional Educator** Renewal
 Position/Level: **22 GRADES PREKINDERGARTEN-12**
 Subject: **902 LIBRARY MEDIA SPECIALIST**
 Low Grade: **PK Pre-Kindergarten** High Grade: **12 Twelfth Grade**

Valid: **Life starting on July 1, 1980**

License Type: **08 Life License** Validity
 Position/Level: **42 GRADES PREKINDERGARTEN-8**
 Subject: **810 COGNITIVE DISABILITIES**
 Low Grade: **PK Pre-Kindergarten** High Grade: **08 Eighth Grade**

Valid: **Life starting on July 1, 1980**

License Type: **08 Life License** Validity
 Position/Level: **27 GRADES 7-12**
 Subject: **810 COGNITIVE DISABILITIES**
 Low Grade: **07 Seventh Grade** High Grade: **12 Twelfth Grade**

Prior Licenses:

Valid: July 1, 2002 through June 30, 2007

License Type: 05 5-year License

Position/Level: 22 GRADES PREKINDERGARTEN-12

Subject: 902 LIBRARY MEDIA SPECIALIST

Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade

Valid: July 1, 2001 through June 30, 2006

License Type: 05 5-year License

Position/Level: 22 GRADES PREKINDERGARTEN-12

Subject: 317 READING SPECIALIST

Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade

Valid: July 1, 2001 through June 30, 2002

License Type: 10 Emergency License

Position/Level: 22 GRADES PREKINDERGARTEN-12

Subject: 901 INITIAL INSTR. LIBRARY MEDIA SPEC.

Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade

Valid: July 1, 1996 through June 30, 2001

License Type: 07 5-year Non-Renewable License

Position/Level: 22 GRADES PREKINDERGARTEN-12

Subject: 901 INITIAL INSTR. LIBRARY MEDIA SPEC.

Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade

Valid: July 1, 1995 through June 30, 2000

License Type: 05 5-year License

Position/Level: 22 GRADES PREKINDERGARTEN-12

Subject: 317 READING SPECIALIST

Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade

Valid: July 1, 1990 through June 30, 1995

License Type: 05 5-year License

Position/Level: 22 GRADES PREKINDERGARTEN-12

Subject: 317 READING SPECIALIST

Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade

Valid: July 1, 1990 through June 30, 1995

License Type: 05 5-year License

Position/Level: 22 GRADES PREKINDERGARTEN-12

Subject: 316 READING TEACHER

Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade

Valid: July 1, 1985 through June 30, 1990

License Type: 05 5-year License

RESUME FOR ROBERT J. DELOMBIER

Position/Level: 22 GRADES PREKINDERGARTEN-12
Subject: 316 READING TEACHER
Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade

Valid: July 1, 1985 through June 30, 1990

License Type: 05 5-year License
Position/Level: 22 GRADES PREKINDERGARTEN-12
Subject: 317 READING SPECIALIST
Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade

Valid: July 1, 1982 through June 30, 1985

License Type: 03 3-year License
Position/Level: 42 GRADES PREKINDERGARTEN-8
Subject: 316 READING TEACHER
Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade

Valid: July 1, 1982 through June 30, 1985

License Type: 03 3-year License
Position/Level: 22 GRADES PREKINDERGARTEN-12
Subject: 316 READING TEACHER
Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade

Valid: July 1, 1977 through June 30, 1980

License Type: 03 3-year License
Position/Level: 42 GRADES PREKINDERGARTEN-8
Subject: 810 COGNITIVE DISABILITIES
Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade

Valid: July 1, 1977 through June 30, 1980

License Type: 03 3-year License
Position/Level: 27 GRADES 7-12
Subject: 810 COGNITIVE DISABILITIES
Low Grade: 07 Seventh Grade High Grade: 12 Twelfth Grade

Teacher License Lookup Introduction: dpi.wi.gov/tepd/lisearch.html

Burdean Black

9630 W. Rio
Milwaukee, WI 53225
H. (414) 353-6950
C. (414) 350-6457

Education

May 1969

Bachelor of Science; Education University of Arkansas, Pine Bluff

Objective

To pursue a career in accordance to my work experiences. My experiences have groomed me into a varied job market.

Experience

1989-1998

Milwaukee Public Schools – Milwaukee, WI
Educator

I taught a wide variety of ages ranging from 2nd to 5th grades.

1977-1989

Pulaski County Public Schools – Pulaski County, AR
Educator

I taught the 1st and 3rd grades

1973–1977

Catholic Schools of Chicago - Chicago, IL
Educator

I taught 4th grade

1973

St. James Academy – Chicago, IL

I taught 8th grade

1969 – 1973

West Helena School District, West Helena, AR

I taught 1st grade

1968

Helena Health Department – Helena, AR
File Clerk

NAME OF SCHOOL W. M. State

LAST NAME Taylor

FIRST NAME Brenda

ELMENTARY SCHOOL RECORD		HOME ADDRESS		DATE OF BIRTH		SEX		PLACES OF BIRTH		OCCUPATION		NATIONALITY		BIRTH CERTIFICATE	
Cape Fear Creek School		Rte. 1 Box 78 Maxwell Arkansas		10-25-46		M		Maxwell		Farmer		American		YES	
GRADE		SEM. AVE.		NO. WKS.		8th GRADE		SUBJECTS		SEM. AVE.		NO. WKS.		9th GRADE	
6		1 2		36		10.00-10.1		English, Arith., History, Science, Phys. Ed.		C B, C B, C B, D C		36		10.07-10.2	
SUBJECTS		C B		36		English, Arith., History, Science, Phys. Ed.		C B, C B, C B, D C		C B, C B, C B, C B		36		Mathematics, English, Logic, Science, Phys. Ed.	
DAYS ABSENT		1		36		1		1		1		36		1	
DAYS PRESENT		35		35		35		35		35		35		35	
DATE OF GRADUATION		1951		1951		1951		1951		1951		1951		1951	
RANK IN CLASS		14		14		14		14		14		14		14	
CAUSE OF WITHDRAWAL															
DATE OF WITHDRAWAL															

Jimmy Sawyer

DATE OF GRADUATION: 1951
 RANK IN CLASS: 14
 CAUSE OF WITHDRAWAL:
 DATE OF WITHDRAWAL:
 COLLEGE ENTERED:
 TRANSCRIPT SENT TO:
 DATE:

Wisconsin Department of Public Instruction

Wisconsin Educator License Information

Information valid as of Thu Sep 10 12:29:47 CDT 2009

Name: **BURDEAN BLACK**

Educator File Number: **109670**

Most Recent:

License Application (with payment) received: **None on file**

Prior Licenses:

Valid: **July 1, 1995 through June 30, 2000**

License Type: **05 5-year License**

Position/Level: **43 SUBSTITUTE TEACHER**

Subject: **116 FIRST THRU SIXTH GRADE**

Low Grade: **KG Kindergarten** High Grade: **12 Twelfth Grade**

Valid: **July 1, 1995 through June 30, 2000**

License Type: **05 5-year License**

Position/Level: **45 ELEMENTARY TEACHER**

Subject: **116 FIRST THRU SIXTH GRADE**

Low Grade: **PK Pre-Kindergarten** High Grade: **08 Eighth Grade**

Valid: **July 1, 1989 through June 30, 1994**

License Type: **05 5-year License**

Position/Level: **45 ELEMENTARY TEACHER**

Subject: **116 FIRST THRU SIXTH GRADE**

Low Grade: **01 First Grade** High Grade: **06 Sixth Grade**

Educator License Lookup Introduction: dpi.wi.gov/tepd/lisearch.html

ERIC J. BROWN

4141 North 73rd Street

Milwaukee, Wisconsin 53216

Home (414) 461-3792

Cell (414) 687-7658

PROFESSIONAL OBJECTIVE

A career position with a progressive organization utilizing my skills and knowledge in Electronics Engineering and Teaching. The position will offer inherent opportunities for growth and advancement.

HIGHLIGHTS OF QUALIFICATIONS:

- Teach/Instruct on multiple grade levels, utilizing multiple topics and methodology.
- Possess ETA (Electronics Technicians Association) – CET (Certified Electronics Technician).
- Analyze and build digital and analog circuits.
- Design communications networks.
- Read, interpret, and define engineering schematics and diagrams.
- Possess a Signal Generator, DC Power Supply, and a Digital Multi-meter for future experiments and independent research.
- Possess strong written and oral communications skills and supervisory skills from duties as Instructor, Systems Engineer and R & D Technician.

COMPUTER SKILLS:

- Basic C and C++ programming skills.
- Allen-Bradley PLC programming knowledge.
- Knowledge of Microsoft Power Point and Harvard Graphics presentation program 2.0.
- Word Processor skills including Microsoft Word and Word perfect 5.0, 6.0, and 7.0.
- Familiar with Windows 3.X, Windows NT, Windows 95 and Windows 98.
- Intouch (Wonderware) programming skills.
- Experienced user of Microsoft Office Suite.
- Taught hardware maintenance using A+ certification texts.

EMPLOYMENT SUMMARY

August 2001 to Present	HOLY REDEEMER EDUCATIONAL COMPLEX <i>Teacher</i>	Milwaukee, Wisconsin
	Responsibilities: Responsible for teaching Mathematics to over 100 students. These students ranged in grade levels from 8 th to 12 th grade. It was also my responsibility to provide morning devotionals and spiritual counseling to over 130 students.	
April 2000 to August 2001	ITT TECHNICAL INSTITUTE <i>Instructor</i>	Greenfield, Wisconsin
October 1994 to October 1997	Responsibilities: Instructed students in the practical and theoretical implementation of Electronics Engineering Technology while writing and maintaining course lesson plans. Courses taught: Introduction to AC and DC circuits, Linear Integrated circuits, Microprocessors and Industrial Applications, Programmable Logic Controllers (PLC's), Digital Electronics, Introduction to Computers, College Algebra and Trigonometry.	

Eric J. Brown

October 1997
to March 2000

UNICO INC.
Systems Engineer
Responsibilities:

Franksville, Wisconsin

Responsible for writing the programs necessary to run metal process lines in the steel cutting industry. Implementation of Man-to-Machine Interfacing (MMI) using touch screen technology.

January 1994
to October 1994

JOHNSON CONTROLS
Battery Technician
Responsibilities:

Glendale, Wisconsin

Member of three separate research and development teams responsible for the construction of test prototypes, maintenance of battery cells, testing, and graphical documentation of test results. Member of government-funded Electric Hybrid Vehicle team -- responsible for testing, and presenting test results at selected team meetings.

May 1993 to
November 1993

QUANTUM CONSULTING INC.
Field Service Technician
Responsibilities:

Milwaukee, Wisconsin

Team member of an End-Use Metering Project for Wisconsin Electric Power Company and Michigan Consumers Power Company. Design and construct enclosures for housing on-site electronic equipment. Test and install on-site equipment for measuring KWH, Temperature, and Humidity. Schedule and perform maintenance of field equipment collect data from field equipment.

July 1992
to May 1993

GORDON FLESCH COMPANY, INC.
Copier Technician
Responsibilities:

West Allis, Wisconsin

Performed preventive maintenance and repair of over 50 copiers located at a medical complex. Worked independent of supervision.

EDUCATIONAL SUMMARY

ITT TECHNICAL INSTITUTE

Greenfield, Wisconsin

BAS/EET in Electronics Engineering Technology, March 1998.

AAS/EET in Electronics Engineering Technology, May 1993.

GPA: 3.8 ... Student Council President ... President - National Vocational-Technical Honor Society ... Honored for perfect attendance ... Class Valedictorian.

REFERENCES AVAILABLE UPON REQUEST.

408366 BROWN

DOB: 4/70

Last Name

F

Sex

JAMES Middle Name

JUN 16 1989 Date

Course

23.50 UNITS EARN. 25.25

0.00 CUMULATIVE GPA 2.774

14 RANK

111 IN. CLASS NO.

ERIC BROWN 4083628

UNITS ATT. of Credits NON-GPA UNITS of Credits CUMULATIVE GPA RANK IN. CLASS NO. IN. CLASS.

English 9 D 0.50
Spanish C 0.50
Comp HE 1 U 0.00
Algebra U 0.00
Comp PE 1 D 0.25
Dance Mod 1 D 1.00
World Hist U 0.00

Units: 2.25 1-86
MLW. H.S. Arts

SCH-008 HM-346A 4083628
BROWN, ERIC J.
CRSE.# COURSE GR. UNIT ABS TDY
SS161 WLD GEOG B 0.50
AR111 ART FND B 0.50 10
EN251 SHORT FICT A 0.50
FL721 SPANISH 2 C 0.50
HL221 COMP HE 2 A 0.25
MA171 ALGEBRA C 0.50
PE251 PE/HEALTH A 0.25
SC201 BIOLOGY 1 C 0.50
UN3.50 GPA 2.857 1-87

SCH-008 HM-0308 4083628
BROWN, ERIC J.
CRSE.# COURSE GR. UNIT ABS TDY
EN101 AMER AUTH A 0.50
HL21A COMP HE 1 A 0.50
MA211 GEOMETRY B 0.50
PE331 LIFE SPT. A 0.25
SC401 CHEM 1 A 0.50
SS301 US HIST A 0.50
SS451 ECON B 0.50

UN 3.00 GPA 3.667 1-88
HM RM ABS 8 HM RM TARDIES 2
UNITS 3.25 GPA 2.892 JAN.-89

SCH-024 HM-3084 4083628
BROWN, ERIC J.
CRSE.# COURSE GR. UNIT ABS TO
BB311 TYPING 1 C 0.50 6
EN221 BRIT AUTH B 0.50 4
EN304 MAJOR DRAM B 0.50 8 1
EN314 MYTHAFOLK A 0.50 3
MA271 ADV MATH 1 D 0.50 6
PE251 LIFE SPT 3 B 0.25 3
SC821 PHYSICS 1 B C 0.50 4

Gen. English D .50
World History D .50
General Math U .00
Spanish 1 C .50
Phy Ed D .25

UN 1.75 6-86
Caldwell H.S. Columbus, Ms.

SCH-008 HM-346A- 4083628
BROWN, ERIC J.
CRSE.# COURSE GR. UNIT ABS TDY
AR121 ART FND A 0.50
EN401 COMP A 0.50
FL731 SPANISH B 0.50
MA181 ALGEBRA C 0.50
PE261 PE/HLTH A 0.50
SC211 BIOLOGY A 0.50
SS171 WLD GEOG B 0.50
UN 3.50 GPA 3.429 1-87

SCH-008 HM-0308 4083628
BROWN, ERIC J.
CRSE.# COURSE GR. UNIT ABS TDY
EN111 AMER AUTH A 0.50
HL22A COMP HE 2 A 0.25
MA221 GEOMETRY D 0.50
PE341 LIFE SPT.4 A 0.25
SC411 CHEM1 B 0.50
SS201 GOV/LAW B 0.50
SS311 US HIST B 0.50
UN 3.00 GPA 3.000 6-88

SCH-024 HM-GRAD 4083628
BROWN, ERIC J.
CRSE.# COURSE GR. UNIT ABS TO
CC815 COMPR LIT A 0.50 6
EN231 BRIT AUTH A 0.50 8
EN325 THE NDVEL A 0.50 7
PE261 LIFE SPT 4 A 0.25 5
SC831 PHYSICS 1 A 0.50 5
SPO25 GREAT COMM A 0.50 5
SS111 AFRD A 0.50 4

HM RM ABS 3 HM RM TARDIES
UNITS 3.25 GPA 4.000 JUNE-89

Spanish 8 D

Norse Jr. H.S. 6-85

OFFICIAL

Last Name BROWN		First Name ERIC		Middle Name JAMES		Additional Information	
Birth Day: AUGUST		Day 24		Year 1970		NORTH DIVISION	
Entered this school on 9-6-88		from		Marshall High School			
Left		Returned					
Left		Returned				Competency Status End Grade 8	
Credits sent to:		<i>David Paul 1-10-92</i>		DATE JUN 16 1989		GRADUATED	
Name JOHN LEE		Father		Name BERTHA LEE		Mother	
Residence				2134 N. 38th St. 53208		Competency Status End Grade 9	
Occupation						Competency Status End Grade 10	
Days Absent: 7		8		9		10	
Times Tardy: 7		8		9		10	
Standardized Test Data Grade 8		Standardized Test Data Grade 9		Standardized Test Data Grade 10		Standardized Test Data Grade 11	
Standardized Test Data Grade 8		Standardized Test Data Grade 9		Standardized Test Data Grade 10		Standardized Test Data Grade 11	
Standardized Test Data Grade 9		Standardized Test Data Grade 10		Standardized Test Data Grade 11		Standardized Test Data Grade 12	
1739 STUDENT LEADERSHIP RECOGNITION AWARD		1739 STUDENT LEADERSHIP RECOGNITION AWARD		1739 STUDENT LEADERSHIP RECOGNITION AWARD		1739 STUDENT LEADERSHIP RECOGNITION AWARD	
RUNNING BACK		RUNNING BACK		RUNNING BACK		RUNNING BACK	
5789-RAY A. BROCK AWARD		5789-RAY A. BROCK AWARD		5789-RAY A. BROCK AWARD		5789-RAY A. BROCK AWARD	
6788-DISTINGUISHED ATHLETE AWARD (MARINES)		6788-DISTINGUISHED ATHLETE AWARD (MARINES)		6788-DISTINGUISHED ATHLETE AWARD (MARINES)		6788-DISTINGUISHED ATHLETE AWARD (MARINES)	
HONORS (STUDENT WHO HAD A MINIMUM OF 3.00 GPA FOR THE FIRST FIVE MARK PERIODS (88-89))		HONORS (STUDENT WHO HAD A MINIMUM OF 3.00 GPA FOR THE FIRST FIVE MARK PERIODS (88-89))		HONORS (STUDENT WHO HAD A MINIMUM OF 3.00 GPA FOR THE FIRST FIVE MARK PERIODS (88-89))		HONORS (STUDENT WHO HAD A MINIMUM OF 3.00 GPA FOR THE FIRST FIVE MARK PERIODS (88-89))	
Activities		Activities		Activities		Activities	
ACT		ACT		ACT		ACT	
BROWN ERIC J		BROWN ERIC J		BROWN ERIC J		BROWN ERIC J	
12 88		12 88		12 88		12 88	
A C A A		A C A A		A C A A		A C A A	
50 33 43 64 45		50 33 43 64 45		50 33 43 64 45		50 33 43 64 45	
Counselor		Counselor		Counselor		Counselor	
Date JUN 16 1989		Date JUN 16 1989		Date JUN 16 1989		Date JUN 16 1989	
Principal <i>[Signature]</i>		Principal <i>[Signature]</i>		Principal <i>[Signature]</i>		Principal <i>[Signature]</i>	

Homeroom Advisor _____
 Certified a _____
 North Division High School

Principal *[Signature]*



THE PRAXIS SERIES™

Telephone: 800-772-9476 or 609-771-7395

EXAMINEE SCORE REPORT

BACKGROUND INFORMATION				
Examinee's name:	BROWN, ERIC J			
Candidate ID Number:	04331311	Social Security Number:	000-00-0000	Sex: M Date of Birth: 08/24/1970

EDUCATIONAL INFORMATION	
College Where Relevant Training Was Received:	UNIV WISCONSIN MILWAUKEE
Undergraduate Major:	ENGINEERING TECHNOLOGIES
Graduate Major:	MATHEMATICS EDUCATION
Educational Level:	EARNED BACHELOR'S DEGREE PLUS ADDITIONAL CREDITS
GPA:	3.5 - 4.0

SCORE RECIPIENT(S) REQUESTED	
Code #	Recipient Name
R1473	UNIV WISCONSIN MILWAUKEE

ERIC J BROWN
4141 N. 73RD ST
MILWAUKEE WI 53216

CURRENT TEST DATE:		08/09/2007		Your Score	Possible Score Range	Average Performance Range**	Score Recipient Code(s) from Current Administration			
Test Code	Test Name	R1473								
	C-PPST: WRITING	177	150 - 190	173 - 177	Y					

HIGHEST SCORE AS OF		08/18/2007		Your Highest Score	Possible Score Range	Score Recipient Code(s)			
Test Date	Test Code	Test Name	R1473						
08/09/2007	5720	C-PPST: WRITING	177	150 - 190	Y				

Scores will be available for reporting for ten years.

For more information on Understanding Your Praxis Scores, refer to the enclosed interpretive leaflet and visit www.ets.org/praxis.

MESSAGE CODES
Y SCORE REPORTED TO RECIPIENT LISTED

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
12/10/2003

Order Number	598877
Name	ERIC BROWN
Date of Birth	08/24/1970
Sex	MALE
SSN	426-25-0097
Race	BLACK
Alias	

The response is based on a search using the identification data supplied. Searches based solely on name and non-unique identifiers are not fully reliable. The CIB cannot guarantee that the information furnished pertains to the individual you are interested in.

No criminal history found.

Churchill W. Caruthers, Jr.

6029 West Calumet Road, Milwaukee, Wisconsin 53223

(414)362-1552

ccaruth259@aol.com

Professional Profile

I have been a TMT (Traveling Music Teacher), for the Milwaukee Public Schools, since September of 2006. I have been instructing students how to play the Violin, Viola, Cello and String Bass. My relevant skills as a music teacher are as follows:

- A thorough understanding of the basic concepts of music.
- A broad knowledge of different music styles (especially Jazz and Classical).
- A basic understanding of brass instruments (especially the Trumpet and Cornet)
- A broad knowledge in techniques for the contemporary string player (i.e. bow hand techniques, left hand techniques, and rhythmic explorations for bowed strings)

Accomplishments**Educational and Professional**

- Learned the fundamentals of violin playing 1958-1966
- Bass section singer for the Fisk University Choir 1962-1966 (Nashville, TN)
- Percussionist in the Southern University Jazz Band 1978-1979 (Baton Rouge, LA)
- Violin Instruction at the Milwaukee Conservatory 1983-1988 (Milwaukee, WI)
- Violin player in the Milwaukee Municipal Orchestra 1992-1993 (Milwaukee, WI)
- Participant in the Jamey Aebersold Summer Jazz Clinic 1996 (Elmhurst, IL)
- Violinist for weddings and special occasions in the Milwaukee area 1992 - Present

Work History

Music Teacher	Milwaukee Public Schools	2006-Present
Security Officer	CTK Development Corp.	2007-2008
Security Officer	Allied-Barton	2000-2006
IT Consultant	Keane	1996-2000
Computer Programmer	Miller Brewing Company	1977-1995

Education

B.A. Mathematics	Fisk University, Nashville, TN	1/28/1967
---------------------	-----------------------------------	-----------

References

References are available upon request.

SECONDARY SCHOOL RECORD

Gary Public Schools

NAME Caruthers, Churchill Tolleston High School
Last Name First Name Middle Name
 SEX M
M, F

HOME ADDRESS 2600 Harrison Street,
Number and Street

BIRTH DATE April 13, 1944 NAME OF PARENT OR GUARDIAN Johnnie and Churchill Carut

ENTERED Tolleston School in January 1956 WAS GRADUATED
Gary, Indiana Month Year WILL BE GRADUATED May 1962
 WITHDREW Month Year

Class periods are 55 minutes, 5 times a week, 38 weeks a year. Passing mark is D, minimum college recommending mark, C.
 Other secondary schools attended: _____

CLASS RECORD

Each mark is for one semester's work

SUBJECT	Grade Year	9	10	11	12	Summer	Units	TEACHERS	Notes
		1958	1959	1960	1961				
ENGLISH	9-1	C					1	Chapman	Special Education
	9-2						1	Chapman	
	10-1			C			1	Wilkey	
	10-2				C		1	Chapman	
SPANISH	10-1			B			1	Chapman	
	10-2			B			1	Chapman	
MATH	9-1	C					2	Chapman	denotes accelerated course
	9-2						1	Chapman	
	10-1				D		5	Chapman	
SCIENCE	10-1						1	Wallace	Physical Science non-cell laboratory
	10-2				C		1	Wallace	
SOC. STUDIES	9-1						1	Chapman	
	9-2						1	Chapman	
	10-1			C			1	Chapman	
	10-2				C		5	Chapman	
ED.	10-1						5	Chapman	
	10-2						1	Chapman	
	11-1				C		5	Chapman	
OTHER SUBJECTS	11-2						2	Chapman	
	12-1								
Total Units		4.5	4.5	5.0	11.5				
Days Absent		6	3	1	2				
Days Tardy		0	0	0	1				

TEACHER'S SIGNATURE: _____ DATE: _____
 STUDENT SIGNATURE: _____ DATE: _____

Adapted from Secondary School Record National Association of Secondary-School Principals
 Revised January 61-62

Jacqueline A. Dixon
18565 Kamala Court
Brookfield, WI 53045
(262) 501-5582
E-mail: annmytime@yahoo.com

Objective: I am interested in a teacher position with Kings' Academy Christian School.

Experience:

Parklawn Christian Leadership Academy Middle School Teacher	Milwaukee, WI 8/07 to 6/08
Jackson General Hospital Nursing Assistant	Jackson, TN 9/03 to 8/07
Madison County School Board Substitute Teacher	Jackson, TN 8/04 to 5/06
Agape Center of Academic Excellence Teacher and 1 Year Parent Coordinator	Milwaukee, WI 8/00 to 7/03
Milwaukee Public School Paraprofessional	Milwaukee, WI 11/99 to 8/00
Claretta Simpson House Resident Advisor	Milwaukee, WI 12/92 to 7/95
Health Care Agencies Nursing Assistant	Milwaukee, WI 11/82 to 8/00

Education:

Tenn. Tech Center LPN	McKenzie, TN 5/06 to 6/07
Bethel College Liberal Arts/Business	McKenzie, TN 1/06 to 5/07
Concordia College Business Management	Mequon, WI 8/00 to 6/03
M.A.T.C. Associate in Arts	Milwaukee, WI Associate Degree

References: Available upon request

In To Jacqueline - Union - 1/7/83
 TR TO Scipione - Wisconsin 5/7/87
 TR TO MILWAUKEE CO. MEDICAL CENTER - SHC - WISCONSIN
 TR TO N. Am. Business College - 7-22-03

Lizora Jacqueline Ronald (Middle)
 (Last) (First) (Middle)
 No. 5 Jacqueline Am
 No. of address:
 Birth: older younger
 Sex: older younger
 Occupation:
 Occupation:
 in family relationship (death, divorce, marriage):

SCHOOL ACTIVITIES

Type	Yr.	Office - Honor - Award
<u>Choir</u>	<u>1</u>	
<u>Choir</u>	<u>1, 2</u>	
<u>4-H Club</u>	<u>4</u>	
<u>J.H.P.</u>	<u>1</u>	
<u>Senior Achievement</u>	<u>2, 4</u>	
<u>Band</u>	<u>3</u>	
<u>Chess</u>		

IMMUNITY STATUS
 SHOULD HAVE 4 DPT. 4 POLIO, 1 MEASLES, 1 CHICKEN POX, 1 RUBELLA IMMUNIZATION
 RECORD DATE OF EACH BODY

OPT OR DIPHTHERIA PERTUSSIS TETANUS	HEALED DATE	SUBELLA DATE
1	1-18-78	1-24-73
2	1-18-78	1-24-73
3		
4		

SCHOOL HISTORY

Date	Entry (E)	Transfer (T)	Withdrawal (W)	Re-entry (R)
8-24-71	E from		School	Reason

Eng.	Math.	Soc.S.	N.Sci.	Comp.	Eng.	Math.	Soc.S.	N.Sci.	Comp.

S.A.T.	Ver.	Math.	Ach. 1	Ach. 2	Ach. 3	Gr.	Date

S.A.T.	Ver.	Math.	Ach. 1	Ach. 2	Ach. 3	Gr.	Date

AMERICAN COLLEGE TEST - DATE
 COLLEGE ENTRANCE EXAMINATION BOARD
 JACQUEL
 2 JP 22 23 24

ON JACQUELINE GRADE 11
 409297297
 FEMALE
 ASVAB SA
 TM CC

4YR COLL. 80 NOV 06
 VE MA P8 HE TT AA
 19 17 091 13 28 18
 50 40 140 40 70 50
 21 23 71 22 10 12
 64 27 44 13

COMPOSITE SCORES
 CORRECT 80
 POSSIBLE 100

GRADEX LE
 CORRECT 80
 POSSIBLE 100

GRADE/SEX 22 23
 CORRECT 80
 POSSIBLE 100

GRADEX
 CORRECT 80
 POSSIBLE 100

GRADEX
 CORRECT 80
 POSSIBLE 100

GRADEX
 CORRECT 80
 POSSIBLE 100

GRADEX
 CORRECT 80
 POSSIBLE 100

Milwaukee Area Technical College

The Milwaukee Area District Board of Vocational, Technical, and Adult Education,
on the Nomination of the Faculty, Has Conferred Upon

Jacqueline Ann Dixon

The Degree of
Associate in Arts

TOGETHER WITH THE HONORS, RIGHTS, AND PRIVILEGES BELONGING TO THAT DEGREE.
IN WITNESS WHEREOF, THIS DIPLOMA IS GRANTED AT MILWAUKEE, WISCONSIN, ON THIS
TWENTY-FIRST DAY OF DECEMBER, ONE THOUSAND NINE HUNDRED AND NINETY-FOUR.



For the Board
Edgardo Osuna
Chairman
MJ Coth
Secretary

For the Faculty
John R. Birkhoff
President
Samuel R. [Signature]
Dean

7798 North 60th Street
Milwaukee, WI 53222
Tel: (414) 371-9100
Fax: (414) 371-9200



Churchill W. Caruthers, Jr.

6029 West Calumet Road, Milwaukee, Wisconsin 53223

(414)362-1552

ccaruth259@aol.com

Professional Profile

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- A broad knowledge of different music styles (especially Jazz and Classical).
- A basic understanding of brass instruments (especially the Trumpet and Cornet)
- A broad knowledge in techniques for the contemporary string player (i.e. bow hand techniques, left hand techniques, and rhythmic explorations for bowed strings).

Accomplishments

Educational and Professional

- Learned the fundamentals of violin playing 1958-1966
- Bass section singer for the Fisk University Choir 1962-1966 (Nashville, TN)
- Percussionist in the Southern University Jazz Band 1978-1979 (Baton Rouge, LA)
- Violin Instruction at the Milwaukee Conservatory 1983-1988 (Milwaukee, WI)
- Violin player in the Milwaukee Municipal Orchestra 1992-1993 (Milwaukee, WI)
- Participant in the Jamey Aebersold Summer Jazz Clinic 1996 (Elmhurst, IL)
- Violinist for weddings and special occasions in the Milwaukee area 1992 - Present

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Security Officer	Allied-Barton	2000-2006
IT Consultant	Keane	1996-2000
Computer Programmer	Miller Brewing Company	1977-1995

Education

B.A. Mathematics	Fisk University, Nashville, TN	1/28/1967
---------------------	-----------------------------------	-----------

References

References are available upon request.

Jacqueline A. Dixon
18565 Kamala Court
Brookfield, WI 53045
(262) 501-5582
E-mail: annmytime@yahoo.com

Objective: I am interested in a teacher position with Kings' Academy Christian School.

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Jackson General Hospital Nursing Assistant	Jackson, TN 9/03 to 8/07
Madison County School Board Substitute Teacher	Jackson, TN 8/04 to 5/06
Agape Center of Academic Excellence Teacher and 1 Year Parent Coordinator	Milwaukee, WI 8/00 to 7/03
Milwaukee Public School Paraprofessional	Milwaukee, WI 11/99 to 8/00
Claretta Simpson House Resident Advisor	Milwaukee, WI 12/92 to 7/95
Health Care Agencies Nursing Assistant	Milwaukee, WI 11/82 to 8/00

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Bethel College Liberal Arts/Business	McKenzie, TN 1/06 to 5/07
Concordia College Business Management	Mequon, WI 8/00 to 6/03
M.A.T.C. Associate in Arts	Milwaukee, WI Associate Degree

References: Available upon request

In To Father Wilson - Chairman 1/1/83
 TR To Department - Wisconsin 5/17/91
 TR To Milwaukee Co. Medical Center (Company) 5/1/83
 TR To A. Dean Business College 7-22-03

Name: Jacqueline (First)
 (Last)
 Address: 5 Jacobson Lane (Middle)
 Occupation: Younger
 Occupation: Younger
 Family relationship (death, divorce, marriage):

IMMUNITY STATUS
 SHOULD HAVE 4 OPT. 4 POLIO, 1 MEASLES, AND 1 RUBELLA IMMUNIZATION

DISEASE	DATE	HEASLES	SUBCELLA
1. POLIO	1-1-76	1-1-78	1-24-73
2. MEASLES	1-1-78	1-24-73	1-24-73
3. RUBELLA			
4. OTHER			

SCHOOL HISTORY

Date	Entry (E)	Transfer (T)	Withdrawal (W)	Re-entry (R)	Reason
8-22-71	E from	School			To MSLS

Standard Scores

Eng.	Math.	Soc.S.	N.Sci.	Comp.	Eng.	Math.	Soc.S.	N.Sci.	Comp.

American College Test - Data

S.A.T.	Ver.	Math.	Ach. 1	Ach. 2	Ach. 3	Gr.	Date

College Entrance Examination Board

S.A.T.	Ver.	Math.	College Entrance Examination Board

SCHOOL ACTIVITIES

Type	Yr.	Office - Honor - Award
Choir	1	
Student	1, 2	
N.A.	4	
achievement	1	
Board Program	3	
and others	3	

STATE PROFICIENCY TEST KLA 81 03 24
 ON JACQUELINE GRADE 11 SCHOOL 00570045
 409297297
 FEMALE
 ASVAB 5A
 TM CC
 80 NOV 06
 COMPOSITE SCORES
 VE HA PS NE TT AA
 19 17 091 13 28 18
 50 40 140 40 70 50
 21 23 71 22 30 12
 64 27 64 13
 GRADE LE
 GRADE/8EX% 22 23
 CORRECT BY SURTEST 1
 CORRECT BY SURTEST 1
 GRADE LE
 GRADE/8EX% 22 23

SUBTEST SCORES

GI	NO	AD	WK	AM	BP
CORRECT	06	18	19	11	07
POSSIBLE	15	50	30	30	20
GRADEX	19	50	63	18	14

CORRECT POSSIBLE GRADEX

GI	NO	AD	WK	AM	BP
CORRECT	10	13	08	08	05
POSSIBLE	20	30	20	20	20
GRADEX	35	30	45	35	30

Milwaukee Area Technical College

The Milwaukee Area District Board of Vocational, Technical, and Adult Education,
on the Nomination of the Faculty, Has Conferred Upon

Jacqueline Ann Dixon

The Degree of
Associate in Arts

TOGETHER WITH THE HONORS, RIGHTS, AND PRIVILEGES BELONGING TO THAT DEGREE.
IN WITNESS WHEREOF, THIS DIPLOMA IS GRANTED AT MILWAUKEE, WISCONSIN, ON THIS
TWENTY-FIRST DAY OF DECEMBER, ONE THOUSAND NINE HUNDRED AND NINETY-FOUR.

For the Board

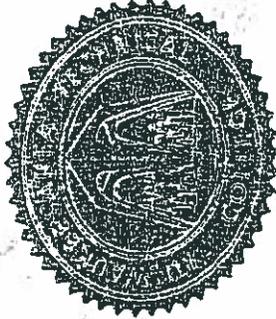
Edgardo Ramirez
Chairman

MJ Caeth
Secretary

For the Faculty

John R. Binkhoff
President

Kimberly Binkhoff
Dean



7798 North 60th Street
Milwaukee, WI 53222
Tel: (414) 371-9100
Fax: (414) 371-9200

KING'S
ACADEMY
SCHOOL OF LEADERSHIP

Sarah Ellis
4467 N 77th Street
Milwaukee, WI 53218
414-466-2603
ellisfreind@yahoo.com

Objective

To teach in an educational setting that will enhance the growth and development of learners

Summary

Self-motivated and fast learning educator with a positive attitude towards all goals. I have the ability to execute a number of projects simultaneously. I am an energetic person seeking to continue my career in Education. I believe I have been beneficial in this area because of my concern for students and their educational goals. My long term goals include attending graduate school and practicing education at a higher level. Also that all children can learn when given the right tools. Computer skills include: Microsoft Office and Windows XP.

Education

Milwaukee Area Technical College August 1992- May 1994
University of Wisconsin Milwaukee August 1994-May 1999
Bachelor of fine Arts in Education
Alverno College June 2007- currently
Currently seeking a Masters Degree/ Certification in Elementary Education

Employment

Milwaukee Area Technical College August 1992- May 1994
• Assist students with all academics

Field Experience

B.E.A.D.S. Lab Assistant teacher

- Assistant students with obtaining their G.E.D. August 1998-May 1999
- Assist lead teacher with lesson planning and implantation
- Record daily attendance

Teach computerized skills needed to complete the G.E.D. program

Holy Redeemer Christian Academy

Teacher

- Create and implement lesson plans August 1999- June 2007
- Provide an environment that is conducive to learning
- Nurture students and their learning to enhance growth
- Taught and directed the choir
- Taught Reading Skills
- Taught all elementary subjects
- Taught middle school English and Social Studies
- Taught High school Bible ,Health, Math, Social Studies, English

Academic Assistant

- Assist students with all areas of academics
- Tutor students within specific areas of concentration

References are available upon request.



University of Wisconsin - Milwaukee

THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
ON THE NOMINATION OF THE FACULTY OF

SCHOOL OF THE ARTS

HAS CONFERRED UPON

Sarah Edith Ellis

THE DEGREE OF

Bachelor of Fine Arts

TOGETHER WITH ALL THE HONORS, RIGHTS, AND PRIVILEGES BELONGING TO THAT DEGREE.
IN WITNESS WHEREOF, THIS DIPLOMA IS GRANTED, GIVEN AT MILWAUKEE IN THE STATE OF WISCONSIN,
THIS TWENTY-FIRST DAY OF AUGUST, NINETEEN HUNDRED NINETY-NINE.

Sanford
PRESIDENT OF THE BOARD OF REGENTS

Henry Zimmerman
CANCELLOR, UNIVERSITY OF WISCONSIN-MILWAUKEE

Katherine Lyall
PRESIDENT, UNIVERSITY OF WISCONSIN SYSTEM

Wisconsin Department of Public Instruction

hereby awards this

Certificate of General Educational Development

to

SARAH E. ELLIS

This certifies that a passing score was earned on the tests of General Educational Development (GED) in the following subjects: Writing Skills, Social Studies, Science, Interpreting Literature and the Arts, and Mathematics.

Given under my hand and seal of office in the city of Madison, Wisconsin, this 13th day of September 1988.

Certificate Number 129395

Angela Bismarck
State Superintendent



Not valid if name has been changed or altered. Not valid unless official Wisconsin seal is affixed.

Connie M. Evers

5177 N. Teuonia Ave. #4 Milwaukee, WI. 53209

Phone: (414) 940-0822

E-mail: cmeyers59@yahoo.com

Experience life with the innocence of youth and the wisdom of age.

Objective: To utilize my leadership, organizational and psychological skills to enhance the lives of those I encounter while assisting your business in meeting and exceeding goals.

Education: Cardinal Stritch University, Milwaukee WI.
Psychology
Bachelor of Arts Degree in May 2006
Religious Studies Minor: Urban Ministry Certified

Experience:

- Crisis Resolution
- Youth Counseling
- Conflict Mediation
- Psychological Research
- Resource Identification
- Academic Proficiencies
- Behavior Modification
- Interventions

Work History:

1/07 to Present **King's Academy Christian School**, Milwaukee WI.
Teaching Assistant/After Care Assistant/Emergency Substitute Teacher/ Teacher
The academy services students from K4 – 8th by providing an excellent learning environment and a Christ Centered curriculum.

Teaching Assistant → Provide assistance to students who require one on one tutoring.

- Role Model
- Scripture
- Academic Basics
- Social Interactions
- Conflict Resolution
- Behavior Modification
- Classroom Management Skills
- Administer established school policies

Aftercare → Provide a safe and nurturing environment for students after school that are waiting for parent pick-up.
This position consists of having one on one conversation, playing games (educational, physical and academic) and tutoring.

Emergency Substitute
Teacher → Maintain established teaching plan allowing for as little disruption as possible to the daily routine of students.

06/05 to 12/06:
(Recurrent) **Running Rebels Community Organization (RRCO)**, Milwaukee WI.
Event Coordinator/Youth Counseling/Merchandise Sells and Service
This is a non-profit organization that provides recreational and academic programs which offer positive reinforcements of values such as, discipline, respect, achievement in school, service to the community and a drug-free lifestyle as tools to help guide at risk and high risk youth

Event Coordinator → Plan and organize RRCO participation in community events: Summerfest, African World Festival, Juneteenth Day, Marcus Garvey Days, Unity Fest, NAACP Celebration, Warning Games, Community Clean-ups, Garfield Days and a host of other events

- Obtain Sponsors
- Determine expenses and calculate fees
- Head planning meetings
- Obtain needed equipment
- Create Flyers
- Communicate arrangements to RRCO associates, the community and community leaders
- Compile RRCO literature packets
- Plan RRCO Youth Participation
- Arrange arrival and departure transportation for youth.
- Responsible for keeping youth on schedule according to event agenda
- Head wrap-up meetings

Youth Counseling → Supply youth with needed coping and developmental skills through proven techniques and practical advice.

- Academic Advising/ Tutoring
- Job preparation
- Risk Prevention
- Life Skills Training
- Career Counseling
- Youth Interest Programming
- Group and Individual discussion
- Conflict Resolution

Merchandise Sells → RRCO's Young Entrepreneurs Program (YEP) gives youth the
& Service opportunity to use their imagination and artistic talents to create merchandise that is sold at community events, which continually funds the program.

- Receiving - Display
- Inventory
- Sells
- Pricing
- Monitoring

05/99 to 10/01 **Midwest Express Airlines**, Oak Creek, WI.
Flight Attendant/ Accounting Assistant

Flight Attendant→ Responsible for the safety and welfare of travelers

- CPR Certified
- Responsible for safety equipment inspection and knowledge of operation
- Emergency evacuation training
- Cockpit communication and announcements
- Food service and safety
- FAA rules and regulations
- In-flight Operations/ Customer Service

Accounting→
Assistant Responsible for the accurate calculations and disbursement of travel agent commissions.

- Invoice Review
- Knowledge of waivers, penalties, variable rates,
- Calculator operations
- International Communications
- Ledger Entries
- Disbursement Approvals

Skills:

- Microsoft Word, Excel, Power Point &, Publisher
- Windows & Windows Explorer
- Internet Explorer 3.0-6.0
- SPSS (Statistical Data)
- Hewlett Packard Laser Series Printers
- Lexmark Printers
- Lotus Notes 4.5-5
- IBM Mainframe
- Xerox Copiers

Additional Training:

1995-1999 **Ameritech, Milwaukee, WI.**
Customer Accounts Representative

- Problem Resolution
- Bill payment arrangements
- New service connection
- Disconnection of Delinquent service
- Telephone sells

1980-1995 **Wisconsin Electric Power Company, Milwaukee WI.**
Customer Service/Accounts Representative

- Service Connection/ Disconnection/Collections
- Bill payment arrangements
- Assisted with the application process for Energy Assistance
- Emergency Crew Dispatch
- Diggers Hotline Operator
- Social Service Contact

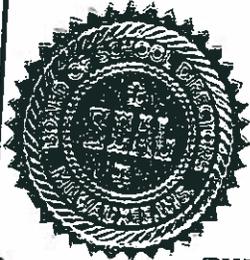
References: Available upon request

THE BOARD OF SCHOOL DIRECTORS OF
The City of Milwaukee

HEREBY CONFERS UPON
Connie Davis
THE AWARD

Diploma of Graduation

TOGETHER WITH ALL THE HONORS, RIGHTS AND PRIVILEGES
APPERTAINING THERETO IN CONSIDERATION OF THE
SATISFACTORY COMPLETION OF THE PRESCRIBED PROGRAM
OF INSTRUCTION IN RUFUS KING HIGH SCHOOL.



Emelys J. Pfeiffer
President

Whitson
Secretary-Business Manager

Lee C. McMurrian
Superintendent

Bill Larkin
Principal

GIVEN AT MILWAUKEE IN THE STATE OF WISCONSIN
THIS 16th DAY OF JUNE IN THE YEAR 1977 OF OUR LORD

Last Name DAVIS First Name CONNIE Middle Name MAXINE

Birthdate: Month September Day 2 Year 1959 Birthplace

Entered this school on September 5, 1973 from Garden Homes

PERSONALITY RATING LABEL

Left _____ Returned _____

Left _____ Returned _____

Credits sent to: Self 10/20/44 DATE JUN 16 1977
GRADUATED

Additional information

Name	Leon Davis	Father	Leah Davis	Mother
Residence	4265 N. 26th Str.		Same	(445-9321)
Birthplace				
Occupation				

Days Absent: 7 8 97 10 13 11 23 12 15
 Times Tardy: 7 8 9 12 10 15 11 47 12 29

DAVIS CONNIE SCHOOL - 020
 DIFFERENTIAL APTITUDE TESTS
 GRADE 9 FALL 1973 VR NA
 NATIONAL FR SCORES 70 65
 VR-NA AR CS MR SR SP GR
 65 10 50 70 20 55

DAVIS CONNIE ACADEMIC SKILLS
 CIVIL SERV A ACAD - 48
 CIVIL SERV B MATH - 48
 CIVIL SERV C ENG - 69
 CIVIL SERV D READING - 78
 CIVIL SERV E WRITING - 74
 CIVIL SERV F SPEAKING - 74
 CIVIL SERV G STENOGRAPHY - 40

PLACE TEST LABEL HERE

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PLACE TEST LABEL HERE

Activities

Honors, Scholarships, etc.

Homeroom Advisor

Counselor

Certified as a correct record of the

RUFUS KING HIGH

High School.

Date

JUN 16 1977

Principal

Bill Jackson

Cardinal Stritch University

This Diploma witnesses that

CONNIE MAXINE EVERS

Having fulfilled the prescribed requirements and having been recommended by the Faculty of the

COLLEGE OF ARTS AND SCIENCES

is hereby awarded the Degree of

BACHELOR OF ARTS

which is conferred with all the Rights, Privileges and Honors pertaining thereto.

Given under the seal of Cardinal Stritch University at Milwaukee, Wisconsin,
this Twenty-First Day of May in the year of our Lord Two Thousand and Six.

S. Mary Lee Schneider *off*
President of the University



Thomas A. Zalek
Chair, Board of Trustees

ID : 2392 SSN : 395-72-7768
 Name : Connie Maxine Evers
 Address : 4265 N 26th St
 Milwaukee, WI 53209-6621

UNDERGRADUATE DIVISION

Course Number	Title	CR Type	Grade	Rpt	Att	Ernd	HGPA	Q.Pts	GPA
2001 - 2002 : Spring									
ASC 010A	COL STDY STRATG	DV	B+	3.00	0.00	0.00	0.00	0.00	
ASC 012A	COLLEGE READING	DV	B	3.00	0.00	0.00	0.00	0.00	
EN 010A	BASIC GRM/COMP	DV	A-	3.00	0.00	0.00	0.00	0.00	
MT 010A	FUNDMTLS MATH	DV	A	3.00	0.00	0.00	0.00	0.00	
REL 250A	FAITH DEVELOPMNT	LC	B-	3.00	3.00	3.00	8.01	8.01	2.6700
Term Totals : 15.00 3.00 3.00 3.00 8.01 2.6700									
Career Totals : 15.00 3.00 3.00 8.01 2.6700									
2002 - 2003 : Fall									
CS 104A	TECHNOLOGY TOOLS	LC	A	3.00	3.00	3.00	12.00		
EN 101C	WRITTEN COMM I	LC	A	3.00	3.00	3.00	12.00		
MT 095B	ALGEBRA BASICS	DV	A	3.00	0.00	0.00	0.00		
MU 130A	PIANO I	CT	B-	2.00	2.00	2.00	5.34		
PS 201B	GENERAL PSYCH	LC	B+	3.00	3.00	3.00	9.99		
REL 101A	OLD TESTAMENT	LC	B+	3.00	3.00	3.00	9.99		
Term Totals : 17.00 14.00 14.00 49.32 3.5228									
Career Totals : 32.00 17.00 17.00 57.33 3.3723									

Course Number	Title	CR Type	Grade	Rpt	Att	Ernd	HGPA	Q.Pts	GPA
2002 - 2003 : Spring									
EN 102E	WRITTEN COMM II	LC	A	3.00	3.00	3.00	12.00		
MT 120B	APPL STATS	LC	W	0.00	0.00	0.00	0.00		
MU 107	SRVY AMER MUSIC	LC	A	3.00	3.00	3.00	12.00		
PS 220	CHILD PSYCHLGY	LC	A-	3.00	3.00	3.00	11.01		
REL 201B	NEW TESTAMENT	LC	B	3.00	3.00	3.00	9.00		
Term Totals : 12.00 12.00 12.00 44.01 3.6675									
Career Totals : 44.00 29.00 29.00 101.34 3.4944									

UNDERGRADUATE DIVISION

Course Number	Title	CR Type	Grade	Rpt	Att	Ernd	HGPA	Q.Pts	GPA
2002 - 2003 : Summer									
MT 120	APPL STATS	LC	B+	3.00	3.00	3.00	9.99		
Term Totals : 3.00 3.00 3.00 9.99 3.3000									
Career Totals : 47.00 32.00 32.00 111.33 3.4790									
2003 - 2004 : Fall									
EN 150B	INTRO TO LIT	LC	A	3.00	3.00	3.00	12.00		
HIS 205	US HIST 1945-PR	CT	A-	3.00	3.00	3.00	11.01		
MU 150A	VOICE I	CT	A	2.00	2.00	2.00	8.00		
PS 221	ADOLESCENT PSY	LC	A-	3.00	3.00	3.00	11.01		
REL 306	CONTEMPRY CHURCH	LC	B+	3.00	3.00	3.00	9.99		
SC 101C	INTRO SOC	LC	A-	3.00	3.00	3.00	11.01		
Standing: DEAN'S LIST									
Term Totals : 17.00 11.00 17.00 63.02 3.7070									
Career Totals : 64.00 49.00 49.00 174.35 3.5581									
2003 - 2004 : Spring									
CA 101D	FUND ORAL COMM	LC	B	3.00	3.00	3.00	9.00		
EC 103	CONSUMER ECON	LC	B+	3.00	3.00	3.00	9.99		
EN 432	ROMTC/VICTR LIT	LC	A	3.00	3.00	3.00	12.00		
PS 205	CROSS CLTRL PSY	CT	A-	3.00	3.00	3.00	11.01		
PS 309	ABNRML PSYCH	LC	A	3.00	3.00	3.00	12.00		
REL 469	BIBLE & CITY	LC	A	2.00	2.00	2.00	8.00		
Standing: DEAN'S LIST									
Term Totals : 17.00 17.00 17.00 62.00 3.6470									
Career Totals : 81.00 66.00 66.00 236.35 3.5510									
2004 - 2005 : Fall									
PS 303	PSYCH ADV STATS	LC	A-	4.00	4.00	4.00	14.68		
PS 308	PERSONALITY THR	LC	B	3.00	3.00	3.00	8.00		
REL 230	REL DMN SEXLTY	LC	A-	3.00	3.00	3.00	11.01		

Course Number	Title	CR Type	Grade	Rpt	Att	Ernd	HGPA	Q.Pts	GPA
2004 - 2005 : Spring									
PS 303	PSYCH ADV STATS	LC	A-	4.00	4.00	4.00	14.68		
PS 308	PERSONALITY THR	LC	B	3.00	3.00	3.00	8.00		
REL 230	REL DMN SEXLTY	LC	A-	3.00	3.00	3.00	11.01		

ID : 462392 SSN : 395-72-7768
 Name : Connie Maxine Everts
 Address : 4265 N 26th St
 Milwaukee, WI 53209-6621

UNDERGRADUATE DIVISION

Course Number	Title	CR Type	Grade	Rpt	Att	Ernd	HGPA	Q.Pts	GPA
2004 - 2005 : Fall									
REL 443	THEOL/JUS PEACE	LC	A-	3.00	3.00	3.00	11.01		
SPN 101B	ELEM SPANISH	LC	W	0.00	0.00	0.00	0.00		
Term Totals : 13.00 13.00 13.00 45.70 3.5153									
Career Totals : 94.00 79.00 79.00 282.05 3.5702									
2004 - 2005 : Spring									
ART 150A	UNDRSTNDNG ART	LC	B	3.00	3.00	3.00	9.00		
PL 203A	PHIL HUMAN PRSN	LC	B	3.00	3.00	3.00	9.00		
PS 304	EXPR PSYCHOLOGY	LC	B	3.00	3.00	3.00	9.00		
PS 354	PHYSIOLCL PSYCH	LC	B	3.00	3.00	3.00	9.00		
PS 402	PSYCH PRACTICUM	LC	A	3.00	3.00	3.00	12.00		
PY 150	EARTH REVEALED	LC	B	3.00	3.00	3.00	9.00		
Term Totals : 18.00 18.00 18.00 57.00 3.1666									
Career Totals : 112.00 97.00 97.00 339.05 3.4953									

UNDERGRADUATE DIVISION

Course Number	Title	CR Type	Grade	Rpt	Att	Ernd	HGPA	Q.Pts	GPA
2005 - 2006 : Spring									
SPN 102B	ELEM SPANISH II	LC	C+	3.00	3.00	3.00	6.99		
THR 205B	INTRO TO THEATR	LC	A	3.00	3.00	3.00	12.00		
Standing: DEAN'S LIST									
Term Totals : 15.00 15.00 15.00 54.00 3.6000									
Career Totals : 143.00 128.00 125.00 436.37 3.4909									

Degree Information:

(1) Bachelor of Arts' Date Conferred : 06/21/2006
 Major(s) Psychology
 Minor(s) Religious Studies
 Certification(s)

--END OF RECORD--

2005 - 2006 : Fall

BL 105	GENERAL BIOLOGY	LC	B+	4.00	4.00	4.00	13.32		
PS 355	HSTRY&SYS/PSYCH	LC	B	3.00	3.00	3.00	9.00		
REL 318	ACTS/APOSTLES	LC	A	3.00	3.00	3.00	12.00		
REL 403	REL STD PRACTCM	PF	HP	3.00	3.00	0.00	0.00		
SPN 101A	ELEM SPANISH	LC	B	3.00	3.00	3.00	9.00		
Term Totals : 16.00 16.00 13.00 43.32 3.3323									
Career Totals : 128.00 113.00 110.00 382.37 3.4760									

2005 - 2006 : Spring

ATC 210	INTRO ATHL TRNG	LC	A-	3.00	3.00	3.00	11.01		
PL 204C	ETHICS	LC	A	3.00	3.00	3.00	12.00		
PS 401	SENIOR SEMINAR	LC	A	3.00	3.00	3.00	12.00		

JACQUELINE R. GLOVER
5956 North 65th Street
Milwaukee, Wisconsin 53218
(414) 462-0729

Profile

To utilize my administrative skills, leadership skills and develop new skills with advancement.

Summary of Software Skills

- Microsoft Word
- Excel Spread Sheet
- PowerPoint
- Microsoft Access
- AT&T 100 phone line system
- Class XP
- Lunch Box

Experience

Young Leaders Academy
Milwaukee, Wisconsin

2006-Present

Paraprofessional
Responsibilities include:

- Reading and Math pull out groups for First, Second and Third grade
- Assist teachers with IGPRO and Class XP
- Study hall teacher for Seventh grade
- Substitute for teachers
- Assist teachers with Third grade WKCE testing
- Assist with Second and Third Terra Nova testing
- New Student Boot Camp
- Intersession:**
- Assist in the Young Leaders Academy Main Office
- Answer phones, take messages, transfer calls, send faxes, order supplies and email correspondence
- Enter new students in SASI
- Change employee passwords in SASI when needed
- Organize Emergency Contact Cards in binder

- Assist with report cards
- Send out student cum folders to another school
- Organize binder for sent out student cum folders
- Request student cum folders from other schools
- Organize binder for requested student cum folders
- Alphabetized all student cum folders in file cabinets
- Assist teachers with student cum folders and made sure all information was updated
- Organized all supplies and copy paper in cabinets
- Assist with Parent and New Student Orientation
- Organized Dean of Academics office
- Young Leaders Academy mailing in main office
- School lunch applications mailing for business office
- Enter students for break and lunch

**Washington DuBois Christian Leadership Academy
Milwaukee, Wisconsin**

2005-2006

**Third, Fourth and Fifth Grade Teacher
Responsibilities include:**

- Reading, Math, Language Arts and Spelling
- Prepared Scriptures
- Lead Morning Praise and Worship
- Coordinated Christmas and Black History Programs
- Typed correspondence
- Report cards, progress reports and Parent Teacher Conferences
- Answered phones when needed and faxed correspondence
- Praise Dance and Choir Director

**The Woodson Academy
Milwaukee, Wisconsin**

2002-2005

**Third Grade Teacher
Responsibilities include:**

- Teach Math, Language Arts, Reading, Spelling, Science, History, Art and Computers
- Coordinator for the Academic Spelling Bee Competition
- Typed correspondence
- Report cards, progress reports and Parent Teacher Conferences
- Answered phones when needed and fax correspondence

Cardinal Stritch University

2001-2002

Milwaukee, Wisconsin

**Cardinal Stritch University Leadership Center Operations Assistant
Responsibilities include:**

- Answered phones, took messages, transferred calls, faxed correspondence, ordered supplies, emailed correspondence and scheduled meetings
- Adult teacher for five service lines: Leadership Formation, Leadership Research, Scanning, Collaborative Ventures, and Clearinghouse, Broakage & Exchange
- Worked with Steno Pool to get projects done
- Made arrangements for different events: Helen Bader Speaker Series, Leadership Center Grand Opening
- Worked with different organizations: Non-Profit, For-Profit, Colleges and Universities

**Opportunities Industrialization Center-Greater Milwaukee
Milwaukee, Wisconsin**

1999-2001

**Executive Assistant
Responsibilities include:**

- Answered phones, transferred calls, took messages, greeted clients, checked mail and scheduled meetings
- Three Year Strategic Plan, looked over contracts and filed them
- African World Festival, set up accounts for vendors and made sure checks were cut and sent out for payments
- Check request for supplies, hotel accommodations, flight accommodations and reservations
- Worked in presidents office and human resources

**Next Door Foundation
Milwaukee, Wisconsin**

1997-1999

**Receptionist
Responsibilities include:**

- Answered phones, transferred calls, scheduled room reservations, signed van in and out
- Greeted clients and parents
- Executive assistant duties for president
- Coordinated and scheduled directors meetings
- Worked in payroll department, purchase orders, check request, printed checks, ran reports and filed correspondence
- Completed Windows 95 training

Kmart Department Store
Milwaukee, Wisconsin

1986-1997

Check-out Supervisor

Responsibilities include:

- Opened and closed store, counted money drawers
- Handed out cash bags, scheduled breaks and lunches
- Trained new cashiers
- Service desk, performed returns, answered phones and customer service

Marshall & Ilsley Bank
Milwaukee, Wisconsin

1991-1993

Microfilm Clerk

Responsibilities include:

- Spliced films, filed fiche, typed labels, ordered supplies
- Purchase orders, received checking accounts and saving accounts statements on microfiche
- Filmed tyme machine tickets, developed and sent film to different banks
- Receptionist duties: AT&T 100 phone line system, filed and typed correspondence

Education

Lakeland College
West Allis, Wisconsin
Teacher Certification Program
2005-Present

Cardinal Stritch University
Milwaukee, Wisconsin
Written Communications
2002

New Horizons
Milwaukee, Wisconsin
Windows 95
1998

Alverno College
Milwaukee, Wisconsin
WordPerfect 5.1
1983

541550-7
Send No.

GLOVER
Last Name

JACQUELINE
First Name

RENE
Middle Name

1986
Graduated

Courses

No. of Credits No. of Failures Scholarship Average Rank in Class No. in Class

<p>III HS GLOVER JACQUELINE</p> <p>RENO NEVADA 9th</p> <p>WORLD GEOG .50 D</p> <p>LIFE SPTS 1 .50 C</p> <p>WORLD HIST .50 D</p> <p>FOUND OF ENG .50 D</p> <p>DR ED 1 .50 D</p> <p>PHYS SCI .50 D</p> <p>III 3.00 GPA 1.167</p>	<p>III HS GLOVER JACQUELINE</p> <p>RENO NEVADA 10th</p> <p>WORLD GEOG .50 D</p> <p>LIFE SPTS 1 .50 C</p> <p>WORLD HIST .50 D</p> <p>FOUND OF ENG .50 D</p> <p>DR ED 1 .50 D</p> <p>PHYS SCI .50 D</p> <p>III 3.00 GPA 1.167</p>	<p>III HS GLOVER JACQUELINE</p> <p>RENO NEVADA 10th</p> <p>MATH COHC .50 U</p> <p>LIFE SPTS 1 .50 D</p> <p>WORLD HIST .50 D</p> <p>FOUND OF ENG .50 U</p> <p>ART FOURD .50 U</p> <p>CWA .50 U</p> <p>III 1.50 GPA 1.000</p>	<p>III HS GLOVER JACQUELINE</p> <p>RENO NEVADA 9th</p> <p>WORLD GEOG .50 D</p> <p>LIFE SPTS 1 .50 C</p> <p>WORLD HIST .50 D</p> <p>FOUND OF ENG .50 D</p> <p>DR ED 1 .50 D</p> <p>PHYS SCI .50 D</p> <p>III 3.00 GPA 1.167</p>	<p>III HS GLOVER JACQUELINE</p> <p>RENO NEVADA 9th</p> <p>WORLD GEOG .50 D</p> <p>LIFE SPTS 1 .50 C</p> <p>WORLD HIST .50 D</p> <p>FOUND OF ENG .50 D</p> <p>DR ED 1 .50 D</p> <p>PHYS SCI .50 D</p> <p>III 3.00 GPA 1.167</p>
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<p>III HS GLOVER JACQUELINE</p> <p>RENO NEVADA 10th</p> <p>MATH COHC .50 U</p> <p>LIFE SPTS 1 .50 D</p> <p>WORLD HIST .50 D</p> <p>FOUND OF ENG .50 U</p> <p>ART FOURD .50 U</p> <p>CWA .50 U</p> <p>III 1.50 GPA 1.000</p>	<p>III HS GLOVER JACQUELINE</p> <p>RENO NEVADA 10th</p> <p>MATH COHC .50 U</p> <p>LIFE SPTS 1 .50 D</p> <p>WORLD HIST .50 D</p> <p>FOUND OF ENG .50 U</p> <p>ART FOURD .50 U</p> <p>CWA .50 U</p> <p>III 1.50 GPA 1.000</p>	<p>III HS GLOVER JACQUELINE</p> <p>RENO NEVADA 10th</p> <p>MATH COHC .50 U</p> <p>LIFE SPTS 1 .50 D</p> <p>WORLD HIST .50 D</p> <p>FOUND OF ENG .50 U</p> <p>ART FOURD .50 U</p> <p>CWA .50 U</p> <p>III 1.50 GPA 1.000</p>	<p>III HS GLOVER JACQUELINE</p> <p>RENO NEVADA 10th</p> <p>MATH COHC .50 U</p> <p>LIFE SPTS 1 .50 D</p> <p>WORLD HIST .50 D</p> <p>FOUND OF ENG .50 U</p> <p>ART FOURD .50 U</p> <p>CWA .50 U</p> <p>III 1.50 GPA 1.000</p>
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<p>III HS GLOVER JACQUELINE</p> <p>RENO NEVADA 10th</p> <p>MATH COHC .50 U</p> <p>LIFE SPTS 1 .50 D</p> <p>WORLD HIST .50 D</p> <p>FOUND OF ENG .50 U</p> <p>ART FOURD .50 U</p> <p>CWA .50 U</p> <p>III 1.50 GPA 1.000</p>	<p>III HS GLOVER JACQUELINE</p> <p>RENO NEVADA 10th</p> <p>MATH COHC .50 U</p> <p>LIFE SPTS 1 .50 D</p> <p>WORLD HIST .50 D</p> <p>FOUND OF ENG .50 U</p> <p>ART FOURD .50 U</p> <p>CWA .50 U</p> <p>III 1.50 GPA 1.000</p>	<p>III HS GLOVER JACQUELINE</p> <p>RENO NEVADA 10th</p> <p>MATH COHC .50 U</p> <p>LIFE SPTS 1 .50 D</p> <p>WORLD HIST .50 D</p> <p>FOUND OF ENG .50 U</p> <p>ART FOURD .50 U</p> <p>CWA .50 U</p> <p>III 1.50 GPA 1.000</p>	<p>III HS GLOVER JACQUELINE</p> <p>RENO NEVADA 10th</p> <p>MATH COHC .50 U</p> <p>LIFE SPTS 1 .50 D</p> <p>WORLD HIST .50 D</p> <p>FOUND OF ENG .50 U</p> <p>ART FOURD .50 U</p> <p>CWA .50 U</p> <p>III 1.50 GPA 1.000</p>
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UN 1.00 GPA 1.500 8-85

SCHOLARSHIP RECORD

3363589-2

Last Name Over First Name Jacqueline Middle Name Rene
 Birthdate: Month 3 Day 10 Year 68 Birthplace Galveston, Texas
 Entered this school on 10-16-84 from Hug High School, Reno, Nevada
 Leftover IP 8-26-86 Returned _____
 Left _____ Returned _____

PERSONALITY RATING LABEL

Credits earned: OW-Whitewater 12-4-85, UWH 5-23-86 DATE _____
Self 2/17/94 Self 12/27/85 Self 9-24-84 Self GRADUATED

Father		Mother		Additional Information							
Name	Lives with	Name	Lives with								
	Arreder Galls										
Residence											
Birthplace	1916A N. 21st Street		53205								
Occupation											
Days Absent:	7	8	9	3	10	6	11	8	12	7	
Times Tardy:	7	8	9	0	10	0	11	9	12	7	
PLACE TEST LABEL HERE		PLACE TEST LABEL HERE		PLACE TEST LABEL HERE		PLACE TEST LABEL HERE		PLACE TEST LABEL HERE		PLACE TEST LABEL HERE	

Activities

Honors, Scholarships, etc.

Homeroom Advisor

Alvarez

Counselor

P U L A S K I

High School Date DEC 1 - 2009

Principal

Verified as a correct record of the

Order Number 1786296
JACQUELINE GLOVER
Date of Birth 03/24/1968
Sex F
Race B
Alias

The response is based on a search using identification data supplied. Searches based solely on name and non-unique identifiers are not fully reliable. The CIB cannot guarantee that the information furnished pertains to the individual you are interested in.

THIS RESPONSE MAY NOT SHOW ALL ARRESTS FOR THIS INDIVIDUAL HOWEVER ALL INFORMATION PROVIDED TO THE STATE REPOSITORY IS INCLUDED IN THIS RESPONSE

Report Date: July 3, 2008

Public Access

This is a State Of Wisconsin Triple I Record.

WISCONSIN IDENTIFICATION DATA

Record Last Updated:

April 15, 2003

Name:
JACQUELINE RENEE GLOVER

Aliases:
JACQUELINE R WEEKS

Sex: Race: Date Of Birth: Height:
F B March 24, 1968 5 FT. 04 IN.

Weight: Hair: Eyes:
140 LBS. BLACK BROWN

Place Of Birth: Citizenship: Fingerprint Class:
TEXAS USA NOT AVAILABLE

State Ident No.: FBI No.:
WI 870334 754476PB1

Driver License No.: AFIS Class:

Print Taken: Photo At CIB:
C NO

Occupation:

EXECUTIVE ASST.

Employer:

OIC, STREET ADDRESS UNKNOWN, UNKNOWN, XX, -

Residence:

4693 N 19TH ST, MILWAUKEE, WI, -

Criminal Justice Summary Data

First Adult Arrest Date: November 16, 2000
Last Adult Arrest Date: November 16, 2000
Total Adult Arrests: 1
Total Custodies: 0

CRIMINAL HISTORY DATA

Cycle No. 1

Arrest/Charge Data

Name Used: JACQUELINE RENEE GLOVER
Date Of Birth: March 24, 1968
Date Of Arrest: November 16, 2000
Arrest Type: ADULT ONLY
Arrest Tracking No.: 41000539023177
Arresting Agency: WI0415000 MILWAUKEE POLICE DEPARTMENT
Arrest Case Number:
Local ID Number:
Contributing Agency: WI0410000 MILWAUKEE COUNTY SHERIFF
Booking Case Number: 053902317
Local Photo: YES
Local Palm Print: NO

Arrest Charges:
01 49.127(2) FOOD STAMPS-MISSTATE FACTS
NCIC 2699 Counts: 1 Felony November 16, 2000
*** END OF RECORD ***

STEPHANIE JOHNSON

4955 N. 47th Milwaukee, WI 53208 (731) 616-0639

EDUCATION

Bachelor of Arts degree in Interdisciplinary Studies
Lane College, Jackson, Tennessee
Tennessee Early Childhood Training Alliance
Dyersburg State Community College

Bachelor of Arts in Interdisciplinary Studies - Seeking a Position as a Teacher in Elementary Education

- Experience in teaching, administration, customer service, retail, and retail management.
- Prior military experience as a Human Resource Administration Specialist.
- Hard working, energetic, flexible, adapts easily to change of environment and work schedules

Experience

Andrew Jackson Intermediate School/ North Parkway Elementary, Jackson, Tennessee 2008
Student Teacher

- Assumed role of a 6th grade reading teacher/ 2nd grade teacher
- Created lesson plans implementing state and curriculum standards
- Made learning meaningful and exciting while setting high expectations
- Monitored student behavior and performance

Macy's, Jackson, Tennessee 2006-2008
Sales Associate

- Sales Representative
- Customer Service
- Fitting room strategist.

Jackson Family YMCA, Jackson, Tennessee 2005-2006
Receptionist

- Switchboard Operator
- Filing
- Organizing/updating personal information.

United States Army National Guard, Ripley, Tennessee 1996-2004
Administrative Specialist

- Switchboard operator
- Clerical duties which included organizing personal information
- Responsible for issuing military identification cards.
- Responsible for personal data of one hundred and forty soldiers

New Beginnings, Ripley, Tennessee 2001-2003
Assistant Teacher

- Created classroom curriculum along with age appropriate learning activities.
- Responsible for testing and recording progress
- Responsible for working with emotionally disturbed children
- Identified strengths/weaknesses/concerns and priorities.

Education

Lane College

Bachelor's of Art in Interdisciplinary Studies- 4/2007

Dyersburg State Community College

Certificate-Tennessee Early Childhood Training Alliance -- 30 hours

Professionalism

Organizational management

Leadership

Program Development

Family and Community Relations

Staff Recruitment/Staff Supervision and Staff Development

Dyersburg State Community College

Certificate-Tennessee Early Childhood Training Alliance-45 hours

Establishing and maintaining a safe, healthy, and enjoyable environment

Certificate- Fort Jackson South Carolina Training Base

Administrative Specialist - 5/1997

Awards

Honor Designation- Cum Laude 4/2007

Army National Guard- Honorable Discharge- 11/2004

State of Tennessee Department of Education

This is to certify that

Stephanie Patricia Bates

has satisfied the requirements for graduation from High School as prescribed by the
Tennessee State Board of Education, and is, therefore, awarded this **DIPLOMA.**

In Testimony Whereof and by authority in us vested, we have affixed our signatures this the

2nd day of December 1996, at Ripley High School,
Loudensdale County, Ripley Tennessee.
ADDRESS OF SCHOOL



Jane Dutton
STATE COMMISSIONER OF EDUCATION

Bobby A. Webb
SUPERINTENDENT OF SCHOOLS

Maxine Gay
CHAIRMAN BOARD OF EDUCATION

Jon Parvetic
PRINCIPAL OF SCHOOL

000021157

Johnson Stephanie L
452 Otis Dr.
Brownsville

TN 38012

Degree Major Grad Date
B.A. INT 29 Apr 2007

Fall 2005

07/03/08

Spring 2006

	CAREER	HRS ATT	HRS ATT	HRS ERN	HRS ERN	QP	GPA
001 CLASSROOM MANAGEMENT	A	3.00	3.00	3.00	3.00	12.00	2.818
001 TEACHING IN MIDDLE SCHOOLS	A	3.00	3.00	3.00	3.00	12.00	3.140
001 FIELD EXPERIENCE I	P	.00	.00	.00	.00	.00	
002 INTRODUCTION TO LITERATURE	B (RP)	3.00	3.00	3.00	3.00	9.00	
001 PERSONAL FINANCIAL MANAGEMENT	B	2.00	2.00	2.00	2.00	6.00	
001 SCHOOL HEALTH AND NUTRITION	B	3.00	3.00	3.00	3.00	9.00	
004 ELEMENTARY SPANISH I	A	3.00	3.00	3.00	3.00	12.00	

Summer 2006

	CAREER	HRS ATT	HRS ATT	HRS ERN	HRS ERN	QP	GPA
001 NEW TESTAMENT	B	3.00	3.00	3.00	3.00	9.00	3.529
002 FOUNDATIONS OF SPEECH	A (RP)	3.00	3.00	3.00	3.00	12.00	3.344
001 ELEMENTARY SPANISH II	B	3.00	3.00	3.00	3.00	9.00	

Fall 2006

	CAREER	HRS ATT	HRS ATT	HRS ERN	HRS ERN	QP	GPA
001 ECOLOGY AND ENVIRONMENTAL BIOL	A	4.00	4.00	4.00	4.00	16.00	3.333
002 TESTS AND MEASUREMENTS	B	3.00	3.00	3.00	3.00	9.00	3.443
001 FIELD EXPERIENCE II	P	.00	.00	.00	.00	.00	
001 TEACHING LANGUAGE ARTS	A	3.00	3.00	3.00	3.00	12.00	
008 FRESHMAN ORIENTATION	A	1.00	1.00	1.00	1.00	4.00	
001 FITNESS FOR LIFE	A	3.00	3.00	3.00	3.00	12.00	
002 PHYSICAL SCIENCE	A	3.00	3.00	3.00	3.00	12.00	
002 WORLD RELIGIONS	B	3.00	3.00	3.00	3.00	9.00	

Spring 2007

	CAREER	HRS ATT	HRS ATT	HRS ERN	HRS ERN	QP	GPA
001 TEACHING ELEMENTARY SCIENCE	A	3.00	3.00	3.00	3.00	12.00	3.200
001 CHILDREN'S LITERATURE	C	3.00	3.00	3.00	3.00	6.00	3.457
001 WORLD GEOGRAPHY	B	3.00	3.00	3.00	3.00	9.00	
001 METHODS OF TEACH SOCIAL SCI	B	3.00	3.00	3.00	3.00	9.00	
001 TEACHING ELEM MATH (K-8)	A	3.00	3.00	3.00	3.00	12.00	

Fall 2007

	CAREER	HRS ATT	HRS ATT	HRS ERN	HRS ERN	QP	GPA
001 TEACHING ELEMENTARY SCIENCE	A	15.00	15.00	15.00	15.00	48.00	3.200
001 CHILDREN'S LITERATURE	C	121.00	121.00	129.00	129.00	363.00	3.457

Handwritten signature and date

Johnson Stephanie L
 452 Otis Dr.
 Brownsville TN 38012

Degree Major Grad Date
 B.A. INT 29 Apr 2007

07/03/08

Fall 2007
 EDU 430 001 ENHANCED STUDENT TEACHING A 10.00 10.00 40.00

CURRENT	HRS ATT	HRS ERN	QP	GPA
	12.00	12.00	48.00	4.000
CAREER	HRS ATT	HRS ERN	QP	GPA
	133.00	141.00	411.00	3.513

Spring 2008
 EDU 490 001 INDEPENDENT STUDY-EDUCATION A 6.00 6.00 24.00

CURRENT	HRS ATT	HRS ERN	QP	GPA
	6.00	6.00	24.00	4.000
CAREER	HRS ATT	HRS ERN	QP	GPA
	139.00	147.00	435.00	3.537

Stephanie L Johnson

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
07/21/2009

Order Number 2122684
Name STEPHANIE LATRICE JOHNSON
Date of Birth 05/25/1978
Sex F
Race B
Alias

The response is based on a search using the identification data supplied. Searches based solely on name and non-unique identifiers are not fully reliable. The CIB cannot guarantee that the information furnished pertains to the individual you are interested in.

This inquiry requires manual intervention. You should revisit the previous orders page to view the final result. Final results will usually not require more than one business day to be posted.

KIMBERLY D. JONES

•7624 N. 69th Street • Milwaukee, WI 53224 • joe_kim111@sbcglobal.net • (414) 376-4646•

**27 YEARS' EDUCATIONAL EXPERIENCE WITH STRONG TEACHING, COMMUNICATION,
CUSTOMER SERVICE AND COMPUTER SKILLS.**

SUMMARY OF QUALIFICATIONS

- Entrusted to write policy and procedures for multiple businesses
- Responsible for analyzing two computer systems, for corporate sales increase initiative
- Entrusted as main resource for Personal Bankers and Customers regarding Retirement Accounts
- Key operational source concerning Retirement, Certificate of Deposit and Money Market Accounts

PROFESSIONAL EXPERIENCE

Teaching (6Years)

Victory Preparatory Academy, 4th -6th Grades	09/06-06/07
Good Hope Christian Child, 2-5 Year-Olds	09/04-06/05
Victory Preparatory Academy, K4 -2nd Grades	02/01-06/02

Teacher

Teaching up to three different grades simultaneously (2-5 yrs., K4 and 1st, 1st - 2nd, and 4th-6th) which included those with special needs, supervising and training assistants, organizing, creating curriculum, record keeping and planning lessons and events. Additional responsibilities were performing customer service, administrative work, and opening and closing the school. I also served in the capacity of Morning Worship Leader and taught during General Assembly.

Kimberly's KinderKare, Child Care Provider **05/02-08/04**

Child Care Provider/Owner

Writing and updating policies and procedures, teaching, creating curriculum, completing lesson plans, performing customer service, carrying out business administration, supervising, bookkeeping, advertising and transportation.

Financial/Banking (11+ Years)

Chase Insurance

Customer Service Representative **10/05 - 07/06**

The process of educating Annuity Representatives and customers about the rules, regulations, policies and procedures of annuity contracts via telephone and correspondence while ensuring that maintenance requests are being executed.

IRA/CD Specialist, M&I Bank **03/86 - 03/97**

Customer service, account maintenance, accounting, editing, data processing, and filing. Informing, training and/or consulting customers, bankers, attorneys, etc. concerning the policies laws, rules and regulations of IRAs, CDs, Keoghs, SEPs and other retirement accounts.

Experience:

Business Administration, proprietorship, managing, supervising, training, organizing, project managing, creating schedules, formats and outlines, customer service, communications, filing, and record keeping.

Skills:

Business Administration and computer graphics (word processing, spreadsheets, databases, word processing, Microsoft Access, Lotus Notes, Power Point, Excel and other programs), using a 10-key calculator, photo copying and faxing, file making, machine and line copy, and excellent teaching, training, creating curriculum, schedules and lesson plans and child care.

KIMBERLY D. JONES

•7524 N. 89th Street • Milwaukee, WI 53224 • joe_kim111@sbcglobal.net • (414) 379-4646•

EDUCATION AND TRAINING

EDUCATION

BIBLE/MUSIC, ONE YEAR

NORTH CENTRAL UNIVERSITY

MINNEAPOLIS, MN

HIGH SCHOOL DIPLOMA

JAMES MADISON HIGH SCHOOL

MILWAUKEE, WI

PROFESSIONAL TRAINING AND DEVELOPMENT

- Child Care Certification 2002
- Child Care License 2002
- State Infant and Childcare 2002
- State Certified SIDS Class 2002
- Bookkeeping Workshop 2003
- Best Business Practices Workshop 2003
- Wisconsin Workforce Development MILWAUKEE, WI

- PERFORMANCE MANAGEMENT AND TRAINING:
 - Working Series 1, 2, and 3
 - Organize Yourself
 - Successful Business Writing
 - Telephone Excellence
 - Advanced Products and Sales Strategies
 - Work Force Diversity
 - Service Excellence and Career Enhancement
- M & I Bank Performance Management and Training, Milwaukee, WI

- COMPUTER EXPERTISE:
 - Lotus
 - Lotus Notes
 - Lotus Notes Access
 - Microsoft Office Word Perfect
 - Microsoft Office Windows
 - Microsoft Office Excel
 - Microsoft Office Outlook
- Milwaukee Area Technical College, Chase Insurance and Metavante, Milwaukee, WI

- Microsoft Office Word 2003
- Microsoft Office Word 2007
- Microsoft Power Point
- Windows XP
- Windows Vista
- Self-Taught

- CONTINUING EDUCATION COURSEWORK
 - Sign Language for Bankers
 - Sign Language Advanced
 - Principles of Banking
- American Institute of Banking, Milwaukee, WI

DRAKE Last Name

KIMBERLY First Name

Middle Name

JUN 9 1983

Course

24.25 of Credits

3 No. of Failures

2.135 Scholarship Average

228 Rank in Class

430 No. in Class

NO. #	COURSE	HM-RM	SCH NO	CRSE.#	COURSE	GR. UNIT	HM-RM	SCH NO	CRSE.#	COURSE	GR. UNIT
1	SPANISH 2	2.50	DRAKE	3401	CHEM 1	.50	KIMB	22	401	US HIST 1	.50
1	ALGEBRA	2.50	DRAKE	3302	SPANISH 4	.50	KIMB	22	761	JOURNALISM	.50
1	GRCH	2.50	DRAKE	421	JOURNALISM	.50	KIMB	22	371	ADV MATH 1	.50
1	PE 1/HL 1	2.50	DRAKE	371	CHORUS ADV	.50	KIMB	22	331	LIFE SPT 3M	.25
1	PHYS SCIEN	2.50	DRAKE	331	LIFE SPT 3M	.25	KIMB	22	331	LIFE SPT 3M	.25

UN 3.25 GR PT 2.538 1-81 UN 2.75 GR PT 1.462 1-82 UN 3.25 GR PT 2.000 1-83

NO. #	COURSE	HM-RM	SCH NO	CRSE.#	COURSE	GR. UNIT
1	SPANISH 2	2.50	DRAKE	431	GREAT WRIT	.50
1	ALGEBRA	2.50	DRAKE	771	SPANISH 4	.50
1	GRCH	2.50	DRAKE	321	ADV MATH 1	.50
1	PE 1/HL 1	2.50	DRAKE	341	CHORUS ADV	.50
1	PHYS SCIEN	2.50	DRAKE	411	LIFE SPT 4M	.50

UN 3.25 GR PT 2.308 6-81 UN 2.25 GR PT 1.538 6-82

NO. #	COURSE	HM-RM	SCH NO	CRSE.#	COURSE	GR. UNIT
1	SPANISH 2	2.50	DRAKE	511	TYPE 1	.50
1	ALGEBRA	2.50	DRAKE	431	BRI EC	.50
1	GRCH	2.50	DRAKE	411	HM EC SR 1	.50
1	PE 1/HL 1	2.50	DRAKE	351	PROB/STAT 2	.50
1	PHYS SCIEN	2.50	DRAKE	381	ADV MATH 2	.50

UN 3.50 GPA 1.786 6-83

NO. #	COURSE	HM-RM	SCH NO	CRSE.#	COURSE	GR. UNIT
1	SPANISH 2	2.50	DRAKE	511	TYPE 1	.50
1	ALGEBRA	2.50	DRAKE	431	BRI EC	.50
1	GRCH	2.50	DRAKE	411	HM EC SR 1	.50
1	PE 1/HL 1	2.50	DRAKE	351	PROB/STAT 2	.50
1	PHYS SCIEN	2.50	DRAKE	381	ADV MATH 2	.50

UN 3.25 GR PT 2.000 1-83

Last Name DRAKE First Name KIMBERLY N. file Name ---
 Birth Day: March Day 17 Year 1965 Birthplace ---
 Entered this school on September 4, 1979 from Rufus King Junior High School
 Left _____
 Left _____
 Credits sent to: _____
 Returned _____
 Returned _____

PERSONALITY RATING LABEL

DATE GRADUATED JUN 9 1983

Name _____
 Father Lawrence A. Drake Mother Marlowe R. Drake
 Residence 5414 N. 67th St.
 Birthplace 5414 N. 67th St.
 Occupation _____
 Additional information _____

Days Absent: 7 8 9 7 1/2 10 15 11 13 12 14
 Times Tardy: 7 8 9 13 10 39 11 14 12 22

DRAKE KIMBERLY FORM A ACADMIC SKILLS
 LEVEL 1
 NO. ITEMS - 78 48 09
 HI. RIGHT - 072 044 064
 GRADE TO PASS - 92 80 82
 DATE 1980 STANINE - 11

DRAKE KIMBERLY SCHOOL - 0225
 ID - 346250
 THE ABOVE HAS SCORED AT OR ABOVE
 UNDER THE BOARD REQUIREMENT FOR
 TEST OF ACADEMIC SKILLS, 10/807

PLACE TEST LABEL HERE

PLACE TEST LABEL HERE

Choir - CHOIR - Monitor - PAGE - MESSENGER
 Activities
 Honors, Scholarships, etc.

Homeroom Advisor HODG
 Counselor Schlechtberger
 Date JUN 9 1983
 High School _____
 Principal P. A. ...

CERTIFICATE OF APPROVAL

Kimberly D. Jones

7524 North 89th Street

Milwaukee, WI 53224

HAS MET THE STANDARDS PRESCRIBED BY THE

WISCONSIN DEPARTMENT OF WORKFORCE DEVELOPMENT AND IS HEREBY GIVEN:

- Regular Certification Limited Certification Provisional Certification

TO PROVIDE:

- In-Home Child Day Care Family Child Day Care

When more than one family day care provider is certified at the same address, the number of children that may be cared for at any one time does not increase.

RESTRICTIONS:

- Number of children who may be cared for at any one time include:
 - Provider's own children under age seven: 0
 - Maximum number of day care children, not related, under age seven: 3
 - Additional children over age seven may be cared for as long as the total number of children is not more than: 6

OTHER RESTRICTIONS:

- ▲ Adult Supervision Outside.
- ▲ No Day Care in Basement.

VALID FROM January 29, 2003 TO January 28, 2005
(unless revoked by the issuing agency or the Department of Workforce Development)

THIS CERTIFICATE IS ISSUED IN COMPLIANCE WITH WISCONSIN ADMINISTRATIVE CODE: HSS 55.

Issuing Agency: Milwaukee County Department of Human Services
235 W. Galena Street, 4th Floor
Milwaukee, WI 53212



Wisconsin's Recognition System for the Childhood Care and Education Profession.

Commends the Professional Achievements of

Kimberly D. Jones

and Therefore Awards this Certificate, Recognizing Fulfillment of the Educational Requirements for

Certified Child Care Provider LEVEL ONE

and having met the continuing education requirements.

Also qualified for:

Assistant Early Childhood Teacher

Licensed Family Child Care Provider

With:

Infant/Toddler DHFS required training

Date expires: Friday April 30, 2004

The Registry is a collaboration of: ★ Wisconsin Early Childhood Association (WECA) ★ Wisconsin Child Care Administrators' Association (WCCAA) ★ Wisconsin School-Age Care Alliance (WISACA) ★ Wisconsin (Lead Start) Association (WIIASA)

Jere L. Walden
Jere L. Walden, Director
Wisconsin Family Child Care Association (WFCCA)

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
07/24/2008

Identifier Number 1803574
Name KIMBERLY DRAKE JONES
Date of Birth 03/17/1965
Sex F
Race B
Alias

The response is based on a search using the identification data supplied. Searches based solely on name and non-unique identifiers are not fully reliable. The CIB cannot guarantee that the information furnished pertains to the individual you are interested in.

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OFFICIAL RECORD AND TRANSCRIPT

NAME--4588 DEBRA DENESE
 ADDRESS--4933 S WABASH
 GUARDIAN--WEBB MARY
 MOTHER'S MAIDEN NAME--BOLES MARY
 ENTRY DATE--09/20/74 FROM--(SCHOOL)--01280 DUSABLE HIGH DIST.13 AREA-A

2109 E. 87th Street
 STUDENT NO.--07173415 Div.--938244
 BIRTHDATE--03/21/60 FEMALE 8/41
 BIRTHPLACE--CHICAGO IL
 BIRTH VER.--11260824962

DATE OF LEAVING _____ TO _____ SCHOOL _____
 RE-ENROLLED _____ FROM _____ LEFT _____
 GRADUATED DATE 6-5-78 RANKS 201 IN A CLASS OF 758 DATE SCHL AVE 2.5385

TRAITS	SUMMARY OF TRAIT RATINGS			ACTIVITY	SUMMARY OF ACTIVITIES					Letter or Award	SUMMARY OF ATTENDANCE AND CREDIT DATA						
	Above Aver.	Aver.	Below Aver.		Year						YEAR	Year Ending (Month-Year)	Days Abs.	Times Tardy	Units (per yr.)	Total Units	Division Teacher
COURTESY regularly considerate of others in his group, both teacher and classmates	4										1	6-75	17	0	43	17	Reichel
DEPENDABILITY present on time regularly with necessary tools for work. Completes various assignments	4										2	6-76	4	4	51	10	Ringer
LEADERSHIP initiative, executive ability, and good influence in class and school activities	4										3	7-77	2	1	5	15	Ringer
SERVICE voluntary work in clubs, committees, teams, class and school activities	4										4	6-78	5	1	4	19	Ringer

Summary of number of teachers giving each rating

COURSE	LEVEL	PREREQ	Lvl	Mid	Final	Units	Grade	Year	COURSE INSTRUCTIONS		Year	FAILURES		
									1	2		3	4	Subject
Algebra I	1		R	A	A	1	B	75	Algebra I	1	75			
Geometry	1		R	A	A	1	B	75	Geometry	1	75			
Algebra II	1		R	A	A	1	B	76	Algebra II	1	76			
Geometry II	1		R	A	A	1	B	76	Geometry II	1	76			
Trigonometry	1		R	A	A	1	B	76	Trigonometry	1	76			
Calculus	1		R	A	A	1	B	76	Calculus	1	76			
Statistics	1		R	A	A	1	B	76	Statistics	1	76			
Computer Science	1		R	A	A	1	B	76	Computer Science	1	76			
Business Math	1		R	A	A	1	B	76	Business Math	1	76			
Accounting	1		R	A	A	1	B	76	Accounting	1	76			
Marketing	1		R	A	A	1	B	76	Marketing	1	76			
Physical Education	1		R	A	A	1	B	76	Physical Education	1	76			
Art	1		R	A	A	1	B	76	Art	1	76			
Music	1		R	A	A	1	B	76	Music	1	76			
Foreign Language	1		R	A	A	1	B	76	Foreign Language	1	76			

WHEN SUBJECTS FAILED HAVE BEEN REPEATED AND PASSED, CREDIT APPEARS IN PROPER SPACE

EXPLANATION OF MARKS
 A-95-100
 B-85-94
 C-81-87
 D-75-80
 F-FAILURE

CLASSES MEET FIVE 40-MINUTE PERIODS PER WEEK UNLESS OTHERWISE INDICATED. (E.G. 17:1 MEANS SEVEN PERIODS PER WEEK, 10:1 MEANS 10 PERIODS PER WEEK 10:1 MEANS 20 PER. PER WEEK

"L.S." IN YEAR COLUMN INDICATES SUMMER SCHOOL WORK

1 - DISTRICT BOARD REGULAR MEETING STANDARD
 2 - BOARD OF EDUCATION BY BOARD MEETING STANDARD
 3 - BOARD OF EDUCATION BY BOARD MEETING STANDARD

OFFICIAL RECORD AND TRANSCRIPT - 2109 E. 87th Street - Chicago, Illinois 60617

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
07/29/2004

Order Number	726526
Name	DEBRA MOORE
Date of Birth	03/21/1960
Sex	FEMALE
SSN	
Race	BLACK
Alias	

The response is based on a search using the identification data supplied. Searches based solely on name and non-unique identifiers are not fully reliable. The CIB cannot guarantee that the information furnished pertains to the individual you are interested in.

No criminal history found.

THE BOARD OF SCHOOL DIRECTORS OF

The City of Milwaukee

HEREBY CONFERS UPON
Karen F. Wilhite
THE AWARD

Diploma of Graduation

TOGETHER WITH ALL THE HONORS, RIGHTS AND PRIVILEGES
APPERTAINING THERETO IN CONSIDERATION OF THE
SATISFACTORY COMPLETION OF THE PRESCRIBED PROGRAM
OF INSTRUCTION IN JAMES MADISON HIGH SCHOOL.

Raymond Hansen
President

Lee P. McMurrian
Superintendent

John J. Esterbauer
Secretary-Business Manager

Robert C. Jagan
Principal



GIVEN AT MILWAUKEE IN THE STATE OF WISCONSIN
THIS 12th DAY OF JUNE IN THE YEAR 1981 OF THE LORD

MILWAUKEE STRATTON COLLEGE

Milwaukee, Wisconsin

On Recommendation of the Faculty and Administration
has conferred upon

Harriet Hays White

the degree of

Associaté in Arts

together with all the rights, privileges, and honors pertaining thereto.
Given this twenty-fourth day of June, one thousand nine hundred and eighty-three.

Victoria M. Strif
Dean



Walter J. ...
President

 *The Registry*
on behalf of

Wisconsin Department of Health and Family Services

awards this certificate of completion to

Karen Rogers

Introduction to the Child Care Profession

40 Hours

4C-Milwaukee

This document confirms you have successfully completed this course.
Separate application is required to become a licensed or certified provider or to receive a
Registry Professional Recognition certificate.

Date Completed: November 22, 2005

Retain original for DHFS

 *The Registry*
on behalf of

Wisconsin Department of Health and Family Services

awards this certificate of completion to

Karen Rogers

Skills and Strategies for the Child Care Teacher

45 Hours

4C-Milwaukee

This document confirms you have successfully completed this course.
Separate application is required to become a licensed or certified provider or to receive a
Registry Professional Recognition certificate.

Date Completed: February 10, 2006

Retain original for DHFS

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
07/11/2008

Number	1792001
Name	KAREN LATIMORE ROGERS
Date of Birth	06/18/1962
Sex	F
Race	B
Alias	

The response is based on a search using the identification data supplied. Searches based solely on name and non-unique identifiers are not fully reliable. The CIB cannot guarantee that the information furnished pertains to the individual you are interested in.

No criminal history found.

Request Result

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
07/03/2008

Number	1786296
Name	KAREN ROGERS
Date of Birth	06/18/1962
Sex	F
Race	B
Alias	

The response is based on a search using the identification data supplied. Searches based solely on name and non-unique identifiers are not fully reliable. The CIB cannot guarantee that the information furnished pertains to the individual you are interested in.

No criminal history found.

Claudia D. Steward



6323-A West Bradley Road ♦ Milwaukee, Wisconsin 53223
Home Phone (414) 371-9989

OBJECTIVE

To be connected with the Department of Human Resources as a Intake Specialist where my skills and academic background can be utilized for the benefit of the department and for the welfare of the client.

WORK HISTORY

1997-1998 Paraprofessional, Milwaukee Public Schools

*Duties consisted of but not limited to; assisting teachers, tutoring students and the supervision of the students.

1995-1997 Substitute Teacher, Joliet Township schools

*Conducted prepared lesson plans for the regular teachers at the high school grade level.

1994-1995 Case Worker, Youth Incorporated, Cincinnati, Ohio

*Responsible for the supervision, counseling, recreation and education of youths with criminal backgrounds.

1994-1994 Internship, Case Manager, Dayton Correctional Institution

*Responsible for interviewing new residents and implementing social programs in a prison unit.

EDUCATION

Bachelor of science in Sociology minor in Criminal Justice,
Central State University, Wilberforce, Ohio
Graduation: June 1994.

INTERESTS & ACTIVITIES

*Volunteer services with the Youth Activities Program at Wright-patterson Air Force Base.

*Teacher of the Stop Truancy Math Program at Joliet West High School.

*Softball Coach at Joliet West High School.

*Currently a member of a Baptist Softball League.

Luckport Township High School

District Number 205

Luckport, Illinois

This Certifies That

Maudie De Washington

has completed the requirements prescribed by the Board of Education
for graduation and is entitled to this

Diploma

Given at Luckport, in the State of Illinois, this
9th day of June, 1989.

John M. Peterson
President, Board of Education

James H. Clark
Principal
Donald E. Weber
Superintendent

Wisconsin Department of Public Instruction License

FILE NUMBER
570159

Professional Educator

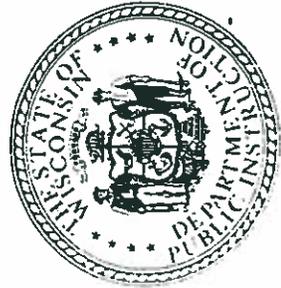
VALID 7/1/2008 THROUGH 6/30/2013

CLAUDIA DE STEWARD

42 GRADES PREKINDERGARTEN-8 745 SOCIOLOGY

45 Elementary Teacher 118 FIRST THRU EIGHTH GRADE
— end of record —

The holder may renew this license if within the five years preceding the next license begin date, the holder has successfully completed either a Professional Development Plan as verified by a PDP Team or six semester credits.



This is to verify that the person named herein has furnished the State Superintendent of Public Instruction with satisfactory evidence of preparation and experience and is licensed for the position, subject, and/or grade herein listed.

IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.

Elizabeth Burmeister
STATE SUPERINTENDENT

Wisconsin Department of Public Instruction

Wisconsin Educator License Information

Information valid as of Thu Sep 10 12:30:10 CDT 2009

Name: **CLAUDIA DE STEWARD**

Educator File Number: **570159**

Most Recent:

License Application (with payment) received: **March 11, 2009**

Licenses:

Valid: **July 1, 2008 through June 30, 2013**

License Type: **40 Professional Educator Renewal**
Position/Level: **42 GRADES PREKINDERGARTEN-8**
Subject: **745 SOCIOLOGY**
Low Grade: **01 First Grade** High Grade: **08 Eighth Grade**

Valid: **July 1, 2008 through June 30, 2013**

License Type: **40 Professional Educator Renewal**
Position/Level: **45 ELEMENTARY TEACHER**
Subject: **118 FIRST THRU EIGHTH GRADE**
Low Grade: **01 First Grade** High Grade: **08 Eighth Grade**

Prior Licenses:

Valid: **July 1, 2000 through June 30, 2005**

License Type: **05 5-year License**
Position/Level: **42 GRADES PREKINDERGARTEN-8**
Subject: **745 SOCIOLOGY**
Low Grade: **01 First Grade** High Grade: **08 Eighth Grade**

Valid: **July 1, 2000 through June 30, 2005**

License Type: **05 5-year License**
Position/Level: **45 ELEMENTARY TEACHER**
Subject: **118 FIRST THRU EIGHTH GRADE**
Low Grade: **01 First Grade** High Grade: **08 Eighth Grade**

Valid: **July 1, 1999 through January 1, 2000**

License Type: **90 Teaching Intern**
Position/Level: **42 GRADES PREKINDERGARTEN-8**
Subject: **970 INTERN**
Low Grade: **PK Pre-Kindergarten** High Grade: **08 Eighth Grade**

Educator License Lookup Introduction: dpi.wi.gov/tepd/llsearch.html

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
07/29/2004

Order Number	726526
Name	CLAUDIA STEWARD
Date of Birth	10/07/1971
Sex	FEMALE
SSN	338-76-6317
Race	BLACK
Alias	

The response is based on a search using the identification data supplied. Searches based solely on name and non-unique identifiers are not fully reliable. The CIB cannot guarantee that the information furnished pertains to the individual you are interested in.

No criminal history found.

SYLVIA L. SUMMERS

3723 West Stark Street
Milwaukee, Wisconsin 53209
(414) 464-6361 home
(414) 464-6361 fax
sylviasummers@wi.rr.com E-mail

CAREER OBJECTIVE Assistant Teacher/Teacher

EDUCATION
2001- 2003 Milwaukee Area Technical College- Milwaukee, WI.
Associates Degree in Applied Science of Human Service
Grade Point Average 3.4038.

PRESENT
Ashworth College- Norcross, Georgia-(Home study course)
Associates Degree in Early Childhood Education

1978 Whitefish Bay High School, Graduate.

VOLUNTEER
Holy Redeemer Christian Academy- Field Placement. 2001
Good Hope Christian Academy- Field Placement. 2002-03
Kings Academy-PTO, chaperone, devotions.

PROFESSIONAL EXPERIENCE
2003-2005 Sherman Park Preschool- Teacher Assistant/Sub
Duties include, assisting teacher and students with home-
work, reading, language, math, testing and Bible study

1978-2001 Master Lock Corporation- Milwaukee, Wisconsin
Assembler led person, operating large and small machinery
equipment, assembling locks, sorting, stocking parts,
assisting supervisors in training of new employees,
Office/Customer Service Assistant- Responsible for
Filing, transferring orders form State to State by phone and
mail. Stock orders and entered info. /orders into computer

1977-1978 Career Youth Development- Milwaukee, Wisconsin
Assistant Coordinator, responsible for training new
employees, phones experience, leader of group discussions
and coordinator, of monthly outings.

PERSONAL QUALIFICATIONS

- * Strong organization skills
- * Detail-oriented, contributes to team
- * Independent, work with minimal supervision
- * Interpersonal, written and oral communication skills

REFERENCES- Available upon request.

Whitefish Bay High School

Whitefish Bay, Wisconsin

This Certifies That

Sylvia Lynn Hobbes

has satisfactorily completed the Course of Study prescribed by the Board of Education for the High School and is therefore entitled to this

Diploma

In Witness Whereof, our signatures are hereunto affixed this,

June, 1978.

Phyllis Ormest
Richard T. O'Neil

James P. O'Neil
Lorraine E. Grant

Principal

Mrs. Summ
4th

MILWAUKEE AREA TECHNICAL COLLEGE

08/23/04

THIS MULTI-TONE AREA OF THE DOCUMENT CHANGES COLOR GRADUALLY AND EVENLY FROM DARK TO LIGHT WITH DARKER AREAS BOTH TOP AND BOTTOM.

TRANSCRIPT

Page 1 of 2

Ma L. Summers
3723 W Stark Apt 2
Milwaukee, WI 53209

ID Number: 0234325

Birth Date: 07/12/59

Course	Title	Grd	Repeat	Credits Att	Credits Cmpt	Grade Points	Course Dates	Credit Type	Notes	
HUMSVC 101	Introduction to Human Services	B		3.00	1.00	9.00000	01/22/01-05/19/01			
HUMSVC 144	Ethics-Human Svcs Professions	B		3.00	3.00	9.00000	01/17/01-05/18/01			
PSYCH 231	Introductory Psychology	C		3.00	3.00	6.00000	01/18/01-05/18/01			
ENG 201	English I	A		3.00	1.00	12.00000	01/17/01-05/18/01			
Term SP2001 Totals:				12.00	12.00	36.0000	GPA = 3.0000			
Cumulative Totals:				12.00	12.00	36.0000	GPA = 1.0000			
HUMSVC 142	Understanding Diversity	A		3.00	3.00	12.00000	08/28/01-12/18/01			
HUMSVC 103	Group Work Skills	B-		3.00	1.00	9.75000	08/28/01-12/18/01			
ENG 202	English 2	A		3.00	3.00	12.00000	08/27/01-12/20/01			
SOCSCI 203	Introduction to Sociology	B-		1.00	3.00	8.25000	08/27/01-12/20/01			
Term FA2002 Totals:				12.00	12.00	42.0000	GPA = 1.5000			
Cumulative Totals:				24.00	24.00	78.0000	GPA = 3.2500			
HUMSVC 102	Prin of Interviewng & Rcordkeep	B-		3.00	3.00	8.25000	01/17/02-05/16/02			
HUMSVC 114	Prin/Pract-Community Organiztn	A-		3.00	3.00	11.25000	01/17/02-05/16/02			
VC 118	Introduction to Gerontology	A		3.00	3.00	12.00000	01/28/02-05/20/02			
HUMSVC 121	Family Issues and Intervention	A-		3.00	3.00	11.25000	01/28/02-05/20/02			
Term SP2002 Totals:				12.00	12.00	42.7500	GPA = 1.5625			
Cumulative Totals:				36.00	36.00	120.7500	GPA = 3.3542			
DEVDIS 127	Intro to Dvlpmntl Disabilities	A		3.00	3.00	12.00000	06/17/02-07/25/02			
SOCSCI 217	Valuing Diversity	B-		1.00	3.00	8.25000	06/17/02-07/26/02			
Term SU2003 Totals:				6.00	6.00	20.2500	GPA = 3.3750			
Cumulative Totals:				42.00	42.00	141.0000	GPA = 3.3571			
HUMSVC 115	Methods of Social Casework	B-		1.00	3.00	8.25000	08/29/02-12/19/02			
HUMSVC 105	Introduction to Counseling	A		1.00	3.00	12.00000	08/29/02-12/19/02			
ACDA 109	Issues: Alchism-Othr Drug Abus	B+		3.00	1.00	9.75000	08/28/02-12/18/02			
NATSCI 220	Intro to Nutritional Science	B		1.00	3.00	9.00000	09/01/02-12/19/02			
SOCSCI 204	Marriage & Family	B		3.00	3.00	9.00000	08/26/02-12/19/02			
ECON 195	Economics	B		3.00	3.00	9.00000	08/26/02-12/16/02			
Term FA2003 Totals:				18.00	18.00	57.0000	GPA = 3.1667			
Cumulative Totals:				60.00	60.00	198.0000	GPA = 3.3000			
MATH 182	Mach Applctns Using Cpr Techn	C		2.00	2.00	4.00000	01/22/03-05/21/03			
HUMSVC 104	Advanced Field Experience	A		8.00	8.00	12.00000	01/27/03-05/19/03			
Term SP2003 Totals:				10.00	10.00	16.0000	GPA = 1.6000			

Academic Summary: Total Undergraduate including
Advanced Standing, Military Credit, ByPass, Special,
CLEP and Scholastic Amnesty.

Sarah J. Brown
Milwaukee Campus
Registrar

COMPLETED AUG 23 2004

THE BACK OF THIS DOCUMENT CONTAINS AN ARTIFICIAL WATERMARK - HOLD AT AN ANGLE TO VIEW

OFFICIAL TRANSCRIPT ONLY IF REGISTRAR'S SIGNATURE EMBOSSED COLLEGE SEAL AND DATE ARE AFFIXED. THE BACK OF THIS DOCUMENT HAS A COLORED BACKGROUND ON WHITE PAPER.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT PROVIDES THAT THIS INFORMATION IS NOT TO BE RELEASED TO ANY OTHER PERSON OR ENTITY WITHOUT WRITTEN CONSENT OF THE STUDENT.

MILWAUKEE AREA TECHNICAL COLLEGE

THIS AUDITON IS A PART OF THE EQUIPMENT CHANGES TO OUR GRADUALLY AND EVEN BY FROM DARK TO LIGHT WITH DARKER AREAS BOTH TOP AND BOTTOM.

08/23/04

TRANSCRIPT

Page 2 of 2

Sylvia L. Summers
 3723 W Stark Apt 2
 Milwaukee, WI 53209

ID Number: 0234325

Birth Date: 07/12/59

Course	Title	Grd	Repeat	Credits		Grade	Points	Course Dates	Credit Type	Notes
				Att	Cmpt					
Cumulative Totals: 70.00 70.00 234.0000 GPA = 3.3429										
TOTALS: CRED ATT = 70.00 CRED CPT = 70.00 GRADE PTS = 234.0000 GPA = 3.3429										

AAS - Associate of Applied Science Degree Awarded on 05/22/2003
 Program: Human Service Associate

Academic Summary: Total Undergraduate including
 Advanced Standing, Military Credit, ByPass, Special,
 CLEP and Scholastic Amnesty.

Sarah J. Brown

Milwaukee Campus
 Registrar

COMPLETED AUG 2 '04

THE BACK OF THIS DOCUMENT CONTAINS AN ARTIFICIAL WATERMARK. HOLD AT AN ANGLE TO VIEW.

OFFICIAL TRANSCRIPT ONLY IF REGISTRAR'S SIGNATURE EMBOSSED COLLEGE SEAL AND DATE ARE AFFIXED. THE FACE OF THIS DOCUMENT HAS A COLLEGE BACKGROUND ON WHITE PAPER.

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT PROVIDES THAT THE COLLEGE WILL NOT DISCLOSE TO ANY OTHER PERSON OR AGENCY INFORMATION CONCERNING THIS STUDENT.

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
09/23/2005

Order Number 982819
Name SYLVIA SUMMERS
Date of Birth 07/12/1959
Sex FEMALE
SSN
Race BLACK
Alias

The response is based on a search using the identification data supplied. Searches based solely on name and non-unique identifiers are not fully reliable. The CIB cannot guarantee that the information furnished pertains to the individual you are interested in.

No criminal history found.

Attachment S

King's Academy School

2010/2011 Parent/Student Handbook

7798 N. 60th • Milwaukee, Wisconsin • (414) 371-9100 • FAX (414) 371-9200

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Dear Parents/Guardians:

We would like to express our sincere gratitude for you selecting King's Academy School as the institution of your choice. It is our desire to partner with you in the formulation of good values coupled with high academic standards to bring out the best in your child. Our holistic approach will seek to educate the whole person by nurturing both the mind and spirit.

Our core belief that every child can learn compels the faculty and staff to strive for academic excellence for every student. It is through this level of dedication and purposed delivery that we hope to produce our leaders for tomorrow.

We encourage your participation in this process for we alone cannot accomplish this task. We believe together we can bring to fruition our collective hopes and dreams for every child that enters our doors.

Thank you again for choosing King's Academy School.

We remain committed to this cause.

Pastor John & Marilyn McVicker, Sr.

INTRODUCTION

Welcome to King's Academy School! This handbook was designed to acquaint you with your school's policies, programs, and procedures. Please call the school's office if you have any questions concerning the enclosed information.

We welcome your ideas and /or comments!

GOAL

The goal of King's Academy School is to improve the quality of children's academic education by providing a well rounded, rigorous academic program. We will:

1. Assist parents in preparing children to reach their full potential.
2. Provide a strong literacy program that will enhance the quality of learning in all academic areas.
3. Provide opportunities for children to apply their academic skills in everyday life situations.

VISION STATEMENT

Our vision is to partner with parents to instill values and high academic standards in their children. We will strive to use a holistic approach to educating them.

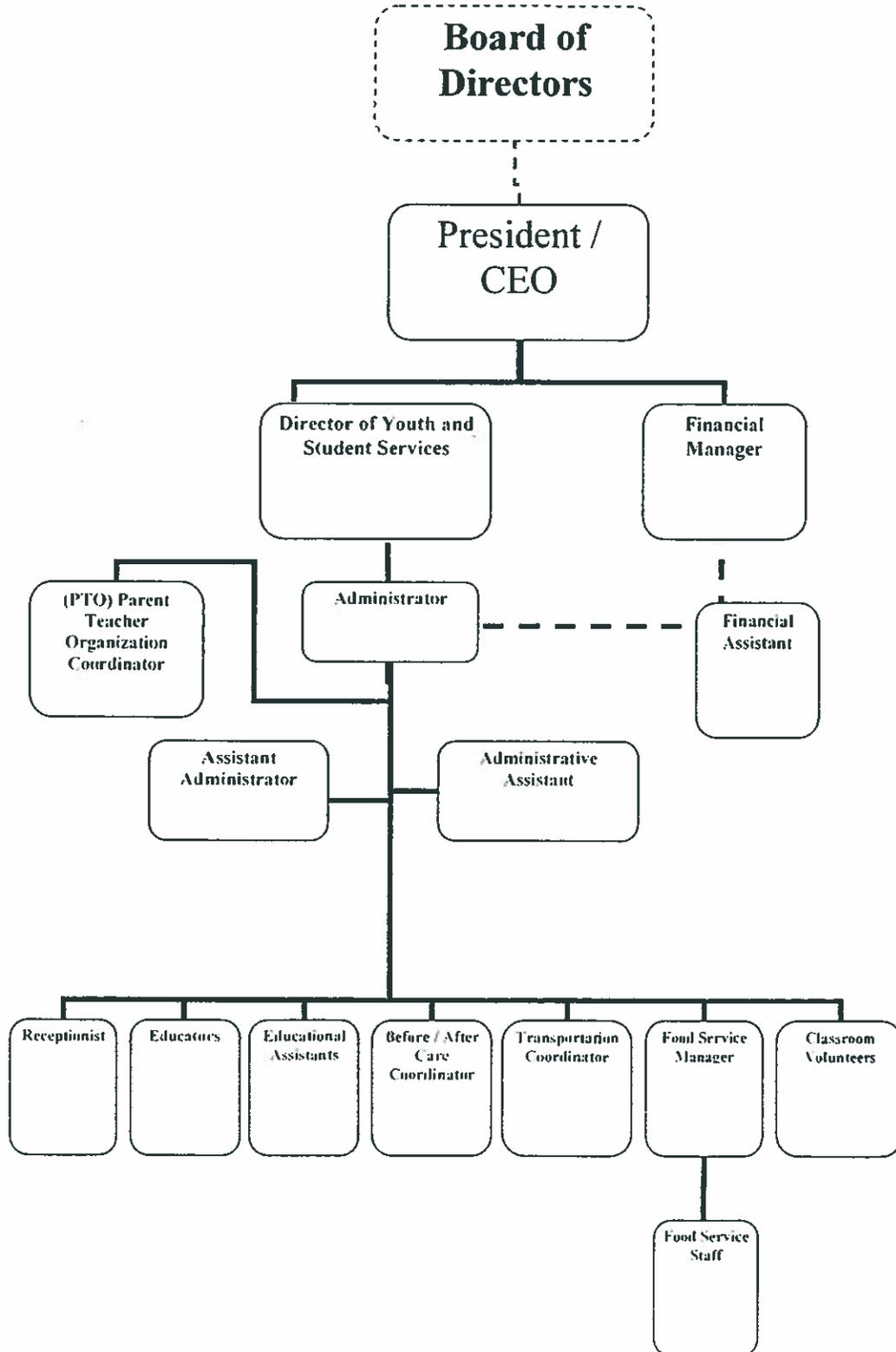
PHILOSOPHY

At King's Academy School we believe that all children can learn and should be in an educational and nurturing environment.

MISSION

The mission of King's Academy School is to educate all children by promoting academic excellence with a curriculum that will motivate, educate and elevate them to become productive citizens.

Organizational Chart 2010/2011



ADMISSIONS POLICY

King's Academy accepts and serves all students regardless of race, ethnicity, socioeconomic status, sex, religion, national origin, pregnancy, sexual orientation, physical, emotional or learning disability and all other At-Risk students. The following information is the admission requirements as described in the Parent/Student Handbook.

King's Academy's open enrollment period is in January. If there are more applicants than available seats, as of January 31st, a lottery will be held on February 15th to fill the seats. After that time, the school will accept applications for the coming school year through September based on available seats. Students will have one week from the first day of school to guarantee their seat. After that it will be given to a student on the waiting list. Seats for the current school will be filled in January from the waiting list. Applications are accepted anytime, however, after September 17, 2010 student will not be placed in a classroom until January and after January 14, 2011 they will be placed on a waiting list for the following year. Students with siblings enrolled at the school or students that are returning to the school may be given preference for admission.

King's Academy accepts all students regardless of race, ethnicity or socioeconomic status. The following information is required for admissions.

- All day K4 students must be four years old by September 1.
- All day K5 students must be five years old by September 1.
- Signed copy of the current parent contract.
- Completed emergency contact card
- Update immunization and health records
- Records from previously attended schools (Parents may review their child's records upon request to the office).

Parents are expected to fully participate in the school's activities and have an understanding of its philosophy and goals.

COMMUNICATION

At King's Academy, we believe that direct communication between parents and teachers promotes understanding. Problems can be solved for the benefit of all, when brought to the appropriate source and discussed with the people involved.

Regular conferences are provided, but teachers or parents may set up additional time when needed. The answer to questions or problems is as near as the telephone. Please call the school when a question arises. Messages may be left for teachers who will contact you at their earliest convenience. Parents wishing to meet with a teacher should make prior arrangements. Teachers are not available during class time. If parents are having a problem with a particular student, other than their own child, they should address the problem through the staff and not directly with the student. The principal is also available for scheduling conferences.

Note: Information is communicated to the Parents or Guardians only.

PARENT EXPECTATIONS

Parents receive the authority and responsibility for the education of the child. The school is an outreach or an extension of the home; therefore, it is vital that the philosophy of the home and school be the same if we are going to be effective in educating our children. "It takes an entire village to raise a child!"

Parents are not required to escort children into the school in the morning and sign the Daily Log but, parents must come into the building to sign their children out in the afternoon. Parents expecting their child to complete certain activities, i.e. homework, are responsible for making those arrangements with their child. The staff is not able to oversee such parental responsibilities.

RIGHTS OF PARENTS AND STUDENTS

Parents:

- Are always welcome to visit the school for observation or as a volunteer as long as there is no disruption of the school program.
- Are always welcome to make suggestions or voice opinions by way of the Suggestion Box, the principal, or teaching staff.
- Are always welcome to speak with the child's teacher concerning student progress or the need for improvement. You are encouraged to do so by scheduling a conference with the teacher. All meetings and visitations require scheduling and sign in of parents prior to meeting teachers.

Students:

YOU ARE A CHILD.

YOU ARE CAPABLE AND LOVABLE.

YOU ARE TEACHABLE. THEREFORE, YOU CAN LEARN.

YOU CAN DO ANYTHING.

YOU WILL RESPECT YOURSELF AND OTHERS.

YOU WILL BE THE BEST YOU CAN BE EACH DAY.

YOU WILL NOT WASTE TIME BECAUSE IT IS TOO VALUABLE. AND YOU ARE TOO PRECIOUS AND BRIGHT.

YOU ARE A CHILD.

VOLUNTEER OPPORTUNITIES AND RESPONSIBILITIES

All parents are asked to render 40 hours or more of volunteer time per academic year, i.e., in school, field trips, and other activities.

SCHOOL PROCEDURES

School Entrance/Exit

For the safety of those in the school, doors will remain locked during the school day. Parents and visitors should enter through the Parking Lot and South entrance only. **Do not use circular drive.**

Attendance Policy

The responsibility for regular school attendance is the student's parent(s) or guardian(s). It is expected that children will be in school every day that is scheduled throughout the year, to ensure academic success.

It is the responsibility of the parent to contact the school office to report all absences and the reasons for the absence. When reporting an absence, parents should call the school office at 371-9100. And speak to the secretary. Calls should be made to the office between 7:30 a.m. and 8:30 a.m.

Students who are absent from school without acceptable excuse for part or all of 5 or more days in which school is held during a school semester is considered "Habitual Truant" according to WI Statute 118.16. Parents are subject to legal action if their child(ren) is Truant. According to WI 118.15 School attendance

Absences

Excessive absences affect a student's grades and could place his/her promotion in jeopardy. It is vital that family vacations be planned to coincide with school vacations. The following policies regarding student absenteeism will be in effect:

1. Sickness for less than three days requires only a written doctor's verification. Exceptions to this will be childhood diseases. Parents should send a note the day the child returns, even if the child was sent home from school sick.
2. Absence due to death in the immediate family will be excused.
3. "Special Excuses" are excused by approval of the administration for reasons such as doctors' appointments or extended illnesses.

4. When it becomes necessary for the parent to take a child out of class for doctor's appointments or other reasons, the release of the child must be made through the office. The student should bring a note from home to the office, and the office will issue a pass to leave school. The parent should then meet the child at the office at the designated time. If the student returns later that day, he reports to the office again to sign in.
5. Absences other than for sickness or emergencies will not be excused. Class work missed due to unexcused absences may or may not be accepted.
6. Any special circumstances must be brought to the administration's attention in advance and are subject to their approval.

Tardiness

Promptness in life is an extremely important trait to develop. The following procedures will be used to aid the student in the development of this habit. If a child is tardy for two hours or more, he/she is considered absent for a half day. Unavoidable delays such as car trouble, traffic jams, etc. will be excused and work missed may be made up. All other tardies such as oversleeping will be unexcused. Test and quizzes missed during unexcused tardies may or may not be made up and could result in a grade of zero. Because of the added work and pressure caused by student absenteeism and tardiness, the full support and cooperation of parents in this area will be greatly appreciated. All tardies will be recorded on the report card.

When a student is tardy to school, he/she will report to the office. A tardy will only be marked excused if a parent has had contact with the office prior to or at the time of arrival. A pattern of tardiness on the part of the student will be brought to the attention of the parents. If the problem continues, the following 3 steps will be implemented:

1. The parent and administration will meet to discuss the situation and possible solutions.
2. A letter of concern will be given to a social worker
3. Possible contact with DA's office if no solution has been reached

Student Records

All student records will be kept confidential. All records from previous schools should be received as soon as possible.

TRANSPORTATION EXPECTATIONS & RULES

We provide transportation for students. Parents must complete the necessary information and students must follow the rules listed below in order to participate. **Only children who live outside the 2 mile radius of the school are eligible for transportation.**

The bus has a **10 minute window to pick up passengers.** If the bus does not arrive after 10 minutes, please call the school at **414-371-9100.**

Student Expectations and Rules:

- Be obedient
 - Stay seated at all times. Keep aisles clear: keep feet, legs and books out of the aisles.
 - No hands, arms, legs, head, etc. out the window at any time
 - No shouting, on the bus or out the windows
 - **No throwing anything out of windows or in the bus**
 - **No fighting**
 - **No use of profanity or any other inappropriate language**
 - **Respect yourself and others on the bus**
 - No eating, smoking or drinking allowed on the bus
- ❖ *Rules in bold are severe infractions. However, all unsafe actions by students will be reported to the school.*

Parent Expectations:

- Report parent concerns to the transportation coordinator or assistant.
- **Do not enter the bus---Parents are forbidden to board the bus under any circumstances.**
- Have children ready for pick-up on time and at their designated pick-up location **10 minutes ahead of time.**
- Be present to receive your child at drop-off, or inform the school of a designee, who is over 18 that will be present.
- Send your child out as soon as possible to get on the bus. **(THE DRIVER WILL ONLY WAIT 2 MINUTES MAXIMUM AT ONE LOCATION EVEN IF YOU SEND THEM OUT ONE AT A TIME.)**
- Inform the school if your child will not be attending as soon as possible that morning and leave a voice message at **414-371-9100.**
- **Have alternate transportation if your child(ren) is suspended or expelled from the bus.**

If MPS is closed for inclement weather, King's Academy will also close or at its discretion. Please listen to your local news channels.

Transportation Disciplinary Procedures

Breaking Rules will result in the following consequences:

First time:	Parent contact/notice - Phone call and notice
Second time:	Parent contact/notice - Parent call and notice of one day detention.
Third time:	Parent contact/notice - Parent conference and a two day detention.
Fourth time:	Parent contact/notice - Notice of suspension from the bus for the remainder of the quarter or semester, depending on the severity of the infraction.

The following will result in immediate suspension or expulsion:

If the Student:

- Uses inappropriate language
- Displays disruptive behavior
- Is fighting
- Is disrespectful
- Throwing anything out of the windows (which is unlawful)
- Parent boarding the school bus

There will be warnings that lead to parent/guardian contact for minor behavior problems. and at time there may be rewards to students who obey the rules.

Lunch Program

At King's Academy School students who qualify may participate in the Free and Reduced Hot Lunch Program. Lunch is also provided for those who do not qualify at a minimal cost. Parents of students with food allergies please see page 14. Bag lunches should be brought if the school lunch is not desired.

Lost and Found

Articles left in the school building or on school grounds will be taken to the lost and found area. Students may check in the office regarding lost items. Items left and unclaimed for more than 5 days will be stored in the school storage area. At the end of each month, items will be displayed for claiming. Unclaimed items will be donated to charity.

Parent Visits, Conferences, and School Visitors

Parents are encouraged to visit the school and discuss their child's progress with the teachers. **Please call the school office to arrange a conference before or after school hours to prevent any conflict in the teacher's daily schedule.** Teachers may also wish to schedule special conferences with parents for the purpose of discussing any special problems that the child may have. These conferences may be at a time other than the regularly-scheduled conference days.

Parents are also encouraged to visit classes during the school year. We ask your cooperation in arranging visits so that they do not conflict with the administration of tests or on Friday afternoon. **Visitation is not encouraged during the first six weeks of Kindergarten.** Children are not permitted to bring other children as visitors. Short visits to observe a particular activity are more satisfactory to all concerned than long periods of observation. Visitors are not permitted without prior approval from the school office. All visitors must receive a badge and sign in for all class visits.

SCHOOL UNIFORM POLICY

Please be advised that appropriate uniforms are required daily.

This dress code is intended to establish a standard of appearance for our students. It offers general guidance to assist our students in maintaining a high standard. It is our combined responsibility to continue to rely upon common sense, good judgment, good character and integrity to determine proper dress and conduct. Always consider how your actions and dress will reflect on King's Academy School.

Inappropriate Uniforms

Bracelets	Messages in the hair
Hanging earrings (post earrings ok for girls only)	Tattoos
Sweatshirts	Body Piercings
	Hoodies

❖ Boys are not allowed to wear earrings

Appropriate uniforms for Monday through Thursday are as follows:

Elementary K4-4th grade:

Pants/Shorts/Skirts/Skort: **Navy Blue** (no extra pockets, zippers, drawstrings, or logos)
Tops/Shirts/Polos: **Burgundy/Gold** (no colored trim, logos, extra pockets, or v-necks)
Shoes: All white tennis shoes (any brand) with gum shoe or white soles
Belt: Black to be worn daily (Monday through Friday)
Socks/Tights: white or navy (solid, with no designs or patterns)

Middle School 5th-8th grade:

Pants/Shorts/Skirts/Skort: **Khaki** (no extra pockets, zippers, drawstrings, or logos)
Tops/Shirts/Polos: **Burgundy/Gold** (no colored trim, logos, extra pockets, or necks)
Shoes: All white tennis shoe (any brand) with gum shoe or white soles
Belt: Black to be worn daily (Monday through Friday)
Sweaters - pullover or button: beige, red, white, navy

THERE ARE NO EXCEPTIONS TO THE RULES, THIS IS SCHOOL POLICY

Consequences:

A note will be sent home when the dress code is violated.
Elementary students can lose recess after the third violation and all students are subject to lose field trip privileges as well as serve an in house detention. After the third violation a meeting will be scheduled between the student, parent and administration.

Dress Down Fridays: Contingent upon adherence to the upholding of the dress code policy children may dress in casual attire on Fridays. All bottoms must be clean, free of rips, tears and holes. All tops require sleeves. All sports jerseys will require a T-shirt underneath. For safety reasons, sandals are not allowed. Any clothing with obscenities will result in a call to the parent for a change of clothing. Always consider how your actions and dress will reflect on Christ and King`s Academy School

POLICIES AND PROCEDURES

HEALTH: If there is any question of whether or not to keep a child home because of illness, please keep in mind that children learn very little when they do not feel well. In addition, many children`s diseases are easily transmitted. Therefore, when your child contracts a communicable disease, the school should be notified and a doctor`s release form presented when the child returns to school.

Parents should notify the school with proper medical documentation from the child`s physician regarding any pertinent health data such as allergies (including food), seizures and any physical problem which prohibits the child from full participation in school activities. If a student cannot participate in regular play, a note from the parent and a doctor`s verification should be sent to the school office. *In cases of minor accidents, first aid, limited to cleaning and applying band aids/ice, will be administered. **A nurse is on staff, who is CPR and First Aid trained and certified.***

In cases that appear serious, every effort is made to carry out the instructions on the Emergency Card. The school will transport seriously ill or injured students using 911 and the Milwaukee Paramedics.

If a child becomes ill or injured during the school day, parents will be notified and will be responsible for making provisions for taking the sick child home.

If your child needs to take cough drops, aspirin, or medication of any kind during the school day, a Medication Consent Form must be turned in to the office along with the medication, which will be kept in the school office. Older students who keep asthma inhalers on their person must have a completed Medication Consent Form on file in the school office. Additional forms are available in the office. Parents' requests for the administration of medication should be written and should include times and amounts. Confirmation of medication being given will be kept in the office. Excess medication will be sent home with the student.

Current Medication Policy and Procedure

Parents of children at King's Academy must give any substances used for medication to the secretary or teacher immediately upon arriving at school. These medicines are to be properly labeled.

1. Complete a Medication Consent Form.
2. If the student is to take a prescribed drug, it is required that, in addition to the parental consent required in #1 above, written instructions from the physician, dentist, or podiatrist who prescribed the drugs must be provided.
3. All drugs, except those needing refrigeration will be stored in the school office. They must be in properly labeled bottles which include the name of the students, the name of the physician, the name of the drug, and the dosage to be given.
4. Administrative staff will administer the medication.

As a matter of policy, King's Academy School will adhere to the following guidelines:

1. Medical Records of all students shall remain confidential except as may be required by law.
2. Care will be taken to limit disclosure of medical information to those personnel who have a "need to know" in order to properly care for the student and limit or control the spread of the disease.

EMERGENCY INFORMATION: In case of an emergency, each student is required to have an emergency form completed and on file at the school with current phone numbers and addresses.

SCHOOL CLOSING PROCEDURES

In case of unusually inclement weather or other special conditions, the closing of King's Academy will be announced on local area television stations. King's Academy will close for inclement weather whenever Milwaukee Public Schools close or at our discretion.

ENROLLMENT POLICY

RE-APPLY: STUDENTS MUST REAPPLY EACH NEW SCHOOL YEAR. No student who has been expelled will be readmitted to King's Academy until two full semesters have elapsed. Any exceptions to re-enrollment will be made by administrative staff.

RETENTION POLICY

Throughout the school year teachers will inform parents of their child's progress or lack thereof. When there is a possibility that the student would be retained, the teacher will inform the parents in person and/or by letter detailing the basis of the decision. Every effort will be made to prevent retention.

WITHDRAWAL POLICY

Students must be formally withdrawn from King's Academy before any records will be transferred to another school. The school office should be notified three days in advance of the withdrawal and a withdrawal form completed. Students must return all school-owned materials to the teacher who checked out these items. The parents are responsible for full payment of all charges through the calendar month that the withdrawal is made. Records will not be released and transcripts will not be sent until all payments are received.

EDUCATIONAL PROGRAM

King's Academy School's curriculum provides excellence in education. The curriculum addresses each student based on their individual academic needs. Information is presented in numerous ways, offering students multiple options for success. The materials are academically sound and promote effective teaching and learning. Supplementary material is also utilized to provide a well rounded educational program.

ACADEMIC POLICY

Homework is given for several purposes:

For Drill: We believe that most students require solid drilling to master material essential to their academic progress.

For Practice: Following classroom explanation, illustration, and drill on new ways, homework is given so that the material will be mastered.

For Remedial Activity: As instruction progresses, various weak points in a student's grasp of subject matter becomes evident. Homework, following instruction, is given to overcome such difficulties.

Special Projects: Book reports, compositions, special research assignments and projects are some of the activities that are frequently the subject of homework attention.

Homework

While the parents may oversee the child's work, or explain work when necessary, the child must do the work. Each student is to do his/her own work. Copied work from another source will be considered cheating.

All work must conform to the requirements of the teacher as to paper style, use of pen or pencil, correction of errors and neatness.

King's Academy School's website is available for homework access.

REPORT CARDS, PROGRESS REPORTS AND OTHER ASSESSMENTS

The purpose of our reporting system is to give parents and pupils an indication of the pupil's progress. Each child's ability, attitude, and application are taken into account.

Because we are a school concerned with progress as related to potential, we evaluate students in terms of their individual competency. Assessment is related to the student's individual learning rate, helping each to develop fully. Students are involved as much as possible in their own evaluation. Testing is used as one of many evaluation tools. Results are shared with the parents.

NOTE: Report cards will not be released at the end of the year unless all school bills have been paid in full. Likewise, academic records will not be released to another school unless the entire school account has been cleared.

PARENT-TEACHER CONFERENCES

In order for the parents to know first hand of their child's progress, there will be at least one conference period each semester in addition to written reports. Your cooperation when your child's teacher tries to establish an appointment for your conference will greatly benefit your child. Parents are urged to ask for conferences at any time that they feel it is necessary. The teachers welcome such opportunities.

ANNUAL AWARDS PROGRAM

At the completion of the year, all students are recognized for their achievements during the school year.

**King's Academy School
DISCIPLINARY POLICY**

GUIDANCE AND DISCIPLINE

To help children to succeed in school, we would like the cooperation of all parents. All students must engage in respectful behavior. We will provide a school environment that is peaceful and safe. Love and respect for oneself and others is of the highest priority.

DISCIPLINARY PROCEDURES CHECKLIST

**1. STUDENTS WILL BE ENGAGED IN ON TASK BEHAVIOR AT ALL TIME.
(CLASSROOM)**

Rationale: Enable students to function in society and to fulfill their potential to the best of their ability.

- A. I will work quietly in class at all times.
- B. I will complete assignments on time!
- C. I will bring needed materials.
- D. I will leave electronic games, cellular phones, sports cards, toys, and walkman radios at home, along with all other non-school materials.

CONSEQUENCES/INTERVENTION:

1. Verbal warning
2. Isolation/Time Out in classroom
3. Consequences in the class.
Example: Loss of privileges:
 - a. Recess
 - b. No snack
 - c. Field trips

Responsibility paragraph: Confiscate Item (after verbal warning): Remove from classroom setting (classroom exchange) Do not allow students to be alone in hallway. etc.

4. Contact parent: Teacher/Educational Assistant
 - a. Phone call - log contact made
 - b. School note - must be signed and returned
5. Refer to Administrator with Office Detention Form

* Emergency contact cards must be kept up to date.

** If unable to contact parents, a pending suspension will be given automatically.

2. STUDENTS WILL EXERCISE CARE AND CAUTION WHEN INTERACTING WITH OTHERS AS WELL AS WITH THEMSELVES AND CONDUCT THEMSELVES IN AN ORDERLY MANNER. (CLASSROOM AND HALLS)

RATIONALE: Enable students to lead a healthy and productive life, while instilling that society has rules and regulations one must follow.

- A. I will use the five C's when dealing with others... common sense, care, courtesy, cooperation, and consideration.
- B. I will walk in the halls quietly with hands behind my back.
- C. I will refrain from using profanity and I will ignore negative comments.
- D. I will walk away from fighting.
- E. I will keep my hands and feet to myself.
- F. I will refrain from throwing objects.
- G. Inform teacher of misconduct in bathroom/hallway

CONSEQUENCES/INTERVENTION:

1. Verbal warning
2. Inform teacher of misconduct in bathroom/hallway
3. Isolation
4. Consequences in the classroom:
 - a. Practice desired behavior
 - b. Loss of privileges
 - c. Responsibility paragraph
5. Contact parent by Teacher/Educational Assistant
 - a. Phone call and document
 - b. School note must be signed and returned
 - c. Inform Principal

* Emergency contact cards must be kept up to date.

** If unable to contact parents, a pending suspension will be given automatically.

3. STUDENTS WILL EXERCISE CARE AND CAUTION WHEN INTERACTING WITH OTHERS AS WELL AS WITH THEMSELVES AND CONDUCT THEMSELVES IN AN ORDERLY MANNER. (LUNCHROOM/PLAYGROUND)

Rationale: Enable students to lead a healthy and productive life, while instilling that society has rules and regulations one must follow.

- A. I will use the Five C's when dealing with others... common sense, care, courtesy, cooperation, and consideration.
- B. I will refrain from using profanity and I will ignore negative comments.
- C. I will walk away from fighting
- D. I will enter and exit the lunchroom quietly with hands behind my back.
- E. I will eat quietly in the lunchroom.
- F. I will not throw food.
- G. I will use proper etiquette in lunchroom.

Consequences/Intervention:

1. Verbal warning
2. Student will go to the end of the line or will sit at the time out table
3. Detention room (Lunchroom/Playground)
4. Eat lunch late.

Disciplinary Policy

Intervention Prior to Demerits:

1. Verbal Warning (Elementary and Middle School students)
2. Isolation/"Time Out" in the classroom (Elementary students only)
3. Demerit points are given if necessary. (Upon second occurrence for Middle School students)

Demerit System

- 5 Disrespect
- 5 Disobedience
- 5 Destruction of Property
- 5 Loitering
- 5 Horse-playing, Fighting
- 5 Derogatory Remarks (Swearing), Arguing
- 3 Dress Code Violation
- 3 Inappropriate Physical Contact
- 3 Gum Chewing
- 3 Eating Without Permission
- 3 Littering
- 3 Throwing Paper or Other Objects
- 3 Tardiness
- 3 Unnecessary Noise or Talking without Permission
- 3 Disrupting class
- 3 Passing Notes in Class
- 3 Working on Unrelated Materials
- 3 Attending Class Unprepared

Point infractions will result in point accumulation with the following consequences

7 Points	Serve ½ Hour Detention
25 Points	Parents are Contacted
50 Points	One Day Suspension
75 Points	Three Day Suspension
100 Points	Meet with the School Board and Face Possible Expulsion

The accumulation of points begins with each new quarter. All points are included toward detention and possible suspension.

To keep all parents / guardians informed, a copy of the demerits received will be sent home on the day of the occurrence.

If no infraction occurs after two weeks, five points will be deducted from the students' detention accumulation, with three points deducted each week thereafter. All points, including deducted points count toward the semester total.

Double points will be assessed during the **last two weeks** of school.

SEVERE RULE INFRACTIONS

If accused of the following expulsion behaviors:

1. Possessing a weapon
2. Assault of adult
3. Sexual Assault
4. Possessing drugs and/or drug paraphernalia
5. Possession of Pornographic materials: computer generated, paperback or other paraphernalia
6. Assault of any person with clear intent to harm.

The following steps may occur:

1. Contacting all parents of students involved to inform them of the in-house investigation and that the police authorities may be called.
2. Suspension of the accused student until the investigation is complete.
3. Determine if expulsion is necessary.
4. If the police are involved, allow them to further investigate.

ALL DISCIPLINARY CONFERENCES OR CONCERNS WILL BE HELD IN THE OFFICE. NOT IN THE TEACHERS CLASSROOM.

SUSPENSION AND EXPULSION

If it becomes apparent that for behavioral reasons, a student can no longer benefit from the environment of King's Academy, the administrator will consult with the staff member involved and call a meeting with the student's parents to inform them of dismissal. The procedure is initiated only after intervention efforts consisting of, but not limited to the guidance and discipline policy.

The principal and faculty/staff members engaged with the student must concur in the decision for dismissal. The decision of the principal and staff is final.

Should any student at King's Academy School be involved in any altercations physical or otherwise outside of the school property, said student may be reprimanded by way of suspension or expulsion if these actions are perceived to continue on school grounds.

PROHIBITED ITEMS AND ACTIVITIES

Students should not bring items such as: recreational or educational toys, candy, gum, music paraphernalia or cell phones to school unless otherwise requested by the teaching staff. If students bring any of the above mentioned items to school, they will be collected by the teacher or other adults (in supervision at the time) and will be returned **only to the parent.**

Any paraphernalia or literature that is associated with drug use, violence i.e. guns, knives/pointed objects, gang activity, sexual activity is expressly prohibited. Students will be expelled if said items are brought to school.

FIELD TRIP PROCEDURES

Occasionally, students will take trips to interesting and educational places as a vital part of the learning process. Good behavior is expected prior to trip in order for the students to participate. The student may be asked to remain at the school if improper behavior has been exhibited and if the parent or guardian cannot accompany them on the trip. Parents will be notified if this is the case. Parents will be notified before hand and must sign a permission slip for the student to go on a field trip. A small fee may be charged to cover expenses. Parents may also be asked to help with chaperoning of various field trips.

BULLYING/HARRASSMENT

Bullying and harassment will not be tolerated by any student. Said infractions could be the following: student to student or student to teacher. Any comments that violate another person's race, color, sexual orientation can result in the suspension or the expulsion of the student.

According to the 2003 WILR 1213 Wisconsin Law Review, the definition of **bullying** is the behavior where "one or more individuals inflict physical, verbal, or emotional abuse on another." Peer harassment includes repeated exposure to negative teasing or peer rejection. This behavior is not harmless teasing. Rather, it is persuasive and prolonged abusive behavior whereby the **bully** takes pleasure in the distress of the victim and also derives power over the victim by inflicting abuse.

The impact of emotional harm from **bullying**, the interference of **bullying** with academic achievement, and the long-term psychological effects of **bullying** are areas of legitimate concern for school districts because the public considers school districts to be responsible for the well-being of all students—who are both the speaker and the targets of speech.

PARENT & TEACHER ORGANIZATION (PTO)

King's Academy Parent and Teacher Organization will provide an opportunity for parents to be more involved in school programs, ask questions of teachers and administration, and offer suggestions which will provide improvements of existing programs or initiate new ones.

A major role of the PTO is to organize fund-raising activities.

PTO MISSION

- 1) Share your family's culture, values, and parenting practices with your child's school.
- 2) Let school staff know your availability to volunteer (days, times, and how often) and indicate the best way to give you information (phone, e-mail, notes, etc.)
- 3) Provide volunteer consulting services to school staff in your area of expertise.
- 4) Supervise and coordinate evening or weekend volunteer activities at school.
- 5) Work with school staff and teachers to develop volunteer activities at school.
- 6) Help your school develop a directory of social and community services, and a directory of volunteers that can be distributed to parents, school staff, and administrators.
- 7) Share your child's strengths, talents, and interest with your child's teacher.
- 8) Attend parent/teacher meetings with specific questions you want to ask.
- 9) Address concerns or questions honestly, openly, and early on.
- 10) **ATTEND PTO or PARENT MEETINGS REGULARLY.**

BEFORE AND AFTER SCHOOL PROGRAMS

We provide child care for children, both before and after school hours. Parents who need this kind of care for their children should make arrangements with the administrative office. Children are not allowed on the school grounds without adult supervision before or after school hours.

The Before/After School guidelines are as follows:

The before care program begins at 7:00 a.m. at no charge. All children will receive an identification number and will be electronically scanned in. Aftercare will be provided between the hours immediately following the end of the school day at no charge until 5:30 p.m. unless participation warrants otherwise. An aftercare enrollment form must be completed before the student can participate in the after school program. Parents must sign students out after school daily. Notification is required if someone other than individuals listed on the authorization form will be picking up the student.

Note: If your child is picked up after 5:30 p.m., you will be charged a flat rate of \$20.00. Bills will be generated every Monday and due dates will be stated on the bill. Checks can be made payable to King's Academy School.

If you become 2 or more weeks delinquent with your payment and/or habitually late, your child will be suspended from the after care program. The student must be picked up no later than 2:50 p.m. until your account is brought current and a conference with administration is held.

Before and Aftercare Disciplinary Rules/Steps

All students are expected to behave appropriately and shall follow all school rules as set forth in the handbook. The same school disciplinary rules also apply to the before and aftercare program.

First occurrence - Parent contact/verbal warning

Second occurrence - Parent contact/written notice of 1 day suspension

Third occurrence - Parent contact/written notice of 2 day suspension

Fourth occurrence - Parent contact/written notice of expulsion from the aftercare program

In the event that a student is suspended from aftercare, he or she must be picked up no later than 2:50 p.m. If the parent refuses to comply to this rule, he or she will be charged a flat rate of \$20.00.

King's Academy reserves the right to skip a step in the order for disciplinary action if the severity of the action warrants a more aggressive progression.

EXTRA CURRICULAR ACTIVITIES

King's Academy will offer boys and girls basketball as well as track during the 2008-2009 academic school year.

Extra Curricular Requirements

The following are the requirements for students who are interested in participating in any extracurricular activity sponsored by King's Academy School. Each student must adhere to the following:

Students must adhere to the following in order to be considered to try out:

- Must dress for every gym session and participate.
- Must maintain a 2.5 grade point average for each school quarter participating.
- Must display good behavior in school, after school, and at home.
In the event the student makes the team, he or she must do the following or face being removed from the team:
 - Must attend all practices.
 - Must have good attendance in school.
(Less than 5 absences per quarter)
- Must display leadership skills.
- Must be willing to work and play with others
- Must display excellent listening skills.
 - Must be a team player. There is no "I" in "team."
 - If scheduled practices are missed, the student cannot participate in the upcoming event.
 - If the student misses 4 practices total, he or she will be dismissed from the team.
 - All students must dress appropriately for practice. (Sweatpants, Shorts, t-shirts and gym shoes. (NO JEANS OR SKIRTS FOR THE GIRLS)

All practices will be scheduled after school at 3:00p.m. - 4:30p.m.

The following lists of infractions are grounds for immediate removal from the team.

- NAME CALLING
- SWEARING
- FIGHTING BEFORE/DURING/AFTER SCHOOL
- SCHOOL SUSPENSIONS
- POOR SPORTSMANSHIP

SEARCH AND SEIZURES

Locker Searches

School lockers are the property of King's Academy School. At no time does King's Academy relinquish its exclusive control of lockers provided for the convenience of students. School authorities for any reason may conduct periodic general inspections of lockers at any time, without notice, without student consent, and without a search warrant. King's Academy will follow the guidelines as set forth in the Wisconsin State Statute regarding locker searches.

Wisconsin State Statute 118.325 Locker Searches

An official, employee or agent of a school district may search a pupil's locker as determined necessary or appropriate without the consent of the pupil, without notifying the pupil and without obtaining a search warrant if the school's board has adopted a written policy specifying that the school retains ownership and possessory control of all pupil lockers and designating the positions of the officials, employees or agents who may conduct searches and has distributed a copy of the policy to pupils enrolled in the school district.

All of the information provided in this handbook is also available on the King's Academy School website: www.KACS@milw.org

Attachment T

Model Local Educational Agency

Special Education

Policies and Procedures

Revised June 2009

Wisconsin Department of Public Instruction

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Model Local Educational Agency Special Education Policies and Procedures

Preface

As a condition of funding under the Individuals with Disabilities Education Act (IDEA), local educational agencies are required to establish written policies and procedures for implementing federal special education laws. In addition, Wisconsin law requires local educational agencies to establish written policies and procedures for implementing state and federal special education requirements. *Model Local Educational Agency Special Education Policies and Procedures* has been developed to help local educational agencies meet their obligation to establish and implement special education requirements. A local educational agency may establish special education requirements by adopting the model policies and procedures. The document may also be used as a reference tool and for staff development activities to promote understanding of and compliance with special education requirements.

The state special education statutes, subchapter V, chapter 115, Wis. Stats., incorporate the statutory provisions of Part B of the IDEA. Local educational agencies in Wisconsin must also comply with IDEA's regulations. Therefore, the model policies and procedures are derived primarily from Wisconsin special education statutes and IDEA regulations. A small number of policies and procedures are derived from Wisconsin special education rules, chapter PI 11, Wis. Admin. Code. The underlying law can be found by using the following tools:

1. the table of contents to the IDEA Regulations found at 34 CFR Part 300, Vol. 71 Federal Register, No. 156 (August 14, 2006);
2. the table of contents of the state special education statute, Subchapter V, Chapter 115, Wis. Stats.; and
3. the table of contents for the state special education rules, Chapter PI 11, Wis. Admin. Code.

Definitions

For the purpose of these policies, the following definitions apply:

- "Assistive technology device" means any item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of that device.

34 CFR § 300.5.

- "Assistive technology service" means any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device, including all of the following:
 - evaluating the needs of the child, including a functional evaluation of the child in the child's customary environment;
 - purchasing, leasing or otherwise providing for the acquisition of assistive technology devices by children with disabilities;
 - selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing assistive technology devices;
 - coordinating and using other therapies, interventions or services with assistive technology devices, such as those associated with existing education and rehabilitative plans and programs;
 - training or technical assistance for a child with a disability or, if appropriate, the child's family; and
 - training or technical assistance for professionals, including individuals providing education and rehabilitation services, employers or other individuals who provide services to, employ or are otherwise substantially involved in the major life functions of that child.

34 CFR § 300.6

- "Business day" means Monday through Friday, except for federal and state holidays unless holidays are specifically included in the designation of business day.

34 CFR § 300.11

- "Charter school" means a school under contract with a school board under Wis. Stat. § 118.40, or with one of the entities under Wis. Stat. § 118.40(2)(2r)(b), or a school established and operated by one of the entities under Wis. Stat. §§ 118.40(2r)(b), 115.001(1).

- "Child" means any person who is at least three years old but not yet 21 years old and who has not graduated from high school and, for the duration of a school term, any person who becomes 21 years old during that school term and who has not graduated from high school, and includes a child who is homeless, a child who is a ward of the state, county, or child welfare agency, and a child who is attending a private school.

Wis. Stat. § 115.76(3)

- "Child with a disability" means a child who, by reason of any of the following, needs special education and related services:
 - cognitive disabilities;
 - hearing impairments;
 - speech or language impairments;
 - visual impairments;
 - emotional behavioral disability;
 - orthopedic impairments;
 - autism;
 - traumatic brain injury;
 - other health impairments; and/or
 - learning disabilities.

If the local educational agency determines through an appropriate evaluation that a child has one of the impairments listed above but only needs a related service and not special education, the child is not a child with a disability. "Child with a disability" may, at the discretion of the local educational agency and consistent with Department of Public Instruction rules, include a child who, by reason of his or her significant developmental delay, needs special education and related services.

34 CFR § 300.8; Wis. Stat. § 115.76(5)

- "Consent" means:
 - the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
 - the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
 - the parent also understands the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e. it does not negate an action that has occurred after the consent was given and before the consent was revoked).

34 CFR § 300.9

- "Controlled substance" means a drug or other substance identified under schedules I, II, III, IV, or V in section 202(c) of the Controlled Substance Act [21 U.S.C. 812(c)].

34 CFR § 300.530(i)(1)

- "Core academic subjects" means English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history, and geography.

34 CFR § 300.10

- "Day" means calendar day unless otherwise indicated as business day or school day.

34 CFR § 300.11

- "Destruction," as used in the section on confidentiality in these policies, means physical destruction or removal of personal identifiers from information so the information is no longer personally identifiable.

34 CFR § 300.611(a)

- "Division" means the Division for Learning Support: Equity and Advocacy in the Department of Public Instruction.

Wis. Stat. § 115.76(6)

- "Education records" means the type of records covered under the definition of "education records" set forth in the regulations implementing the Family Educational Rights and Privacy Act of 1974. See Appendix.

34 CFR § 300.611(b)

- "Elementary school" means a nonprofit institutional day or residential school, including a public elementary charter school, that provides elementary education, as determined under State law. State law defines elementary grades as including K4-8th grade.

34 CFR § 300.13; Wis. Stat. § 115.01(2)

- "Equipment" means machinery, utilities, and built-in equipment, and any necessary enclosures or structures to house the machinery, utilities, or equipment; and all

other items necessary for the functioning of a particular facility as a facility for the provision of educational services, including items such as instructional equipment and necessary furniture; printed, published and audio-visual instructional materials; telecommunications, sensory, and other technological aids and devices; and books, periodicals, documents; and other related materials.

34 CFR § 300.14

- "Evaluation" means procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs.

34 CFR § 300.15

- "Extended school year services" means special education and related services that are provided to a child with a disability and meet the standards of the State of Wisconsin. These services are provided beyond the normal school year of the local educational agency, in accordance with the individualized education program (IEP), and at no cost to the parents of the child.

30 CFR § 300.106(b)

- "Free appropriate public education" means special education and related services that are provided at public expense and under public supervision and direction, and without charge, meet the standards of the Department of Public Instruction, include an appropriate preschool, elementary or secondary school education; and are provided in conformity with an IEP.

30 CFR § 300.17; Wis. Stat. § 115.76(7)

- "General curriculum" means the same curriculum as for nondisabled children.

34 CFR § 300.320(a)(1)(i)

- "Hearing officer" means an independent examiner appointed to conduct due process hearings under Wis. Stat. § 115.80.

Wis. Stat. § 115.76(8).

- "Highly Qualified Teacher" means that a person has met the Department of Public Instruction's approved or recognized certification, licensing, registration in which he/she is providing special education or related services, consistent with provision 34 CFR § 300.18.

- "Homeless children" has the meaning given the term *homeless children and youths* in section 725 (42 U.S.C. 11434(a)) of the McKinney-Vento Homeless Assistance Act, as amended, 42 U.S.C. 11431 *et seq.* See Appendix.

34 CFR § 300.19

- "Illegal drug" means a controlled substance but does not include such a substance that is legally possessed or used under the supervision of a licensed healthcare professional or that is legally possessed or used under any other authority under federal law.

34 CFR § 300.530(i)(2)

- "Include" means that the items named are not all of the possible items that are covered whether like or unlike the ones named.

34 CFR § 300.20

- "Independent educational evaluation" means an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question.

34 CFR § 300.502

- "Individualized education program" (IEP) means a written statement for a child with a disability that is developed, reviewed and revised in accordance with Wis. Stat. § 115.787, and 34 CFR §§ 330.320 through 300.324.

34 CFR § 300.22; Wis. Stat. § 115.76(9)

- "IEP Team" means a group of individuals described in Wis. Stat. § 115.78 that is responsible for evaluating the child to determine the child's eligibility or continued eligibility for special education and related services and the educational needs of the child; developing, reviewing, or revising an IEP for the child; and determining the special education placement for the child.

34 CFR § 300.23; Wis. Stat. § 115.78

- "Limited English Proficiency" has the meaning given the term in section 9101 (25) of the Elementary and Secondary Education Act (ESEA).
- "Local educational agency," except as otherwise provided, means
 - the school district in which the child with a disability resides,

- when the child attends a nonresident school district under Wis. Stat. § 118.51 (open enrollment) or § 121.84(1)(a) or (4) (tuition waiver), the district of attendance;
- the Department of Health and Family Services if the child with a disability resides in an institution or facility operated by the Department of Health and Family Services; or
- the Department of Corrections if the child with a disability resides in a Type 1 secured correctional facility, as defined in Wis. Stat. § 938.02(19), or a Type 1 prison, as defined in Wis. Stat. § 301.01(5).

Wis. Stat. § 115.76(10)

- "Native language," for individuals with limited English proficiency, means the language normally used by that individual. For children with limited English proficiency, the term means the language normally used by the parents of the child, except that in all direct contact with a child (including evaluation of the child), the term means the language normally used by the child in the home or learning environment. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).

34 CFR § 300.29; Wis. Stat. §. 115.76(11)

- "Nonacademic and extracurricular services and activities" may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities and employment by the public agency and assistance in making outside employment available.

34 CFR § 300.107

- "Parent" means any of the following:
 - a biological parent;
 - a husband who has consented to the artificial insemination of his wife under Wis. Stat. § 891.40;
 - a male who is presumed to be the child's father under Wis. Stat. § 891.41;
 - a male who has been adjudicated the child's father under subch. VIII of ch. 48, under subch. IIX of ch. 767, by final order or judgment of an Indian tribal court of competent jurisdiction or by final order or judgment of a court of competent jurisdiction in another state;
 - an adoptive parent;
 - a legal guardian;
 - a person acting as a parent of a child with whom the child lives;
 - a person appointed as a sustaining parent under Wis. Stat. § 48.428;

- a person assigned as a surrogate parent under Wis. Stat. § 115.792(1)(a)2; and
- a foster parent, if the right and responsibility of all of the aforementioned individuals to make educational decisions concerning the child has been extinguished by termination of parental rights, by transfer of guardianship or legal custody or by other court order; the foster parent has an ongoing, long-term parental relationship with the child; the foster parent is willing to make educational decisions required of parents under special education law; and the foster parent has no interests that would conflict with the interests of the child.

The biological or adoptive parent, when attempting to act as a parent of the child, must be presumed to be the parent unless that person does not have legal authority to make educational decisions for the child.

34 CFR § 300.30(b)

"Parent" does not include any person whose parental rights have been terminated; the state, county, or a child welfare agency if a child was made a ward of the state, county, or child welfare agency under ch. 54 or 880 or if a child has been placed in the legal custody or guardianship of the state, county, or a child welfare agency under ch. 48 or ch. 767; or an American Indian tribal agency if the child was made a ward of the agency or placed in the legal custody or guardianship of the agency.

34 CFR § 300.30; Wis. Stat. § 115.76(12)

"Person acting as a parent of a child" means a relative of the child or a private individual allowed to act as a parent of a child by the child's biological or adoptive parents or guardian, and includes the child's grandparent, neighbor, friend or private individual caring for the child with the explicit or tacit approval of the child's biological or adoptive parents or guardian. "Person acting as a parent of a child" does not include any person that receives public funds to care for the child if such funds exceed the cost of such care.

34 CFR § 300.30(a)(4); Wis. Stat. § 115.76(13)

- "Participating agency," as used in the section on *Confidentiality of Information* in these policies, means any agency or institution that collects, maintains or uses personally-identifiable information, or from which information is obtained, under the Individuals with Disabilities Education Act.

34 CFR § 300.611(c)

- "Personally identifiable" means information that includes the name of the child, the child's parent or other family member; the address of the child; a personal identifier such as the child's social security number or student number; or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

34 CFR § 300.32

- "Parentally-placed private school children with disabilities" are children with disabilities enrolled by their parents in private schools or facilities, including religious schools or facilities that meet the definition of elementary school or secondary school, other than children with disabilities placed or referred to private schools by public agencies.

34 CFR § 300.130

- "Public Agency" includes the State Educational Agency, Local Educational Agency, Cooperative Educational Service Agency (CESA), charter schools operating under Wis. Stat. § 118.40(2r), county children with disabilities education board, and any other political subdivisions of the State that are responsible for providing education to children with disabilities.

34 CFR § 300.33

- "Pupil Records" means all records relating to individual pupils maintained by a school but does not include:
 - notes or records maintained for personal use by a teacher or other person to be licensed if such records or notes are not available to others;
 - records necessary for, and available only to persons involved in, the psychological treatment of a pupil; and
 - law enforcement unit records.

Wis. Stat. § 118.125(1)(d)

- "Record" means any material on which written, drawn, printed, spoken, visual, or electromagnetic information is recorded or preserved, regardless of physical form or characteristics.

Wis. Stat. § 118.125(1)(e)

- "Related services" means transportation and such developmental, corrective and other supportive services (including speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; social work services; school health services; school nursing services designed to enable a child with a disability to receive a free appropriate public education as described in the child's IEP; parent counseling and training; counseling services, including rehabilitation counseling; orientation and mobility services; medical services for diagnostic or evaluative purposes only; and the early identification and assessment of disabilities in children) as may be required to assist a child with a disability to

benefit from special education. "Related services" does not include a medical device that is surgically implanted, the optimization of device functioning, maintenance of the device, or the replacement of such a device. Nothing in this definition limits the rights of a child with a surgically implanted device to receive related services as determined by the IEP Team to be necessary, limits the responsibility of a public agency to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, while the child is transported to and from school or is at school; or prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly.

34 CFR § 300.34; Wis. Stat. § 115.76(14)

In this definition:

➤ "Audiology" includes:

- identification of children with hearing loss;
- determination of the range, nature, and degree of hearing loss including referral for medical or other professional attention for the habilitation of hearing;
- provision of habilitative activities such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation and speech conservation;
- creation and administration of programs for prevention of hearing loss;
- counseling and guidance of pupils, parents and teachers regarding hearing loss; and
- determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid and evaluating the effectiveness of amplification.

➤ "Counseling services" means services provided by qualified social workers, psychologists, guidance counselors or other qualified personnel.

➤ "Early identification and assessment of disabilities in children" means the implementation of a formal plan for identifying a disability as early as possible in a child's life.

➤ "Interpreting services," as used with respect to children who are deaf or hard of hearing, includes oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, and special interpreting services for children who are deaf-blind.

- "Medical services" means services provided by a licensed physician to determine a child's medically-related disability that results in the child's need for special education and related services.
- "Occupational therapy" means services provided by a qualified occupational therapist, and includes:
 - improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
 - improving ability to perform tasks for independent functioning if functions are impaired or lost; and
 - preventing, through early intervention, initial or further impairment or loss of function.
- "Orientation and mobility services" means services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community, and includes teaching students the following as appropriate:
 - spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street);
 - to use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
 - to understand and use remaining vision and distance low vision aids, as appropriate; and
 - other concepts, techniques, and tools.
- "Parent counseling and training" means assisting parents in understanding the special needs of their child and providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP.
- "Physical therapy" means services provided by a qualified physical therapist.
- "Psychological services" includes:
 - administering psychological and educational tests, and other assessment procedures;
 - interpreting assessment results;
 - obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;

- consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observations, and behavioral evaluations;
 - planning and managing a program of psychological services, including psychological counseling for children and parents; and
 - assisting in developing positive behavioral intervention strategies.
- "Recreation" includes:
 - assessment of leisure function;
 - therapeutic recreation services;
 - recreation programs in schools and community agencies; and
 - leisure education.
 - "Rehabilitation counseling services" means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.
 - "School health services" means health services provided by a qualified school nurse or other qualified person that are designed to enable a child with a disability to receive FAPE as described in the child's IEP.
 - "School nurse services" mean health services provided by a qualified school nurse, designed to enable a child with a disability to receive FAPE as described in the child's IEP.
 - "Social work services in schools" includes:
 - preparing a social or developmental history on a child with a disability;
 - group and individual counseling with the child and family;
 - working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
 - mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
 - assisting in developing positive behavioral intervention strategies.
 - "Speech-language pathology services" include:
 - identification of children with speech or language impairments;
 - diagnosis and appraisal of specific speech or language impairments;

- referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- provision of speech and language services for the habilitation or prevention of communicative impairments; and
- counseling and guidance of parents, children, and teachers regarding speech and language impairments.

➤ "Transportation" includes:

- travel to and from school and between schools;
- travel in and around school buildings; and
- specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

34 CFR § 300.34

- "Residential care center for children and youth" means a facility operated by a child welfare agency licensed under Wis. Stat. § 48.60 for the care and maintenance of children residing in that facility.

Wis. Stat. § 115.76(14g)

- "Responsible Local Educational Agency:" as used in the section on children in residential care centers means the local educational agency that was responsible for providing a free, appropriate public education to the child before the placement of the child in a residential care center for children and youth.

Except "responsible local educational agency" means the school district in which the residential care center for children and youth is located if before the placement of the child in a residential care center for children and youth, the children resided in an: institute or facility operated by the department of health and family services; a Type 1 juvenile correctional facility; or a Type 1 prison.

Wis. Stat. § 115.81

- "School day" means any day, including a partial day, that children are in attendance at school for instructional purposes. The term "school day" has the same meaning for all children in school, including children with and without disabilities.

34 CFR § 300.11

- "Scientifically-based research" has the meaning given the term in section 9101(37) of the ESEA. See Appendix.

34 CFR § 300.35

- "Secondary school" means a nonprofit institutional day or residential school including a public secondary charter school that provides secondary education for grades 9-12.

34 CFR § 300.36

- "Serious bodily injury" has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

34 CFR § 300.530(i)(3). See Appendix.

- "Services plan" means a written statement that describes the special education and related services the school district will provide to a parentally-placed child with a disability enrolled in a private school located in the district, including the location of the services and any transportation necessary, consistent with 34 CFR §§ 300.132, 300.137-139.

34 CFR § 300.37

- "Special education" means specially-designed instruction, regardless of where the instruction is conducted, that is provided at no cost to the child or the child's parents, to meet the unique needs of a child with a disability, including:
 - instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings;
 - instruction in physical education;
 - speech-language pathology services, or any other related service, if the service consists of specially-designed instruction and is considered special education rather than a related service under Wisconsin standards;
 - travel training; and
 - vocational education.

The terms in the definition of special education are defined as follows:

- "At no cost" means that all specially-designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to nondisabled students or their parents as a part of the regular education program.
- "Physical education" means the development of:
 - physical and motor fitness;
 - fundamental motor skills and patterns; and

- skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

The term includes special physical education, adaptive physical education, movement education, and motor development.

- "Specially-designed instruction" means adapting content, methodology or delivery of instruction:
 - to address the unique needs of an eligible child that result from the child's disability; and
 - to ensure access of the child to the general curriculum, so that he or she can meet the educational standards within the jurisdiction of the local educational agency that apply to all children.
- "Travel training" means providing instruction, as appropriate, to children with significant cognitive disabilities and any other children with disabilities who require this instruction to enable them to develop an awareness of the environment in which they live and learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work, and in the community).
- "Vocational education" means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.

34 CFR § 300.39; Wis. Stat. § 115.76(15)

- "Supplementary aids and services" mean aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings to enable a child with a disability to be educated with nondisabled children to the maximum extent appropriate.

34 CFR § 300.42, 115.76(16)

- A "transfer pupil with a disability" means a child with a disability under the Individuals with Disabilities Education Act whose residence has changed from a local educational agency in this state to another local educational agency in this state or from a public agency in another state to a local educational agency in this state.

Wis. Admin. Code § PI 11.07

- "Transition services" means a coordinated set of activities for a child with a disability that:

- is designed to be within a results-oriented process that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including:
 - postsecondary education,
 - vocational education,
 - integrated employment (including supported employment)
 - continuing and adult education
 - adult services
 - independent living, or
 - community participation

- is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes:
 - instruction;
 - related services;
 - community experiences;
 - the development of employment and other post-school adult living objectives; and
 - if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

34 CFR § 300.43

- "Universal Design" has the meaning given the term in section 3 of the Assistive Technology Act of 1998, as amended, 29 U.S.C. 3002.

34 CFR § 300.44 See Appendix.

- "Weapon" has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

34 CFR § 300.530(i)(4) See Appendix.

Full Educational Opportunity Goal

It is the goal of the local educational agency to provide full educational opportunity to all children with disabilities in the area served by the local educational agency. The local educational agency has available to all of its children with disabilities the variety of educational programs and services available to nondisabled children in the local educational agency, including: art, music, industrial arts, consumer and homemaking education, and vocational education or any program or activity in which nondisabled children participate. The local educational agency provides supplementary aids and services determined appropriate and necessary by the child's IEP Team, to ensure that

children with disabilities have an equal opportunity to participate in nonacademic and extracurricular services and activities.

34 CFR §§ 300.107, 300.109; 300.110; 300.201

Free Appropriate Public Education

GENERAL. All children with disabilities for whom the local educational agency is responsible are provided a free appropriate public education. Special education and related services are provided to these children with disabilities, including, as required by 34 CFR § 300.530(d), children with disabilities who have been suspended or expelled from school. Children with disabilities entitled to a free appropriate public education are children age three, but not yet 21 who have not graduated from high school with a regular high school diploma and, for the duration of a school term, persons who become 21 years old during that school term and who have not graduated from high school with a regular diploma. A regular high school diploma does not include an alternative degree that is not fully aligned with the State's academic standards, such as a certificate or a general educational development credential (GED). The special education and related services provided to children addresses all of their special education and related services needs and are provided by personnel qualified as required by 34 CFR § 300.156.

34 CFR § 300.101(a); 34 CFR § 300.102(a)(3)(iv); 34 CFR § 300.156; Wis. Stat. § 115.76(3)

The local educational agency provides prior written notice of a change in placement consistent with the requirements in the law when a child with a disability graduates from high school with a regular diploma. Additionally for those students who graduate from high school with a regular diploma as well as students who exceed the age of eligibility, the local educational agency provides a summary of their academic achievement and functional performance, including recommendations on how to assist the child in meeting the child's postsecondary goals.

34 CFR § 300.102(a)(3)(iii); 300.305(e)(3)

The local educational agency ensures that an IEP is in effect for each eligible child no later than the child's third birthday. If the child's third birthday occurs during the summer, the child's IEP team determines when the IEP services will begin.

34 CFR § 300.101(b)

If a placement in a public or private residential program is necessary to provide special education and related services to a child with a disability, the program, including non-medical care and room and board, is provided at no cost to the parents of the child.

34 CFR § 300.104

The local educational agency admits a nonresident child if the program is appropriate for the child's disability. When a resident child is refused admittance to another local educational agency, the resident local educational agency ensures that a free appropriate public education is provided to the child. When board and lodging are not furnished to a nonresident child with a disability, the resident local educational agency provides transportation, except as provided in Wis. Stat. § 115.82(2)(a) and (b).

Wis. Stat. § 115.82

After a child with a disability has been removed from his or her current placement for ten school days in the same school year, for any subsequent removal, the local educational agency provides services, although in another setting, so as to enable the child to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP. In such a case, school personnel, in consultation with at least one of the child's teachers, determine the extent of the services. When there is a change of placement, the IEP team determines the appropriate services.

34 CFR § 300.530(d)

HEARING AIDS AND EXTERNAL COMPONENTS OF SURGICALLY IMPLANTED MEDICAL DEVICES. The local educational agency ensures that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. The local educational agency ensures that the external components of surgically implanted medical devices are functioning properly, but is not responsible for the post-surgical maintenance, programming, or replacement of the medical devices that has been surgically implanted, or of an external component of the surgically implanted medical device.

34 CFR § 300.113

PHYSICAL EDUCATION. Physical education services, specially designed if necessary, are made available to every child with a disability unless the LEA does not provide physical education to children without disabilities in the same grades. Each child with a disability is afforded the opportunity to participate in regular physical education programs available to nondisabled children unless the child is enrolled full time in a separate facility, or the child needs specially-designed physical education as prescribed in the child's IEP.

If specially-designed physical education is prescribed in a child's IEP, the local educational agency provides the services directly or makes arrangements for those services to be provided through other public or private programs. The local educational agency ensures that a child with a disability who is enrolled in a separate facility receives appropriate physical education services in compliance with the law.

34 CFR § 300.108

ASSISTIVE TECHNOLOGY. The local educational agency makes available assistive technology devices or assistive technology services, or both, to a child with a disability if

required as part of the child's special education, related services, or supplementary aids and services. If a child's IEP team determines that access to school-purchased assistive technology devices or services in the child's home or in other settings is necessary for the child to receive a free appropriate public education, the devices or services are provided.

34 CFR § 300.105

EXTENDED SCHOOL YEAR. The local educational agency ensures that extended school year services are available to each child with a disability as necessary to provide a free appropriate public education. Extended school year services are provided when a child's IEP team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education to the child. The local educational agency does not limit extended school year services to particular categories of disability, or unilaterally limit the type, amount, or duration of those services.

34 CFR § 300.106

PARTICIPATION IN ASSESSMENTS. Children with disabilities attending this local educational agency are included in all state-wide and district-wide assessment programs with appropriate accommodations. Those children who cannot participate in state-wide or district-wide assessments participate in alternate assessments. Needed accommodations or alternate assessments are identified by the IEP team and are specified in the child's IEP.

20 U.S.C 1412(a)(16); Wis. Stat. § 115.77(1m)(bg)

METHODS OF ENSURING A FREE APPROPRIATE PUBLIC EDUCATION. If a public agency, other than an educational agency, fails to meet its obligation under federal or state law or under state policy or interagency agreement to provide or pay for any services that are also considered special education and related services that are necessary for ensuring a free appropriate public education to a child, the local educational agency provides or pays for these services to the child in a timely manner.

34 CFR § 300.154(b)(2)

When the local educational agency uses Medicaid or other public insurance benefits programs in which a child participates to provide or pay for special education and related services necessary for the child to receive a free appropriate public education as permitted under the public insurance program, the local educational agency obtains parent consent each time access to public benefits or insurance is sought.

Furthermore, the local educational agency does not:

- require parents to sign up for or enroll in public insurance programs in order for their child to receive a free appropriate public education under Part B of the Act;

- require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for special education and related services; or
- use a child's benefits under a public insurance program if that use would:
 - decrease available lifetime coverage or any other insured benefit,
 - result in the family paying for services that would otherwise be covered by the public benefits or insurance program and that are required for the child outside of the time the child is in school,
 - increase premiums or lead to the discontinuation of benefits or insurance or
 - risk loss of eligibility for home and community-based waivers based on aggregate health-related expenditures.

Each time the local educational agency proposes to access the proceeds of a parents' private insurance to provide services necessary for the child to receive a free appropriate public education, the local educational agency:

- obtains informed parent consent; and
- informs the parents that their refusal to permit the local educational agency to access their private insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.

34 CFR § 300.154

The local educational agency timely provides instructional materials in accessible formats to children who are blind, children with print disabilities, or other children with disabilities as required in the child's IEP.

34 CFR § 300.210

Except for the circumstances provided for in Wis. Stat. § 118.51(12)(a)&(b)2 of the Full-Time Open Enrollment law, if a non-resident child with a disability is attending the local educational agency under the Full-Time Open Enrollment law, the local educational agency provides an educational placement for the child. If tuition charges are required by the placement, the local educational agency pays tuition charges instead of the resident school district.

Wis. Stat. § 115.79(1)(b)

Public Information

The local educational agency regularly publicizes information about its special education procedures and services. Further, the local educational agency makes available to any

person, upon request, all documents relating to the local educational agency's eligibility for state and federal special education funds.

34 CFR § 300.212; Wis. Stat. § 115.77(1m)(g) and (h)

If the local educational agency receives a notice from the Department of Public Instruction that it is in noncompliance with respect to state or federal special education law and the Department of Public Instruction is proposing to reduce or withhold any further payments to the local educational agency until the Department of Public Instruction is satisfied that the local educational agency is complying with that requirement, the local educational agency gives public notice of the pending state actions.

34 CFR § 300.222(b)

Child Find

GENERAL. The local educational agency identifies, locates, and evaluates all children with disabilities, regardless of the severity of their disability, who are in need of special education and related services, including children attending private schools, children who are made a ward of the state, county, or child welfare agency under chapter 54 or 880, children who are not yet three years of age, highly mobile children such as migrant and homeless children, and children who are suspected of being a child with a disability even though they are advancing from grade to grade.

34 CFR § 300.111; Wis. Stat. § 115.77(1m)(a)

REFERRAL. The local educational agency accepts and processes referrals of children suspected to have a disability. The local educational agency has written procedures for accepting and processing referrals. Licensed school personnel who reasonably believe a child has a disability are required to make a referral.

Prior to submitting a referral, the people required to make referrals inform the parents of their intent to make a referral. If this local educational agency receives a referral for a child who is attending this local educational agency under the Full-Time Open Enrollment law or a tuition waiver under Wis. Stat. § 121.84(1)(a) or (4), the local educational agency provides the name of the child and related information to the local educational agency of residence. Whenever this local educational agency receives a referral for a resident child attending school in another local educational agency under the Full-Time Open Enrollment law or a tuition waiver under Wis. Stat. § 121.84(1)(a) or (4), this local educational agency provides the name of the child and related information to the local educational agency of attendance.

The local educational agency accepts written referrals. Each referral includes the name of the child and reasons why the person making the referral believes that the child is a

child with a disability. The local educational agency documents and dates the receipt of each referral.

At least annually, the local educational agency informs parents and persons required by law to make referrals about the local educational agency's referral and evaluation procedures.

The local educational agency provides information and inservice opportunities for its licensed staff to familiarize them with the local educational agency's referral procedures.

Wis. Stat. § 115.777

IEP Team

The local educational agency establishes an IEP team for each child referred to the local educational agency.

PARTICIPANTS. The IEP team for each child consists of all of the following:

- the parents of the child;
- at least one regular education teacher of the child if the child is, or may be, participating in a regular education environment;
- at least one special education teacher who has recent training or experience related to the child's known or suspected area of special education needs or, where appropriate, at least one special education provider of the child;
- a representative of the local educational agency:
 - who is qualified to provide or supervise the provision of special education,
 - who is knowledgeable about the general education curriculum, and
 - who is knowledgeable about and authorized to commit the available resources of the local educational agency (who may be another member of the IEP team if the criteria are met);
- an individual who can interpret the instructional implications of evaluation results, who may otherwise be a team member;
- an appropriate therapist if the child is suspected to need occupational therapy or physical therapy or both.

Wis. Admin. Code § PI 11.24

- a department-licensed speech or language pathologist when documenting a speech or language impairment and the need for speech or language services.

Wis. Admin. Code § PI 11.36(5)(e)

- at the discretion of the parent or local educational agency, other individuals who have knowledge or special expertise about the child, including related services personnel as appropriate. The determination of the individual's knowledge or special expertise is made by the party (parents or public local educational agency) who invited the individual to be a member of the IEP team;
- whenever appropriate, the child;
- at least one person designated by the school board of the child's school district of residence who has knowledge or special expertise about the child when the student is attending a public school in a nonresident school district under Full-Time Open Enrollment Law, or a tuition waiver under Wis. Stat. § 121.84(1)(a) or (4),

In addition to the above members, the local educational agency invites the following:

- To the extent appropriate, a representative of any participating agency that is likely to be responsible for providing or paying for transition services, if the parents or the child who has reached the age of majority provides consent; and
- The student, when the purpose of the meeting will be consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals. If the student does not attend the IEP Team meeting, the local educational agency takes other steps to ensure consideration of the student's preferences and interests.
- If requested by the parent, at the initial IEP Team meeting for a child previously served under Part C, the Part C service coordinator or other representatives of the Part C System will be invited.

34 CFR § 300.321; Wis. Stat. § 115.78; PI 11.24(2)

IEP TEAM ATTENDANCE

An IEP Team member is not required to attend an IEP Team meeting, in whole, or in part, if the parent of a child with a disability and the local educational agency agree, in writing, the attendance is not necessary because the member's area of curriculum or related services is not being modified or discussed.

An IEP Team member may be excused from attending an IEP Team meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if the parent, in writing, and the local educational agency consent to the excusal, and the member submits, in writing to the parent and the IEP Team, input into the development of the IEP prior the meeting.

34 CFR § 300.321(e); Wis. Stat. § 115.78(5)

PARENT PARTICIPATION IN IEP TEAM MEETINGS. The local educational agency takes steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate, including:

- notifying parents of the meeting early enough to ensure that they will have an opportunity to attend; and
- scheduling the meeting at a mutually agreed on time and place.

The notice required in this policy:

- indicates the purpose, time, and location of the meeting and who will be in attendance; informs the parents of the provisions in these policies relating to the participation of other individuals on the IEP team who have knowledge or special expertise about the child; and
- informs the parents that they can request the Part C coordinator or other representatives of the Part C system be at the initial IEP Team meeting for a child previously served under Part C of IDEA.

Beginning no later than in the first IEP that will be in effect when the child is 14, the notice also:

- indicates that a purpose of the meeting is the consideration of the postsecondary goals and transition services for the child;
- indicates that the local educational agency will invite the student; and
- identifies any other agency that will be invited to send a representative.

If neither parent can attend, the local educational agency uses other methods to ensure parent participation, including individual or conference calls.

The local educational agency may conduct meetings without a parent in attendance if the local educational agency is unable to convince the parents that they should attend. In this case the local educational agency has a record of its attempts to arrange a mutually agreed on time and place, such as:

- detailed records of telephone calls made or attempted and the results of those calls;
- copies of correspondence sent to the parents and any responses received; and
- detailed records of visits made to the parent's home or place of employment and the results of those visits.

The local educational agency takes whatever action is necessary to ensure that the parent understands the proceedings at the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English.

Subject to the timeline requirements contained in this policy, if the parents of the child or the local educational agency staff determine at any meeting during the process of the evaluation, development of the IEP or placement of the child that additional time is needed to permit meaningful parental participation, the local educational agency provides it. Upon request, the local educational agency provides a copy of the most recent evaluation report to the child's parents at any meeting of the IEP team.

The local educational agency gives the parent a copy of the child's IEP at no cost to the parent.

34 CFR § 300.322; Wis. Stat. §§ 115.787(2)(g) and 115.78(3)(d)

IEP TEAM DUTIES. The IEP team does all of the following:

- evaluates the child to determine the child's eligibility or continued eligibility for special education and related services, and the educational needs of the child;
- develops an IEP for the child; and
- determines the special education placement for the child.

34 CFR § 300.324(a); Wis. Stat. § 115.78

TIMELINE. Within 15 business days of receiving a referral, the local educational agency sends to the child's parents a request for consent to evaluate the child except that if the local educational agency determines that no additional data are necessary, the local educational agency notifies the child's parent of that determination within 15 business days of receiving the referral. The local educational agency determines if a child is a child with a disability within 60 days after receiving parental consent for the evaluation or provides notice that no additional data are needed. The 60-day period does not apply:

- if the child transfers into this local educational agency before the previous local educational agency has made an eligibility determination, sufficient progress is being made to ensure a prompt completion of the evaluation, and the child's parents agree to a specific time when the evaluation will be completed;
- if the child's parent repeatedly fails or refuses to produce the child for the evaluation; or
- if a child is being evaluated for a specific learning disability and the timeline is extended by mutual written agreement of the child's parents and IEP team.

The local educational agency conducts a meeting to develop an IEP and determine placement within 30 days of a determination that a child is a child with a disability.

If the parents of the child or local educational agency staff determine at any meeting during the process of evaluation, development of the IEP, or determination of placement,

that additional time is needed to permit meaningful parent participation, the local educational agency provides it.

34 CFR §§ 300.301, 300.323, 300.309(c); Wis. Stat. §§ 115.777(3)(e), 115.78

Evaluation

GENERAL. As part of an initial evaluation of a child and as part of any reevaluation of a child, the IEP team and other qualified professionals, as determined by the local educational agency:

- reviews existing evaluation data on the child, including evaluations and information provided by the child's parents, previous interventions and the effects of those interventions, current classroom-based, local, or state assessments, classroom-based observations, and observations by teachers and related services providers; and
- on the basis of that review and information provided by the child's parents, identifies the additional data, if any, that are needed, to determine:
 - whether the child has a particular category of disability and the educational needs of the child or, in case of a reevaluation of a child, whether the child continues to have such a disability and the educational needs of the child;
 - the present levels of academic achievement and related developmental needs of the child;
 - whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
 - whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable, annual goals specified in the child's IEP and to participate, as appropriate, in the general education curriculum.
- The local educational agency administers such assessment and other evaluations as may be needed to produce the additional data.
- The review of existing evaluation data on the child may occur without conducting a meeting.

34 CFR § 300.305; Wis. Stat. § 115.782(2)(b)

The local educational agency does not require parental consent before reviewing existing data as part of an evaluation or reevaluation or administering a test or other evaluation

that is administered to all children unless, before administration of that test or evaluation, the local educational agency requires consent for all children.

34 CFR § 300.300(d)(1)

Screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services.

34 CFR § 300.302

The local educational agency provides the parents of the child with proper written notice, of any evaluation procedures the agency proposes to conduct, and the names of the individuals who will conduct the evaluation, if known.

34 CFR § 300.304(a); Wis. Stat. § 115.782(1)(a)

INITIAL EVALUATIONS

The local educational agency obtains informed consent from the child's parent before administering assessments or other evaluation materials to the child. Parental consent for the evaluation does not constitute consent for placement for receipt of special education and related services.

34 CFR § 300.300(a); Wis. Stat. § 115.782(1)(b)

If the child is a ward of the state and is not residing with the child's parent, the local educational agency is not required to obtain informed consent from the parent for an initial evaluation if: the local educational agency cannot, after reasonable efforts, locate the parent of the child; the rights of the parents of the child have been terminated in accordance with state law; or, the rights of the parent to make educational decisions have been subrogated by a judge in accordance with state law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

34 CFR § 300.300(a)(2)

If the parent of a child enrolled in public school or seeking to be enrolled in public school does not provide consent for an initial evaluation or fails to respond to a request to provide consent, the local educational agency may, but is not required to, pursue the initial evaluation by utilizing mediation or due process.

34 CFR § 300.300(a)(3)

If a parent of a child who is home schooled or parentally placed in a private school does not provide consent, or the parent fails to respond to a request to provide consent, the

local educational agency cannot use mediation or due process and is not required to consider the child as eligible for services.

34 CFR § 300.300(d)(4)

The local educational agency does not use a parent's refusal to consent to activities relating to conducting an initial evaluation to deny the parent or child any other service, benefit, or activity of the local educational agency.

34 CFR § 300.300(d)(3)

IEP TEAM DETERMINATION OF ELIGIBILITY OR CONTINUING ELIGIBILITY (INITIAL AND REEVALUATION). Following a review of existing data and administration of assessments and other evaluation materials (if any), the IEP team determines whether the child is or continues to be a child with a disability. For a child who does not otherwise meet the eligibility criteria under state law, the IEP team does not determine that the child is a child with a disability solely because the child has received inappropriate instruction in reading or math or because the child has limited proficiency in English. In interpreting evaluation data for the purpose of determining if a child is a child with a disability, and the educational needs of the child, the local educational agency draws upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. The local educational agency ensures that information obtained from all of these sources is documented and carefully considered.

34 CFR § 300.306

REEVALUATION. In conducting reevaluations, the IEP team:

- evaluates a child with a disability in accordance with the law before determining that the child is no longer a child with a disability, and
- reevaluates a child with a disability in accordance with the law if the local educational agency determines that the educational or related services needs of the child, including the child's academic and functional performance, warrant a reevaluation or if the child's parent or teacher requests a reevaluation. The IEP team shall reevaluate a child no more than once a year unless the child's parents and the local educational agency agree otherwise, and at least once every 3 years unless the child's parent and local educational agency agree that a reevaluation is unnecessary.

34 CFR §§ 300.303, 300.305(e)(1); Wis. Stat. § 115.782(4)

An evaluation is not required before the termination of a child's eligibility for special education and related services because he or she graduated from secondary school with a regular diploma or because he or she reached the age of 21. Under these

circumstances, the local educational agency provides the child with a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting his or her postsecondary goals.

34 CFR § 300.305(e)(2) and (3); Wis. Stat. § 115.782(4)

In conducting a reevaluation, the local educational agency obtains informed consent from the child's parent before administering new assessments and other evaluation materials. The local educational agency proceeds without consent only if the local educational agency has taken reasonable measures to obtain the consent and the child's parents have failed to respond. Reasonable measures are the measures required for conducting an IEP meeting without a parent in attendance. If the parent of a child enrolled in public school or seeking to be enrolled in public school refuses to provide consent, the local educational agency is not required to pursue the reevaluation, but may pursue the reevaluation by utilizing mediation or due process.

If a parent of a child who is home schooled or parentally placed in a private school refuses or fails to respond to a request for consent for a reevaluation, the local educational agency cannot use mediation or due process, and is not required to consider the child as eligible for services.

34 CFR § 300.300(c) and (d); Wis. Stat. § 115.782(4)(b)

If the IEP team and other qualified professionals, as appropriate, finds no additional information is needed to determine whether a child continues to be a child with a disability, and to determine the child's educational needs, the local educational agency notifies the child's parents of that finding and the reasons for it, and that the parent has a right to request an assessment to determine whether the child continues to have a disability, and to determine the child's educational needs. The local educational agency conducts such an assessment if the parent requests it.

34 CFR § 300.305(d); Wis. Stat. § 115.782(4)(c)

EVALUATION REPORT When the IEP team determines a child's eligibility, the team prepares an evaluation report that includes documentation of the determination of eligibility. The local educational agency gives a copy of the evaluation report and the documentation of determination of eligibility at no cost to the child's parents.

34 CFR § 300.306(a); Wis. Stat. § 115.782(3)(b)

EVALUATION SAFEGUARDS. When a local educational agency evaluates a child with a disability, the IEP team:

- does not use any single measure or assessment as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child;

- uses a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information, including information provided by the child's parent, that may assist in determining whether the child is a child with a disability and the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general education curriculum or, for preschool children, to participate in appropriate activities;
- uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors; and
- ensures all of the following:
 - assessments and other evaluation materials used to assess a child are selected and administered so as not to be racially or culturally discriminatory and are provided and administered in the child's native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do, academically, developmentally, and functionally, unless it is clearly not feasible to do so;
 - any assessments given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel and are administered in accordance with any instructions provided by the producer of such assessments or evaluation materials;
 - the child is assessed in all areas of suspected disability; including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities; and
 - assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are used.

34 CFR § 300.304; Wis. Stat. §§ 115.782(2) and 3(b),

- The evaluation report includes documentation of determination of eligibility for special education. A copy of the evaluation report, including the documentation of eligibility is given to the child's parents.

In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs whether or not commonly linked to the disability category in which the child has been classified.

34 CFR § 300.304 (c)(6)-(7)

The local educational agency ensures assessments and other evaluation materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.

34 CFR § 300.304(c)(2)

The local educational agency ensures assessments are selected and administered so as best to ensure that if an assessment is administered to a child with impaired sensory, manual, or speaking skills, the assessment results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the skills the test purports to measure).

34 CFR § 300.304(c)(3)

ADDITIONAL REQUIREMENTS FOR SPECIFIC LEARNING DISABILITIES. For evaluation of a child suspected of having a specific learning disability, the following additional requirements are met:

- The determination of whether a child suspected of having a specific learning disability is a child with a disability is made by the child's IEP team, and
 - if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or
 - for a child of less than school age, an individual qualified by the Department of Public Instruction to teach a child of his or her age; and
 - at least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

34 CFR § 300.308

- The child must be observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.
- In determining whether a child has a specific learning disability, the IEP team must decide to:
 - use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation; or
 - have a least one member of the child's IEP team conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent is obtained; or

- in the case of a child of less than school age or out of school, an IEP team member must observe the child in an environment appropriate for a child of that age.

34 CFR § 300.310

- The IEP team evaluation report includes a statement of:
 - whether the child has a specific learning disability;
 - the basis for making that determination, including an assurance that the eligibility determination was based on a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and that the information obtained from all of these sources is documented and carefully considered;
 - the relevant behavior, if any, noted during observation of the child and the relationship of that behavior to the child's academic functioning;
 - the educationally relevant medical findings, if any;
 - whether the child does not achieve adequately for the child's age or to meet state approved grade-level standards and;
 - the child does not make sufficient progress to meet age or State-approved grade-level standards; or
 - the child exhibits a pattern of strengths and weaknesses in performance, achievement, or both, relative to age state-approved grade level standards or intellectual development;
 - the determination of the team concerning the effects of a visual, hearing, or motor disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; or limited English proficiency on the child's achievement level; and
 - if the child has participated in a process that assesses the child's response to scientific, research-based intervention-
 - the instructional strategies used;
 - the student-centered data collected;
 - documentation that the child's parents were notified about the state's policies regarding the amount and nature of student performance data that would be collected, strategies for increasing the child's rate of learning; and the parent's right to request an evaluation.
- Each IEP team member certifies in writing whether the report reflects his or her conclusion. If the evaluation report does not reflect the IEP team member's conclusions, the member submits a separate statement presenting his or her conclusions.

34 CFR § 300.311

Determination of Eligibility

An evaluation conducted by an IEP team under Wis. Stat. § 115.782, shall focus on the consideration of information and activities that assist the IEP team in determining the educational needs of the child. Specifically, the IEP team shall meet the evaluation criteria specified under Wis. Stat. § 115.782(2)(a), when conducting tests and using other evaluation materials in determining a child's disability.

Wis. Admin. Code § PI 11.35(1)

A child shall be identified as having a disability if the IEP team has determined from an evaluation conducted under Wis. Stat. § 115.782, that the child has an impairment under Wis. Admin. Code § PI 11.36 that adversely affects the child's educational performance, and the child, as a result thereof, needs special education and related services. As part of an evaluation or reevaluation under Wis. Stat. § 115.782, conducted by the IEP team in determining whether a child is or continues to be a child with a disability, the IEP team shall identify all of the following:

- The child's needs that cannot be met through the regular education program as structured at the time the evaluation was conducted.
- Modifications, if any, that can be made in the regular education program, such as adaptation of content, methodology or delivery of instruction to meet the child's needs identified by the IEP team that will allow the child to access the general education curriculum and meet the educational standards that apply to all children.
- Additions or modifications, if any, the child needs which are not provided through the general education curriculum, including replacement content, expanded core curriculum and other supports.

Wis. Admin. Code § PI 11.35

A child will not be determined to be a child with a disability if:

- The determinant factor for that determination is
 - Lack of appropriate instruction in reading, including the essential components of reading instruction as defined in 20 USC 6368(3); or
 - Lack of appropriate instruction in math; or
 - Limited English proficiency; and,
- The child does not otherwise meet the eligibility criteria.

34 CFR § 300.306(b); Wis. Stat. § 115.782(3)(a)

Areas of Impairment

All provisions in these policies shall be construed consistent with 20 USC 1400 et. Seq. and the regulations promulgated thereunder.

Wis. Admin. Code § PI 11.36

AUTISM. Wis. Admin. Code § PI 11.36(8)

Autism means a developmental disability significantly affecting a child's social interaction and verbal and nonverbal communication, generally evident before age 3, that adversely affects learning and educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not apply if a child's educational performance is adversely affected primarily because the child has an emotional behavioral disability as defined in Wis. Admin. Code § PI 11.36(7).

The results of standardized or norm-referenced instruments used to evaluate and identify a child under this paragraph may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessments, achievement assessments, observation and work samples shall be considered to identify a child under this paragraph. Augmentative communication strategies, such as facilitated communication, picture boards or signing shall be considered when evaluating a child under this paragraph. To identify a child as a child with autism, the criteria under 1. and 2. and one or more criteria under 3. through 6. shall be met.

1. The child displays difficulties or differences or both in interacting with people and events. The child may be unable to establish and maintain reciprocal relationships with people. The child may seek consistency in environmental events to the point of exhibiting rigidity in routines.
2. The child displays problems which extend beyond speech and language to other aspects of social communication, both receptively and expressively. The child's verbal language may be absent or, if present, lacks the usual communicative form which may involve deviance or delay or both. The child may have a speech or language disorder or both in addition to communication difficulties associated with autism.
3. The child exhibits delays, arrests, or regressions in motor, sensory, social or learning skills. The child may exhibit precocious or advanced skill development, while other skills may develop at normal or extremely depressed rates. The child may not follow normal developmental patterns in the acquisition of skills.
4. The child exhibits abnormalities in the thinking process and in generalizing. The child exhibits strengths in concrete thinking while difficulties are demonstrated in

abstract thinking, awareness and judgment. Perseverant thinking and impaired ability to process symbolic information may be present.

5. The child exhibits unusual, inconsistent, repetitive or unconventional responses to sounds, sights, smells, tastes, touch or movement. The child may have a visual or hearing impairment or both in addition to sensory processing difficulties associated with autism.
6. The child displays marked distress over changes, insistence on following routines and a persistent preoccupation with or attachment to objects. The child's capacity to use objects in an age-appropriate or functional manner may be absent, arrested or delayed. The child may have difficulty displaying a range of interests or imaginative activities or both. The child may exhibit stereotyped body movements.

COGNITIVE DISABILITY. Wis. Admin. Code § PI 11.36(1)

Cognitive disability means significantly subaverage intellectual functioning that exists concurrently with deficits in adaptive behavior and that adversely affects educational performance. The IEP team may identify a child as having a cognitive disability if the child meets the criteria under 1.a. or b., 2. and 3.a. or b. as follows:

- 1.a. The child has a standard score of 2 or more standard deviations below the mean on at least one individually administered intelligence test developed to assess intellectual functioning.
- b. The child has a standard score between 1 and 2 standard deviations below the mean on at least one individually administered intelligence test, the child has been documented as having a cognitive disability in the past, and the child's condition is expected to last indefinitely.
2. The child has deficits in adaptive behavior as demonstrated by a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments that include interviews of the parents, tests, and observations of the child in adaptive behavior which are relevant to the child's age, such as:
 - a. Communication.
 - b. Self-care.
 - c. Home living skills.
 - d. Social skills.
 - e. Appropriate use of resources in the community.
 - f. Self-direction.
 - g. Health and safety.
 - h. Applying academic skills in life.
 - i. Leisure.
 - j. Work.

- 3.a. The child is age 3 through 5 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in at least 2 of the following areas: academic readiness, comprehension of language or communication, or motor skills.
- b. The child is age 6 through 21 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in general information and at least 2 of the following areas: written language, reading, or mathematics.

NOTE: *Cognitive disabilities typically manifest before age 18. An etiology should be determined when possible, so the IEP team can use this information for program planning.*

EMOTIONAL BEHAVIORAL DISABILITY. Wis. Admin. Code § PI 11.36(7)

Emotional behavioral disability, pursuant to Wis. Stat. § 115.76(5)(a)5, means social, emotional or behavioral functioning that so departs from the generally accepted, age appropriate ethnic or cultural norms that it adversely affects a child's academic progress, social relationships, personal adjustment, classroom adjustment, self-care or vocational skills. The IEP team may identify a child as having an emotional behavioral disability if the child meets the preceding definition and meets all of the following:

- The child demonstrates severe, chronic and frequent behavior that is not the result of situational anxiety, stress or conflict.
- The child's behavior described under par.(a) occurs in school and in at least one other setting.
- The child displays any of the following:
 - Inability to develop or maintain satisfactory interpersonal relationships.
 - Inappropriate affective or behavioral response to a normal situation.
 - Pervasive unhappiness, depression, or anxiety.
 - Physical symptoms, pains or fears associated with personal or school problems.
 - Inability to learn that cannot be explained by intellectual, sensory, or health factors.
 - Extreme withdrawal from social interactions.
 - Extreme aggressiveness for long period of time.
 - Other inappropriate behaviors that are so different from children of similar age, ability, educational experiences and opportunities that the child or other children in a regular or special education program are negatively affected.

The IEP team shall rely on a variety of sources of information, including systematic observations of the child in a variety of educational settings and shall have reviewed prior, documented interventions. If the IEP team knows the cause of the disability under

this paragraph, the cause may be, but is not required to be, included in the IEP team's written evaluation summary.

The IEP team may not identify or refuse to identify a child as a child with an emotional behavioral disability solely on the basis that the child has another disability, or is socially maladjusted, adjudged delinquent, a dropout, chemically dependent, or a child whose behavior is primarily due to cultural deprivation, familial instability, suspected child abuse or socio-economic circumstances, or when medical or psychiatric diagnostic statements have been used to describe the child's behavior.

HEARING IMPAIRMENT. Wis. Admin. Code § PI 11.36(4)

Hearing impairment, including deafness, means a significant impairment in hearing, with or without amplification, whether permanent or chronically fluctuating, that significantly adversely affects a child's educational performance including academic performance, speech perception and production, or language and communication skills. A current evaluation by an audiologist licensed under Wis. Stat. ch. 459 shall be one of the components for an initial evaluation of a child with a suspected hearing impairment.

SPECIFIC LEARNING DISABILITY. Wis. Admin. Code § PI 11.36(6)

Specific learning disability, pursuant to Wis. Stat. § 115.76(5)(a)10., means a severe learning problem due to a disorder in one or more of the basic psychological processes involved in acquiring, organizing or expressing information that manifests itself in school as an impaired ability to listen, reason, speak, read, write, spell or do mathematical calculations, despite appropriate instruction in the general education curriculum. Specific learning disability may include conditions such as perceptual disability, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

The IEP team shall base its decision of whether a child has a specific learning disability on formal and informal assessment data on intellectual ability, academic achievement, and learning behavior from sources such as standardized tests, error analysis, criterion referenced measures, curriculum-based assessments, student work samples, interviews, observations, and an analysis of the child's response to previous interventions, classroom expectations, and curriculum in accordance with Wis. Stat. § 115.782. The IEP team may identify a child as having a specific learning disability if all of the following are true:

- Classroom achievement. Upon initial identification, the child's ability to meet the instructional demands of the classroom and to achieve commensurate with his or her age and ability levels is severely delayed in any of the following areas:
 - Oral expression.
 - Listening comprehension.
 - Written expression.
 - Basic reading skill.
 - Reading comprehension.
 - Mathematical calculation.
 - Mathematical reasoning.

- Significant discrepancy. Upon initial identification, a significant discrepancy exists between the child's academic achievement in any of the areas above and intellectual ability as documented by the child's composite score on a multiple score instrument or the child's score on a single score instrument. The IEP team may base a determination of significant discrepancy only upon the results of individually administered, standardized achievement and ability tests that are reliable and valid. A significant discrepancy means a difference between standard scores for ability and achievement equal to or great than 1.75 standard errors of the estimate below expected achievement, using a standard regression procedure that accounts for the correlation between ability and achievement measures. The regression procedure shall be used except under any of the following conditions:
 - The regression procedure under this subdivision may not be used to determine a significant discrepancy if the IEP team determines that the child cannot attain valid and reliable standard scores for intellectual ability or achievement because of the child's test behavior, the child's language, another impairment of the child that interferes with the attainment of valid and reliable scores or the absence of valid and reliable standardized, diagnostic tests appropriate for the child's age.
 - If the IEP team makes such a determination, it shall document the reasons why it was not appropriate to use the regression procedure and shall document that a significant discrepancy exists, including documentation of a variable pattern of achievement or ability, in at least one of the areas of classroom achievement cited above using other empirical evidence.
 - If the discrepancy between the child's ability and achievement approaches but does not reach the 1.75 standard error of the estimate cut-off, the child's performance in any of the areas in classroom achievement cited above is variable, and the IEP team determined that the child meets all other criteria relating to classroom achievement, significant discrepancy, and information processing deficit, the IEP team may consider that a significant discrepancy exists.
- Information processing deficit. The child has an information processing deficit that is linked to the child's classroom achievement delays and to the significant discrepancy. An information processing deficit means a pattern of severe problems with storage, organization, acquisition, retrieval, expression, or manipulation of information rather than relative strengths and weaknesses. The IEP team shall document the reasons for and data used to make its determination that the child has an information processing deficit.

The IEP team may not identify a child as having a specific learning disability if it determines that the significant discrepancy between ability and achievement is primarily due to environmental, cultural or economic disadvantage or any of the reasons specified

under Wis. Stat. § 115.782(3)(a), or any of the impairments under Wis. Stat. § 115.76(5), except Wis. Stat. § 115.76(5)(a)10.

If the IEP team is concerned that a child has a significant discrepancy in oral expression or listening comprehension, the IEP team shall include a person qualified to assess speech and language impairments.

A child who is found to have a significant discrepancy between ability and achievement in the single area of oral expression or listening comprehension and who meets criteria for speech and language impairment under Wis. Admin. Code § PI 11.36(5) shall be considered to have a primary impairment in the area of speech and language.

At least one observation in the general classroom setting by a team member other than the classroom teacher shall be conducted.

Upon reevaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under Wis. Admin. Code § PI 11.35(2), including specially designed instruction, is a child with a disability under this section, unless the significant discrepancy between ability and achievement is now primarily due to environmental, cultural or economic disadvantage or any of the reasons specified under Wis. Stat. § 115.782(3)(a), or any of the impairments under Wis. Stat. § 115.76(5), except Wis. Stat. § 115.76(5)(a)10. If a child with a specific learning disability performs to generally accepted performance expectations in the general education classroom without specially designed instruction, the IEP team shall determine whether the child is no longer a child with a disability.

NOTE: IDEA 2004 modified the evaluation procedures for the identification of children with specific learning disabilities. As specified in IDEA 2004, the evaluation procedures relating to the identification of specific learning disabilities provided that: 1) States may not require the use of significant discrepancy as part of a determination of SLD, 2) States must permit the use of a process based on a child's responses to scientifically-based intervention as part of its determination of a SLD, and 3) States may permit the use of other alternative research-based procedures to determine whether a child has a SLD. IDEA 2004 also added reading fluency skills as an area of identification for SLD. The department has promulgated a proposed rule to amend the criteria for SLD in order to align with IDEA 2004. Because the proposed rule has not been adopted as of this date, the model policies do not reflect the proposed changes to the SLD criteria.

The department model Form ER-2 identifies additional documentation required when a child is evaluated for Specific Learning Disabilities. For all SLD initial and re-evaluations initiated since October 2006 this documentation is required.

ORTHOPEDIC IMPAIRMENT. Wis. Admin. Code § PI 11.36(2)

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child's educational performance. The term includes but is not limited to impairments caused by congenital anomaly such as clubfoot or absence of some member; impairments caused by disease such as poliomyelitis or bone tuberculosis; and impairments from other causes such as cerebral palsy, amputations, and fractures or burns that cause contractures.

OTHER HEALTH IMPAIRMENT. 34 CFR § 300.8; Wis. Admin. Code § PI 11.36(10)

Other health impairment means having limited strength, vitality or alertness due to chronic or acute health problems. The term includes but is not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, attention deficit disorder or attention deficit hyperactivity disorder, sickle cell anemia, Tourette syndrome, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or acquired injuries to the brain caused by internal occurrences or degenerative conditions, which adversely affects a child's educational performance.

SIGNIFICANT DEVELOPMENTAL DELAY. Wis. Admin. Code § PI 11.36(11)

Significant developmental delay means children, ages 3, 4 and 5 years of age or below compulsory school attendance age, who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional or adaptive development.

All other suspected impairments are considered before identifying a child's primary impairment as significant developmental delay.

A child may be identified as having significant developmental delay when delays in development significantly challenge the child in two or more of the following five major life activities:

- Physical activity in gross motor skills such as the ability to move around and interact with the environment with appropriate coordination, balance and strength; or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils and other useful objects in the environment.
- Cognitive activity such as the ability to acquire, use and retrieve information as demonstrated by the level of imitation, discrimination, representation, classification, sequencing and problem-solving skills often observed in a child's play.
- Communication activity in expressive language such as the production of age-appropriate content, form and use of language; or receptive language, such as listening, receiving and understanding language.
- Emotional activity such as the ability to feel and express emotions and develop a positive sense of oneself; or social activity, such as interacting with people, developing friendships with peers and sustaining bonds with family members and other significant adults.
- Adaptive activity, such as caring for his or her own needs and acquiring independence in age-appropriate eating, toileting, dressing and hygiene tasks.

Documentation of significant developmental delays and their detrimental effect upon the child's daily life shall be based upon qualitative and quantitative measures including all of the following:

- A developmental and basic health history including results from vision and hearing screenings and other pertinent information from parents and, if applicable, other caregivers or service providers.
- Observation of the child in his or her daily living environment such as the child's home with a parent or caregiver or an early education or care setting which includes peers who are typically developing. If observation in these settings is not possible, observation in an alternative setting is permitted.
- Results from norm-referenced instruments are used to document significant delays of at least one and one-half standard deviations below the mean in two or more of the developmental areas which correspond to the major life activities. If it is clearly not appropriate to use norm-referenced instruments, other instruments such as criterion-referenced measures are used to document the significant delays.

NOTE: IDEA 2004 permits the identification of children with significant developmental delay (SDD) through the age of nine. The department's current rule under PI 11.36, relating to SDD permits identification only to the age of six. The department has promulgated a proposed rule amending PI 11.36(a) and (b) to extend the SDD age limit through age nine. Because the proposed rule has not been adopted as this date, the model policies do not reflect this change.

SPEECH AND LANGUAGE IMPAIRMENT. Wis. Admin. Code § PI 11.36(5)

Speech or language impairment means an impairment of speech or sound production, voice, fluency, or language that significantly affects educational performance or social, emotional or vocational development. The IEP team may identify a child as having a speech or language impairment if the child meets the preceding definition and meets any of the following criteria:

- The child's conversational intelligibility is significantly affected and the child displays at least one of the following:
 - The child performs on a norm referenced test of articulation or phonology at least 1.75 standard deviations below the mean for his or her chronological age.
 - Demonstrates consistent errors in speech sound production beyond the time when 90% of typically developing children have acquired the sound.
- One or more of the child's phonological patterns of sound are at least 40% disordered or the child scores in the moderate to profound range of phonological process use in formal testing and the child's conversational intelligibility is significantly affected.
- The child's voice is impaired in the absence of an acute, respiratory virus or infection and not due to temporary physical factors such as allergies, short term vocal abuse or puberty. The child exhibits atypical loudness, pitch, quality or resonance for his or her age and gender.
- The child exhibits behaviors characteristic of a fluency disorder.

- The child's oral communication or, for a child who cannot communicate orally, his or her primary mode of communication, is inadequate, as documented by all of the following:
 - Performance on norm referenced measures that is at least 1.75 standard deviations below the mean for chronological age.
 - Performance in activities is impaired as documented by informal assessment such as language sampling, observations in structured and unstructured settings, interviews, or checklists.
 - The child's receptive or expressive language interferes with oral communication or his or her primary mode of communication. When technically adequate norm referenced language measures are not appropriate as determined by the IEP team to provide evidence of a deficit of 1.75 standard deviations below the mean in the area of oral communication, then two measurement procedures shall be used to document a significant difference from what would be expected given consideration to chronological age, developmental level, and method of communication such as oral, manual, and augmentative. These procedures may include additional language samples, criterion referenced instruments, observations in natural environments and parent reports.

The IEP team may not identify a child who exhibits any of the following as having a speech or language impairment:

- Mild, transitory or developmentally appropriate speech or language difficulties that children experience at various times and to various degrees.
- Speech or language performance that is consistent with developmental levels as documented by formal and informal assessment data unless the child requires speech or language services in order to benefit from his or her educational programs in school, home, and community environments.
- Speech or language difficulties resulting from dialectical differences or from learning English as a second language, unless the child has a language impairment in his or her native language.
- Difficulties with auditory processing without a concomitant documented oral speech or language impairment.
- A tongue thrust which exists in the absence of a concomitant impairment in speech sound production.
- Elective or selective mutism or school phobia without a documented oral speech or language impairment.

The IEP team shall substantiate a speech or language impairment by considering all of the following:

- Formal measures using normative data or informal measures using criterion referenced data.
- Some form of speech or language measures such as developmental checklists, intelligibility ratio, language sample analysis, minimal core competency.
- Information about the child's oral communication in natural environments.
- Information about the child's augmentative or assistive communication needs.

An IEP team shall include a department-licensed speech or language pathologist and information from the most recent assessment to document a speech or language impairment and the need for speech or language services.

TRAUMATIC BRAIN INJURY. Wis. Admin. Code § PI 11.36(9)

Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; speech and language; memory; attention; reasoning; abstract thinking; communication; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and executive functions, such as organizing, evaluating and carrying out goal-directed activities. The term does not apply to brain injuries that are congenital or degenerative or brain injuries induced by birth trauma.

Children whose educational performance is adversely affected as a result of acquired injuries to the brain caused by internal occurrences, such as vascular accidents, infections, anoxia, tumors, metabolic disorders and the effects of toxic substances or degenerative conditions may meet the criteria of one of the other impairments.

The results of standardized and norm-referenced instruments used to evaluate and identify a child as traumatic brain injured may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessment, achievement assessment, observation, work samples, and neuropsychological assessment data are considered to identify a child who exhibits total or partial functional disability or psychosocial impairment in one or more areas listed above. Before a child may be identified as traumatic brain injured, available medical information from a licensed physician is considered.

VISUAL IMPAIRMENT. Wis. Admin. Code § PI 11.36(3)

Visual impairment means even after correction a child's visual functioning significantly adversely affects his or her educational performance. The IEP team may identify a child as having a visual impairment after all of the following events occur:

- A certified teacher of the visually impaired conducts a functional vision evaluation which includes a review of medical information, formal and informal tests of visual functioning and the determination of the implications of the visual impairment on the educational and curricular needs of the child.
- An ophthalmologist or optometrist finds at least one of the following:
 - Central visual acuity of 20/70 or less in the better eye after conventional correction.
 - Reduced visual field to 50° or less in the better eye.
 - Other ocular pathologies that are permanent and irremediable.
 - Cortical visual impairment.
 - A degenerative condition that is likely to result in a significant loss of vision in the future.

An orientation and mobility specialist, or teacher of the visually impaired in conjunction with an orientation and mobility specialist, evaluates the child to determine if there are related mobility needs in home, school, or community environments.

Developing, Reviewing and Revising IEPs

IEP IN EFFECT. At the beginning of each school year the local educational agency has in effect an IEP for each child with a disability within its jurisdiction. The local educational agency ensures that a meeting to develop an IEP and determine placement is conducted within 30 days of determination that the child is a child with a disability. The local educational agency ensures an IEP is in effect before special education and related services are provided to children with disabilities and is implemented as soon as possible following the meetings at which the IEP is developed. The local educational agency develops and implements an IEP for each child with a disability served by that agency including children placed in or referred to a private school or facility by the local educational agency.

The local educational agency ensures each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and any other service provider who is responsible for its implementation. The local educational agency ensures each teacher and provider responsible for implementing a child's IEP is informed of his or her specific responsibilities related to implementing the child's IEP and the specific accommodations, modifications and supports that must be provided for the child in accordance with the IEP. The local educational agency provides special education and related services to a child with a disability in accordance with the child's IEP and makes a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP.

34 CFR 300.323(a),(c)-(d); Wis. Stat. §§ 115.787(1), 115.78(3)(c)

IEP Development

In developing each child's IEP, the IEP team considers the strengths of the child, the concerns of the child's parents for enhancing the education of their child, and the results of the initial or most recent evaluation of the child, and the academic, developmental, and functional needs of the child.

The IEP team considers the following special factors:

- the use of positive behavioral interventions and supports, and other strategies, to address that behavior in the case of a child whose behavior impedes the child's learning or that of others;
- the language needs of the child as such needs relate to the child's IEP in the case of a child with limited English proficiency;
- instruction in Braille and the use of Braille in the case of a child who is visually impaired unless the IEP team determines, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media, including an evaluation of the child's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the child;
- the communication needs of the child and, in the case of a child who is hearing impaired, the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs including opportunities for direct instruction in the child's language and communication mode; and
- whether the child requires assistive technology devices and services.

If when considering these special factors, the IEP team determines a child needs a particular device or service in order to receive a free appropriate public education, the IEP team includes a statement to that effect in the IEP.

The child's regular education teacher, as a member on the IEP team, participates in the development of the IEP of the child to the extent appropriate. The teacher participates in the determination of appropriate positive behavioral interventions and supports and other strategies, supplementary aids and services, program modifications and supports for school personnel.

The local educational agency gives a copy of the IEP to the child's parents with the notice of placement.

34 CFR § 300.324(a); Wis. Stat. § 115.787(3)

IEP Review and Revision

The IEP team reviews the child's IEP periodically, but at least once a year, to determine whether the annual goals for the child are being achieved and revises the IEP as appropriate to address:

- any lack of expected progress toward the annual goals and in the general education curriculum;
- the results of any reevaluation;
- information about the child provided to or by the parents;
- the child's anticipated needs; or
- other matters.

In conducting a review of the child's IEP, the IEP team considers the special factors listed above under the development of the IEP section.

To the extent appropriate, the regular education teacher of the child, as a member on the IEP team, participates in the review and revision of the IEP of the child.

If a participating agency, other than the local educational agency, fails to provide transition services described in the IEP, the local educational agency reconvenes the IEP team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

34 CFR § 300.324(b) and (c); Wis. Stat. § 115.787(4)

Amendments to the IEP

In making changes to a child's IEP after the annual IEP team meeting for a school year, the parent of a child with a disability and the local educational agency may agree not to convene an IEP team meeting for the purposes of making those changes, and instead develop a written document to amend or modify the child's current IEP. If changes are made without a meeting, the local educational agency informs the child's IEP team of those changes.

Changes to the IEP may be made by either the entire IEP Team at an IEP team meeting or as described above by amending the IEP rather than redrafting the entire IEP. The local educational agency gives the child's parent a copy of the revised IEP with the amendments incorporated.

34 CFR § 300.324(a)(4)-(6); Wis. Stat. § 115.787(4)(c)

IEP Content

The IEP for each child with a disability includes:

- a statement of the child's present levels of academic achievement and functional performance including how the child's disability affects the child's involvement and progress in the general education curriculum (i.e., the same curriculum as for nondisabled children) or, for a preschool child, as appropriate, how the disability affects the child's participation in appropriate activities;
- a statement of measurable annual goals for the child, including academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and progress in the general education curriculum and to meet each of the child's other educational needs that result from the child's disability;
- for children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives;
- a statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided to enable the child to:
 - advance appropriately toward attaining the annual goals;
 - be involved in and make progress in the general education curriculum and to participate in extracurricular and other non academic activities; and
 - be educated and participate with other children with disabilities and nondisabled children in the activities described above;
- an explanation of the extent to which the child will not participate with nondisabled children in regular classes in the general education curriculum and in extracurricular and other nonacademic activities;
- a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance on state or district-wide assessments;
- if the IEP team determines a child must take an alternate assessment instead of participating in a particular regular state-wide or local educational agency-wide assessment of student achievement, a statement indicating why the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child;
- the projected date for the beginning of the services and modifications described in the IEP and the anticipated frequency, duration and location of those services and modifications;

- beginning not later than in the first IEP that will be in effect when the child is 14 and updated annually thereafter until the child is no longer eligible for special education and related services, a statement of appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and a description of the transition services, including courses of study, needed to assist the child in reaching those goals;
- a statement that the student has been informed of the parental rights that will transfer to the pupil under special education law on reaching the age of 18, beginning at least one year before the child attains the age of 18, and annually thereafter until the pupil is no longer eligible for special education and related services;
- a description of how the child's progress toward attaining the annual goals will be measured; and
- a description of when periodic reports, such as quarterly reports or other periodic reports issued concurrent with report cards, on the child's progress toward attaining the annual goals will be provided to the parents.

34 CFR § 300.320; Wis. Stat. § 115.787

Placement

The local educational agency ensures an evaluation is conducted before special education and related services are provided to a child with a disability and an educational placement is provided to implement each child's IEP. The IEP team makes placement decisions. The placement is based upon and implements the child's IEP, is determined at least annually, and in uniformity with the least restrictive environment provisions described below.

34 CFR §§ 300.301(a), 300.116(b); Wis. Stat. §§ 115.78(2), 115.79(1)(a) and (b)

LEAST RESTRICTIVE ENVIRONMENT. The local educational agency ensures the following:

- Unless the IEP requires a different arrangement, the child is educated in the school he or she would attend if not disabled.
- The placement is provided as close as possible to the child's home.
- In selecting the least restrictive environment consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.

- A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.
- To the maximum extent appropriate, a child with a disability, including a child receiving publicly funded special education in a public or private institution or other care facility, is educated with children who are not disabled.
- Special classes, separate schooling or any other removal of a child from the regular educational environment occurs only when the nature or severity of a child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The local educational agency ensures a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- The local educational agency ensures a continuum of alternative placements is available and will be used that includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.
- The continuum makes provision for supplementary services (such as resource room or itinerant instruction) that are provided in conjunction with regular class placement.
- The local educational agency provides or arranges for nonacademic and extracurricular services and activities including meals and recess periods so each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The local educational agency ensures that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

34 CFR § 300.114-117

NOTICE OF PLACEMENT. Following the development of the IEP, a notice of placement and a copy of the child's IEP is given to the child's parent(s).

34 CFR § 300.503(b)(4); Wis. Stat. §§ 115.787(3)(e)

CONSENT FOR PLACEMENT. The local educational agency obtains informed and written parental consent prior to the initial provision of special education and related services to a child with a disability in a program providing special education and related services.

The local educational agency makes reasonable efforts to obtain informed consent from the parent for the initial provision of special education and related services to the child. If the parent of a child fails to respond or refuses to consent to services, the local educational agency can not provide special education or related services and cannot use mediation or due process procedures in order to obtain agreement or a ruling that the services may be provided to the child.

If the parent of the child refuses to consent to the initial provision of special education and related services, or the parent fails to respond to a request to provide consent for the initial provision of special education and related services, the local educational agency will not be considered to be in violation of the requirement to make available FAPE to the child for the failure to provide the child with the special education and related services for which the local educational agency requests consent; and is not required to convene an IEP Team meeting or develop an IEP for the child for the special education and related services for which the local educational agency requests such consent.

34 CFR § 300.300(b); Wis. Stat. § 115.79(2)

Parent Revocation of Consent:

If, at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the school district:

- Will stop providing special education and related services to the child, but before doing so, will provide prior written notice in accordance with 34 CFR § 300.503;
- Will not use special education dispute resolution procedures, including mediation and due process, in order to obtain agreement or a ruling that the services may be provided to the child;
- Is not considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further special education and related services; and
- Is not required to convene an IEP Team meeting or develop an IEP for the child for further provision of special education and related services;
- Is not required to amend the child's education records to remove any reference to the child's receipt of special education and related services because of the revocation of consent.

34 CFR § 300.300

Related Services: Physical and Occupational Therapy

If a child is suspected to need occupational therapy or physical therapy or both, the IEP team includes an appropriate therapist.

Wis. Admin. Code § PI 11.24(2)

PHYSICAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS. The local educational agency ensures the following:

- Physical therapists are licensed by the Department of Public Instruction as school physical therapists.
- Caseloads for full-time physical therapists employed for a full day, 5 days a week, is a minimum of 15 children and a maximum of 30 children, or maximum of 45 children with one or more school physical therapist assistants. A caseload may be varied subject to DPI's approval. The caseload for a part-time school physical therapist may be pro-rated.
- The school physical therapist has medical information from a licensed physician regarding a child before the child receives physical therapy.
- The school physical therapist delegates to a school physical therapist assistant only those portions of a child's physical therapy which are consistent with the school physical therapist assistant's education, training and experience.
- The school physical therapist supervises the physical therapy provided by a school physical therapist assistant. The school physical therapist develops a written policy and procedure for written and oral communication to the physical therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school physical therapist assistant which includes either of the following levels of supervision:
 - the school physical therapist has daily, direct contact on the premises with the school physical therapist assistant; or
 - the school physical therapist has direct, face-to-face contact with the school physical therapist assistant at least once every 14 calendar days. Between direct contacts the physical therapist is available by telecommunication. The school physical therapist providing general supervision provides an onsite reevaluation of each child's physical therapy a minimum of one time per calendar month or every tenth day of physical therapy, whichever is sooner, and adjusts the physical therapy as appropriate.
- A full-time school physical therapist supervises no more than two full-time equivalent physical therapist assistant positions which may include no more than three physical therapist assistants.
- Acts undertaken by a school physical therapist assistant are considered acts of the supervising physical therapist who has delegated the act.

- A school physical therapist conducts all physical therapy evaluations and reevaluations of a child, participates in the development of the child's IEP, and develops physical therapy treatment plans for the child. A school physical therapist is not represented by a school physical therapist assistant on an IEP team.

Wis. Admin. Code § PI 11.24(7)

SCHOOL PHYSICAL THERAPIST ASSISTANTS' QUALIFICATIONS AND SUPERVISION OF PHYSICAL THERAPY. The local educational agency ensures the following:

- Physical therapist assistants are licensed by the Department of Public Instruction as school physical therapists.
- The school physical therapist assistant providing physical therapy to a child is supervised by a school physical therapist as specified in these policies.

Wis. Admin. Code § PI 11.24(8)

OCCUPATIONAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS. The local educational agency ensures the following:

- Occupational therapists are licensed by the Department of Public Instruction as school occupational therapists.
- Caseloads for full-time school occupational therapists employed for a full day, 5 days a week, is a minimum of 15 children and a maximum of 30 children, or maximum of 45 children with one or more school occupational therapist assistants. A caseload may be varied subject to DPI's approval. The caseload for a part-time school physical therapist may be pro-rated.
- The school occupational therapist has medical information before a child is evaluated for occupational therapy.

Wis. Admin. Code § PI 11.24(9)

DELEGATION AND SUPERVISION OF OCCUPATIONAL THERAPY. The local educational agency ensures the following:

- The school occupational therapist may delegate to a school occupational therapy assistant only those portions of a child's occupational therapy which are consistent with the school occupational therapy assistant's education, training and experience.
- The school occupational therapist supervises the occupational therapy provided by a school occupational therapy assistant. The school occupational therapist develops a written policy and procedure for written and oral communication to the

occupational therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for the school occupational therapist assistant which includes either of the following levels of supervision:

- the school occupational therapist has daily, direct contact on the premises with the school occupational therapy assistant or
 - the school occupational therapist has direct, face-to-face contact with the school occupational therapy assistant at least once every 14 calendar days. Between direct contacts the occupational therapist is available by telecommunication. The school occupational therapist providing general supervision provides an onsite reevaluation of each child's occupational therapy a minimum of every two weeks, and adjusts the occupational therapy as appropriate.
- A full-time school occupational therapist supervises no more than two full-time equivalent occupational therapy assistant positions which includes no more than three occupational therapy assistants;
 - An act undertaken by a school occupational therapy assistant is considered the act of the supervising occupational therapist who has delegated the act.

Wis. Admin. Code § PI 11.24(9)

RESPONSIBILITY OF A SCHOOL OCCUPATIONAL THERAPIST. The local educational agency ensures the following:

- A school occupational therapist conducts all occupational therapy evaluations and reevaluations of a child, participates in the development of the child's IEP and develops occupational therapy treatment plans for the child.
- A school occupational therapist may not be represented by a school occupational therapy assistant on an IEP team.

Wis. Admin. Code § PI 11.24(9)

SCHOOL OCCUPATIONAL THERAPY ASSISTANTS' QUALIFICATIONS AND SUPERVISION. The local educational agency ensures the following:

- Occupational therapy assistants are licensed by the Department of Public Instruction as school occupational therapy assistants.
- The school occupational therapy assistant providing occupational therapy to a child is supervised by a school occupational therapist as specified in these policies.

Wis. Admin. Code § PI 11.24(10)

Transition from Birth to Three Programs

The local educational agency participates with birth to three programs to ensure a smooth and effective transition of children with disabilities from the birth to three program for infants and toddlers with disabilities to preschool programs in the local educational agency. The local educational agency participates in transition planning conferences arranged by birth to three programs.

For children participating in birth to three programs who will participate in special education preschool programs in the local educational agency, the local educational agency has an IEP in effect by the child's third birthday.

If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin.

34 CFR §§ 300.124, 300.101(b)

Transfer Pupils

In-State-Transfer Students

When a child with a disability (who had an IEP that was in effect in a previous Wisconsin local educational agency) transfers to this local educational agency and enrolls in a new school within the same school year, this local educational agency (in consultation with the parents) provides FAPE to the child, including services comparable to those described in the child's IEP from the previous agency, until this local educational agency either:

- Adopts the child's IEP from the previous public agency; or
- Develops, adopts, and implements a new IEP.

The local educational agency adopts the evaluation and the eligibility determination of the sending local educational agency or conducts an evaluation and eligibility determination of the transfer pupil. The local educational agency does not adopt the evaluation and eligibility determination or the IEP of the sending local educational agency if the evaluation and eligibility determination or the IEP do not meet state and federal requirements.

34 CFR § 300.323(e)

Out-of-State Transfer Students

When a child with a disability (who had an IEP that was in effect in a previous agency in another State) transfers to this local educational agency, and enrolls in a new school within the same school year, this local educational agency, in consultation with the parents, provides the child with FAPE, including services comparable to those described in the child's IEP from the out-of-state agency, until this local educational agency:

- Conducts an evaluation and determines eligibility if determined to be necessary by this local educational agency; and
- Develops, adopts and implements a new IEP, if appropriate.

34 CFR § 300.323(f)

Transmittal of Records

When the local educational agency receives a transfer pupil with a disability and does not receive the pupil's records from the sending local educational agency, the local educational agency takes reasonable steps, including a written request, to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child from the previous public agency in which the child was enrolled. When this local educational agency receives such a written request for a transfer pupil, this local educational agency transfers the pupil's records to the requesting local educational agency within five working days of receipt of the written notice as required under Wis. Stat. § 118.125(4).

34 CFR § 300.323(g); Wis. Stat. § 118.125(4)

Charter Schools

Children with disabilities who attend the local educational agency's charter schools and their parents retain all rights under federal special education laws. The local educational agency ensures that the requirements of federal special education law are met.

Children with disabilities who attend Charter Schools under contract with the local educational agency, are served in the same manner as other children with disabilities in the local educational agency. This includes providing supplementary and related services on site at the charter school to the same extent to which the local educational agency provides such services on the site to its other public schools. Funds received under part B of the Individuals with Disabilities Education Act are provided to charter schools in the same manner as they are provided to other schools in the local educational agency, including proportional distribution based on relative enrollment of children with disabilities and at the same time as the local educational agency distributes other Federal funds to the local educational agency's other public schools.

34 CFR § 300.209(a) and (b); Wis. Stat. § 115.77(8).

Due Process Procedures

OPPORTUNITY TO EXAMINE RECORDS AND PARENT PARTICIPATION IN MEETINGS. The parents of a child with a disability are afforded, in accordance with the policies in the "Confidentiality" section of this document, an opportunity to:

- inspect and review all education records with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child; and
- participate in meetings with respect to the identification, evaluation and educational placement of the child and the provision of a free appropriate public education to the child.

The local educational agency notifies parents consistent with the policies in the "Parent Participation in IEP Team Meetings" section of these policies to ensure that parents of children with disabilities have the opportunity to participate in meetings described above. The term "meeting" in this policy does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that local educational agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

The IEP team, which includes the parent, makes decisions on the educational placement of the child. In implementing this policy, the local educational agency uses procedures consistent with the policies described above. If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the local educational agency uses other methods to ensure their participation including individual or conference telephone calls, or video conferencing. A placement decision may be made by the IEP team without the involvement of the parent if the local educational agency is unable to obtain the parent's participation in the decision. In this case, the local educational agency must have a record of its attempt to ensure parent involvement.

34 CFR §§ 300.501, 300.322(e)

NOTICE. The local educational agency ensures a child's parents are provided prior written notice a reasonable time before the local educational agency proposes to initiate or change or refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education to the child. The notice contains:

- a description of the action proposed or refused;
- an explanation of why the local educational agency proposed or refused to take action;
- a statement that the parents of a child with a disability have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;

- a description of any other options considered and the reason(s) they were rejected;
- a description of each evaluation procedure, assessment, record or report used as a basis for the proposed or refused action;
- the names of the evaluators, if known, if the notices propose to evaluate or reevaluate the child;
- a description of any other factors relevant to the proposal or refusal; and
- sources for parents to contact to obtain assistance in understanding special education law.

Each prior written notice is written in language understandable to the general public, in the parent's native language or other means of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, the local educational agency takes steps to ensure the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; the parent understands the content of the notice; and there is written evidence that these requirements have been met.

34 CFR § 300.503; Wis. Stat. § 115.792(2)

PROCEDURAL SAFEGUARDS NOTICE. A copy of the procedural safeguards available to the parents of a child with a disability is given to the parents one time a school year, except that a copy is given to the parents:

- upon initial referral or parent request for evaluation;
- upon receipt of the first IDEA State complaint and the first due process complaint;
- on the date on which the decision is made to make a disciplinary removal that constitutes a change of placement;
- upon request by a parent.

The procedural safeguards notice includes a full explanation of the procedural safeguards available under special education law written so as to be easily understood by the general public and in the native language of the child's parents unless it is clearly not feasible to do so, relating to:

- independent educational evaluation;
- prior written notice;
- parental consent;
- access to educational records;
- opportunity to present and resolve complaints through the due process complaint and State IDEA complaint procedures, including:

- the time period in which to file a complaint;
 - the opportunity for the agency to resolve the complaint; and
 - the difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.
- the child's placement during pendency of due process proceedings;
 - procedures for pupils who are subject to placement in interim alternative educational settings under 20 USC § 1415(k);
 - requirements for the unilateral placement by parents of pupils in private schools at public expense;
 - availability of mediation;
 - due process hearings including requirements for disclosure of evaluation results and recommendations;
 - civil actions, including the time period in which to file those actions; and
 - attorney fees.

34 CFR § 300.504

INDEPENDENT EDUCATIONAL EVALUATIONS. A parent may obtain an independent educational evaluation of his or her child. If a parent requests information from the local educational agency about an independent evaluation, the local educational agency provides the parent with information about where an independent evaluation may be obtained and the agency criteria applicable for independent educational evaluations. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by the local educational agency. "Public expense" means the local educational agency either pays for the full cost of the evaluation or ensures the evaluation is otherwise provided at no cost to the parent.

If a parent requests an independent educational evaluation at public expense, the local educational agency, without unnecessary delay, either initiates a due process hearing to show its evaluation is appropriate or ensures an independent educational evaluation is provided at public expense unless the local educational agency demonstrates in a due process hearing that the evaluation obtained by the parent did not meet local educational agency criteria.

If a parent requests an independent educational evaluation, the local educational agency may ask for the parent's reason why he or she objects to the public evaluation. However, the local educational agency does not require the explanation and the local educational agency does not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation. A parent is entitled to only one independent educational evaluation at public expense each time the local educational agency conducts an evaluation with which the parent disagrees.

If the local educational agency initiates a hearing and the final decision is that the local educational agency's evaluation is appropriate, the parent still has the right to an independent educational evaluation but not at public expense. If the parent obtains an independent educational evaluation at public expense or shares with the local educational agency an evaluation obtained at private expense, the results of the evaluation must be considered by the local educational agency, if it meets agency criteria, in any decision made with respect to the provision of FAPE to the child.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense. When an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, is the same as the criteria that the local educational agency uses when it initiates an evaluation to the extent that those criteria are consistent with the parent's right to an independent educational evaluation. Except for the criteria described above, the local educational agency does not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

34 CFR § 300.502

SURROGATE PARENTS. The local educational agency ensures the rights of a child are protected if no parent can be identified; the local educational agency, after reasonable efforts, cannot locate a parent; the child is a ward of the state; or the child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act. In such instances, the local educational agency assigns an individual to act as a surrogate for the parents. The local educational agency has a method for determining whether a child needs a surrogate parent and for assigning a surrogate parent to the child. In the case of a child who is a ward of the State, the surrogate parent may be appointed by the judge overseeing the child's case.

The local educational agency ensures that a person selected as a surrogate parent is not an employee of the Department of Public Instruction, the local educational agency, or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child he or she represents; and has knowledge and skills that ensure adequate representation of the child. A person who otherwise qualifies to be a surrogate parent is not an employee of the local educational agency solely because he or she is paid by the local educational agency to serve as a surrogate parent.

For an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all of the requirements for selection of surrogate parents.

The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child.

The local educational agency makes reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after it determines that one is needed.

34 CFR § 300.519; Wis. Stat. § 115.792(1)(a)2

MEDIATION. When a local educational agency participates in a mediation under Wis. Stat. § 115, the local educational agency:

- keeps discussion that occurs during mediation confidential;
- does not use discussion that occurs during mediation as evidence in any subsequent hearing or civil proceeding;
- does not record a mediation session unless both parties and the mediator agree;
- may be represented by two individuals, unless the parties agree to additional representatives;
- may withdraw from mediation at any time;
- may recess a mediation session to consult advisors, whether or not present, or to consult privately with the mediator;
- assumes responsibility with the parents for additional compensation if the parties agree that the amount of the mediator's compensation should be greater than the Wisconsin Special Education Mediation System schedule allows; and
- assumes responsibility with the parents for the compensation of a mediator who is not on the mediation system roster.

If the parties resolve the dispute or a portion of the dispute through the mediation process, the parties must execute a legally binding agreement. The agreement is reduced to writing, signed by the parties and a copy is given to each party. The agreement states that all discussions that occurred during mediation are confidential and may not be used as evidence in any hearing or civil proceeding. The agreement is legally binding upon the parties and is enforceable in circuit court. The agreement is signed by a representative of the local educational agency who has the authority to bind the local educational agency.

The Wisconsin Mediation System is voluntary on the part of the parties and the local educational agency does not use it to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny any other rights afforded under special education law.

34 CFR § 300.506; Wis. Stat. § 115.797

DUE PROCESS HEARINGS. When the local educational agency files a request for a due process hearing, it will provide a copy of the hearing request to the other party, a copy to the DPI and will keep the hearing request confidential.

If the parent or the child's attorney files a written request for a due process hearing, the local educational agency will:

- inform the parent of any free or low cost legal and other relevant services available in the area;
- (unless it has previously sent a written notice to the parent regarding the item in dispute) within 10 days of receiving the hearing request, provide a written response that includes an explanation of why the agency proposed or refused to take the action raised in the hearing request; a description of other options that the IEP team considered and the reasons why those options were rejected; a description of each evaluation procedure, assessment, record, or report the agency used as the basis for the proposed or refused action; and, a description of the other factors that are relevant to the agency's proposed or refused action;
- within 10 days of receiving the request, send a written response that addresses the issues raised in the hearing request; and
- (except when the parents and local educational agency agree in writing to waive a meeting or use mediation) within 15 days of receiving the request and before the hearing is conducted, convene a meeting with the child's parents, a representative of the local educational agency who is authorized to make decisions on behalf of the agency, and the relevant members of the IEP team who have specific knowledge of the facts identified in the hearing request. If the meeting resolves any subject matter of the hearing request, the parents and the local educational agency will execute and sign a legally binding agreement.

When the local educational agency is a party to a due process hearing under Wis. Stat. § 115.80, the local educational agency:

- pays for the cost of the hearing;
- pays for the cost of an independent educational evaluation ordered by the hearing officer;
- discloses to all other parties, at least five business days before a hearing is conducted (other than an expedited hearing under the provisions of the Individuals with Disabilities Education Act), all evaluations completed by that date and recommendations based upon the local educational agency's evaluations that the local educational agency intends to use at the hearing; and
- except as provided in the "discipline" section of the local educational agency's policies, the local educational agency does not change the educational placement of a child during the pendency of a hearing or judicial proceedings unless the child's parents agree to the change. If the child is applying for initial admission to a

public school, the child, with the consent of the parents, is placed in the public school program until all due process proceedings have been completed.

Before filing a civil action under any federal law seeking relief that is also available under state special education law, the local educational agency exhausts the due process hearing procedures to the same extent as would be required had the action been brought under special education law.

34 CFR §§ 300.507, 300.508, 300.510; Wis. Stat. § 115.80

TRANSFER OF RIGHTS AT AGE OF MAJORITY. When a child with a disability reaches the age of 18, unless he or she has been determined to be incompetent as defined by state law, the local educational agency transfers the rights of parents under the Individuals with Disabilities Education Act and Chapter 115, Wis. Stats., to the individual pupil. The local educational agency provides any required notices to both the parents and the adult pupil. The local educational agency notifies both the parents and the individual pupil of the transfer of rights.

34 CFR § 300.520; Wis. Stat. § 115.807

Discipline Procedures

AUTHORITY OF SCHOOL PERSONNEL. School personnel consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the discipline procedures of Individuals with Disabilities Education Act, is appropriate for a child with a disability who violates a code of school conduct.

School personnel are authorized to remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting (IEAS), another setting, or suspension for not more than ten consecutive school days (to the extent those alternatives are applied to children without disabilities) consistent with state requirements relating to the suspension of pupils.

State law permits suspensions from school for up to five consecutive school days and for up to 15 consecutive school days when a notice of expulsion hearing has been sent. A child with a disability may be suspended for more than ten consecutive school days only if the conduct is not a manifestation of the child's disability and the requirements provided below are followed.

School personnel are authorized to remove a child with a disability for additional removals of not more than ten consecutive school days, consistent with state requirements, in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

If a child with a disability has been removed from his or her placement for 10 school days or less, the local educational agency provides services to the child if the local educational

agency also provides services to children without disabilities who have been similarly removed.

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if the removal is for more than ten consecutive school days or the child is subjected to a series of removals that constitute a pattern because

- the series of removals total more than ten school days in a school year;
- the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- such additional factors as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another.

The local educational agency determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.

After a child with a disability has been removed from the current placement for ten school days in the same school year during any subsequent days of removal the local educational agency must provide services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the current removal is for not more than 10 consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the appropriate services.

The local educational agency applies the relevant disciplinary procedures for children without disabilities to the child only if, as a result of the manifestation determination review, the local educational agency determines the behavior of the child with a disability was not a manifestation of the child's disability. The local educational agency applies the relevant disciplinary procedures in the same manner in which they would be applied to children without disabilities.

A child with a disability whose behavior is determined not to be a manifestation of the child's disability continues to be provided education services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

34 CFR § 300.530; 300.536

PLACEMENT IN INTERIM ALTERNATIVE EDUCATIONAL SETTINGS. School personnel are authorized to remove a child with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if:

- the child carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state or a local educational agency;
- the child knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency; or
- the child has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency.

34 CFR § 300.530(g)

The IEP team determines the interim alternative educational setting and the appropriate services to be provided. A child placed in an interim alternative educational setting:

- continues to receive educational services to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
- if the behavior is not a manifestation of the child's disability, receives, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur;
- if the behavior is a manifestation of the child's disability, receives either:
 - a functional behavior assessment, unless the local educational agency had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implemented a behavioral intervention plan, or
 - if a behavioral intervention plan already has been developed, a review of the behavioral intervention plan, and modifications to it, as necessary, to address the behavior.

34 CFR §§ 300.530, 300.531

On the date on which the decision is made to place the child in an interim alternative educational setting or to make a removal that constitutes a change of placement for violating a code of conduct, the local educational agency notifies the parents of that decision and provides the parents a procedural safeguards notice.

34 CFR § 300.530(h)

When the local educational agency determines that maintaining the current placement of a child with a disability is substantially likely to result in injury to the child or others, the agency may request an expedited due process hearing to change the child's placement

to an appropriate interim alternative educational setting for not more than 45 school days. The request for a due process hearing may be repeated if the local educational agency believes that returning the child to the original placement is substantially likely to result in injury to the child or others.

34 CFR § 300.532

MANIFESTATION DETERMINATION REVIEWS.

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency, the parent, and relevant members of the child's IEP team (as determined by the parent and the local educational agency):

- review all relevant information in the student's file, including the child's IEP;
- any teacher observations; and
- any relevant information provided by the parents.

The conduct is determined to be a manifestation of the child's disability if the local educational agency, the parent, and relevant members of the child's IEP team determine that either:

- the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the local educational agency, the parent, and relevant members of the child's IEP team determine the conduct in question was the direct result of the local educational agency's failure to implement the IEP, the local educational agency takes immediate steps to remedy those deficiencies.

If the conduct was a manifestation of the child's disability, the IEP team returns the child to the placement from which the child was removed, unless the child has been placed in an interim alternative educational setting or the parent and local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan, and either:

- conducts a functional behavioral assessment, unless the local educational agency had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan for the child; or
- if a behavioral intervention plan already has been developed, the IEP team reviews the behavioral intervention plan, and modifies it, as necessary, to address the behavior.

If the conduct was not a manifestation of the child's disability, the child receives, as appropriate:

- a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur; and
- educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

34 CFR § 300.530(d)(e) and (f)

PLACEMENT DURING APPEALS.

The parent of a child with a disability who disagrees with any decision regarding a disciplinary change in placement or a manifestation determination, or the local educational agency believes that maintaining the current placement is substantially likely to result in injury to the child or others may appeal the decision by requesting a hearing. During such appeal, the child will remain in the placement to which the child was removed pending the decision of the hearing officer or until the expiration of the disciplinary placement, whichever ever occurs first. The parent and the local educational agency may agree to a different placement during the appeal.

Unless the local educational agency and the parents agree in writing to waive the resolution meeting or agree to use the mediation process, the local educational agency conducts a resolution meeting within seven days of receiving notice of the parent's due process complaint.

34 CFR § 300.532; 300.533

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES. The local educational agency provides the protections asserted for a child under the Individuals with Disabilities Education Act-Part B to a child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of conduct of the local educational agency if the local educational agency had knowledge (as determined in accordance with the provisions below) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

The local educational agency has knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:

- the parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;

- the parent of the child requested an IEP team evaluation of the child; or
- the teacher of the child, or other personnel of the local educational agency, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

The local educational agency does not have knowledge that a child is a child with a disability if:

- the parent of the child has not allowed an IEP team evaluation of the child or has refused special education services; or
- the local educational agency conducted an IEP team evaluation and determined that the child was not a child with a disability.

If the local educational agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the local educational agency may subject the child to the same disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors.

34 CFR § 300.534

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation is conducted in an expedited manner. Until the evaluation is completed, the local educational agency maintains the child in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If the child is determined to be a child with a disability, taking into consideration information from the local educational agency's evaluation and information provided by the parents, the local educational agency provides special education and related services in accordance with the Individuals with Disabilities Education Act-Part B and state law, including legal requirements relating to discipline and the provision of a free appropriate public education to children with disabilities.

34 CFR § 300.534

When the local educational agency reports a crime committed by a child with a disability, it ensures copies of the child's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom it reports the crime. The local educational agency transmits copies of the child's special education and disciplinary records only to the extent that the Family Educational Rights and Privacy Act permits transmission.

34 CFR § 300.535

Confidentiality of Information

NOTICE TO PARENTS. The local educational agency notifies parents before any major child identification, location or evaluation activity. The notice is published or announced in newspapers or other media, or both, with circulation adequate to notify parents of children attending the local educational agency of the activity.

34 CFR § 300.612(b)

The local educational agency gives notice that is adequate to fully inform parents about the confidentiality of personally-identifiable information requirements in the law, including:

- a description of the extent that the notice is given in the native languages of the various population groups in the local educational agency;
- a description of the children on whom personally-identifiable information is maintained, the types of information sought, the methods the local educational agency intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
- a summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally-identifiable information; and
- a description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act of 1974 and the implementing regulations.

34 CFR § 300.612

ACCESS RIGHTS. The local educational agency permits parents to inspect and review any education records relating to their children that are collected, maintained or used by the agency under the Individuals with Disabilities Education Act-Part B. The agency complies with a request without unnecessary delay and before any meeting regarding an IEP, or any due process hearing or resolution session, and in no case more than 45 days after the request has been made.

The right to inspect and review education records includes:

- the right to a response from the participating agency to reasonable requests for explanations and interpretations of the records;
- the right to have copies of the records upon request; and
- the right to have a representative of the parent inspect and review the records.

The local educational agency presumes that the parent has authority to inspect and review records relating to his or her child unless the local educational agency has been advised that the parent does not have authority under state law.

34 CFR § 300.613

The local educational agency keeps a record of parties obtaining access to education records collected, maintained or used under the Individuals with Disabilities Education Act (except access by parents and authorized employees of the local educational agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

34 CFR § 300.614

The local educational agency provides parents on request a list of the types and locations of education records collected, maintained or used by the agency. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

34 CFR §§ 300.615, 300.616

The local educational agency does not charge a fee for copies of records that are made for parents if the fee effectively prevents the parents from exercising their right to inspect and review those records. The local educational agency does not charge a fee to search for or to retrieve information in educational records.

34 CFR § 300.617

AMENDMENT OF RECORDS AT PARENT'S REQUEST. A parent who believes information in the education records collected, maintained or used under the Individuals with Disabilities Education Act is inaccurate or misleading or violates the privacy or other rights of the child may request the local educational agency to amend the information. The local educational agency decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the local educational agency decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to an educational records hearing pursuant to the local educational agency's policies.

34 CFR § 300.618

The local educational agency, on request, provides an opportunity for a hearing to challenge information in education records to ensure it is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child.

34 CFR § 300.619

The hearing is conducted according to the procedures described in the Family Educational Rights and Privacy Act implementing regulations. If, as a result of the hearing, the local educational agency decides the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it amends the information accordingly and so informs the parent in writing. If, as a result of the hearing, the local educational agency decides the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it informs the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the local educational agency.

34 CFR § 300.619-621

Any explanation placed in the records of the child under this section is maintained as part of the records of the child as long as the record or contested portion is maintained. If the records of the child or the contested portion are disclosed to any party, the explanation is also disclosed to the party.

34 CFR § 300.620(c)(2)

CONSENT. Parental consent is obtained before personally-identifiable information is disclosed, unless the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act and Wis. Stat. § 118.125. Parental consent is not required before personally-identifiable information is released to officials of participating agencies for purposes of meeting a requirement of the Individuals with Disabilities Education Act with the following exceptions:

- Parental consent or the consent of an eligible child who has reached the age of majority under state law, is obtained before personally-identifiable information is released to officials of participating agencies providing or paying for transition services.
- If a child is enrolled or is going to enroll in a private school that is not located in the local educational agency of the parent's residence, parental consent is obtained before any personally-identifiable information about the child is released between school officials in the local educational agency where the private school is located and officials in the local educational agency of the parent's residence.

34 CFR § 300.622

SAFEGUARDS. The local educational agency protects the confidentiality of personally-identifiable information at collection, storage, disclosure and destruction stages. One official at the local educational agency assumes responsibility for ensuring the confidentiality of any personally-identifiable information. All persons collecting or using

personally-identifiable information receive training or instruction regarding the state's policies and procedures described in the regulations implementing the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act. The local educational agency maintains, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally-identifiable information.

34 CFR § 300.623

DESTRUCTION OF INFORMATION. The local educational agency informs parents when personally-identifiable information collected, maintained or used under the Individuals with Disabilities Education Act is no longer needed to provide educational services to the child. The information is destroyed at the request of the parents. However, a permanent record of the student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

34 CFR § 300.624

TRANSFER OF CONFIDENTIALITY RIGHTS AT AGE OF MAJORITY. Under the regulations for the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age 18. When the rights accorded to parents under the Individuals with Disabilities Education Act are transferred to a student who reaches the age of majority, the rights regarding educational records in the Individuals with Disabilities Education Act also transfer to the student. However, the local educational agency provides any notice required under the Individuals with Disabilities Education Act to the student and the parents.

34 CFR § 300.625(b) and (c)

Children With Disabilities Enrolled in Private Schools by Their Parents

CHILD FIND. This school district locates, identifies, and evaluates all children with disabilities who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in the school district. The child find process is designed to ensure the equitable participation of parentally-placed private school children and an accurate count of those children. This school district undertakes child find activities similar to the activities undertaken for the agency's public school children. The child find process is completed in a time period comparable to that for students attending public schools in this school district. In carrying out the child find requirements for parentally-placed private school students, this school district includes parentally-placed private school children who reside in another state.

34 CFR § 300.131

Any due process complaint regarding child find requirements must be filed with the school district in which the private school is located and a copy must be forwarded to the Department of Public Instruction.

34 CFR § 300.140(b)(2)

PROVISION OF SERVICES. To the extent consistent with the number and location of children with disabilities who are enrolled by their parents in private, including religious, elementary and secondary schools located in this school district, this school district provides for the participation of those children by providing them with special education and related services, including direct services determined in accordance with the provision under the "Equitable Services Determined" section of this policy.

A services plan is developed and implemented for each private school child with a disability designated by this school district to receive special education and related services under the Individuals with Disabilities Education Act. This school district maintains in its records, and provides to the Wisconsin Department of Public Instruction, the following information related to parentally-placed private school children: (1) the number of children evaluated; (2) the number of children determined to be children with disabilities; and (3) the number of children served.

34 CFR § 300.132

EXPENDITURES. In providing special education and related services, including direct services, to children with disabilities enrolled by their parents in private schools, this school district spends, for children aged 3 through 21, an amount that is the same proportion of the school district's total Individuals with Disabilities Education Act flow-through grant as is the number of private school children with disabilities aged 3 through 21 who are enrolled by their parents in private, including religious, elementary schools and secondary schools located in this school district, is to the total number of children with disabilities in its jurisdiction aged 3 through 21.

For parentally placed private school children aged 3 through 5, this school district spends an amount that is the same proportion of this school district's total preschool entitlement funds as the number of parentally placed private school children with disabilities aged 3 through 5 is to the total number of children with disabilities in its jurisdiction aged 3 through 5. This school district may provide services to private school children in excess of those required, consistent with the law and local educational agency policy.

In calculating the proportionate amount of Federal funds to be provided for parentally-placed private school children with disabilities, this school district, after timely and meaningful consultation with representatives of private schools, conducts a thorough and complete child find process to determine the number of parentally-placed children with disabilities attending private schools located in this school district.

After timely and meaningful consultation with representatives of parentally-placed private school children with disabilities, this school district determines the number of parentally-placed private school children with disabilities attending private schools located in this school district; and ensures the count is conducted on October 1 of each year. The child count is used to determine the amount this school district must spend on providing special education and related services to parentally-placed private school children with disabilities in the next subsequent fiscal year.

34 CFR § 300.133(c)(2)

State and local funds may supplement and in no case supplant the proportionate amount of Federal funds required to be expended for parentally-placed private school children with disabilities under the Individuals with Disabilities Education Act.

34 CFR § 300.133(d)

The cost of carrying out child find requirements, including individual evaluations, is not considered in determining if this school district has met its obligation to expend a proportionate amount of Individuals with Disabilities Education Act funds to provide equitable services.

34 CFR § 300.131(d)

If this school district has not expended for equitable services all of the funds required by the end of the fiscal year for which Congress appropriated the funds, the district obligates the remaining funds for special education and related services (including direct services) to parentally-placed private school children with disabilities during a carry-over period of one additional year.

34 CFR § 300.133(a)(3)

CONSULTATION. To ensure timely and meaningful consultation, this school district consults with private school representatives and representatives of parents of parentally-placed private school children with disabilities during the design and development of special education and related services for the children regarding the following:

- the child find process, including how parentally-placed private school children suspected of having a disability can participate equitably, and how parents, teachers, and private school officials will be informed of the process;
- the determination of the proportionate share of Federal funds available to serve parentally-placed private school children with disabilities including the determination of how the proportionate share of those funds was calculated;
- the consultation process among this school district, private school officials, and representatives of parents of parentally-placed private school children with disabilities, including how the process will operate throughout the school year to ensure that parentally-placed children with disabilities identified through the child

find process can meaningfully participate in special education and related services;

- how, where, and by whom special education and related services will be provided for parentally-placed private school children with disabilities, including a discussion of the types of services, including direct services and alternate service delivery mechanisms, and how special education and related services will be apportioned if funds are insufficient to serve all parentally-placed private school children, and how and when those decisions will be made; and,
- how, if this school district disagrees with the views of the private school officials on the provision of services or the types of services (whether provided directly or through a contract), the district will provide to the private school officials a written explanation of the reasons why the district chose not to provide services directly or through a contract.

When timely and meaningful consultation has occurred, this school district must obtain a written affirmation signed by the representatives of participating schools. If the representatives do not provide the affirmation within a reasonable period of time, this school district forwards the documentation of the consultation process to the Wisconsin Department of Public Instruction.

If a private school representative files a complaint under 34 CFR § 300.136 to the Wisconsin Department of Public Instruction, this school district will forward appropriate documentation to the department.

34 CFR §§ 300.134, 300.135, and 300.136.

EQUITABLE SERVICES DETERMINED. No parentally-placed private school child with a disability has an individual right to receive some or all of the special education and related services the child would receive if enrolled in the public school. Decisions about the services that will be provided to parentally-placed private school children with disabilities are made in accordance with services plans and consultation processes contained in these policies.

The final decisions regarding services to be provided to eligible private school children are made by this school district.

34 CFR § 300.137

If a child with a disability is enrolled in a religious or other private school by the child's parents and will receive special education or related services from this school district, the district initiates and conducts meetings to develop, review and revise a services plan for the child in accordance with the law. This school district ensures a representative of the religious or other private school attends each meeting. If the representative cannot attend, this school district uses other methods to ensure participation by the private school, including individual or conference telephone calls.

34 CFR § 300.137(c)(2)

EQUITABLE SERVICES PROVIDED. The services provided to parentally-placed private school children with disabilities by this school district are provided by personnel meeting the same standards as personnel providing services in this school district, except that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school children with disabilities do not have to meet the highly qualified special education teacher requirements. Parentally-placed private school children with disabilities may receive a different amount of services than children with disabilities in public schools.

34 CFR § 300.138(a)(2)

Each private school child with a disability who has been designated to receive services from this school district has a services plan that describes the specific special education and related services this school district will provide to the child in light of the services the district has determined (after consultation with representatives of private school children with disabilities) it will make available to parentally-placed private school children with disabilities. The services plan, to the extent appropriate, meets the IEP requirements with respect to the services provided. The services plan is developed, reviewed and revised consistent with the provisions in the law concerning IEP teams, when IEPs must be in effect, parent participation in IEP team meetings, and development, review and revision of IEPs.

34 CFR § 300.138(b)(2)

Services to parentally-placed private school children with disabilities are provided by employees of this school district or through contract by the district with an individual, association, agency, organization, or other entity. The services, including materials and equipment, are secular, neutral, and non-ideological.

34 CFR § 300.138(c)

LOCATION OF SERVICES AND TRANSPORTATION. If this school district provides services to private school children with disabilities at the child's private school, including a religiously affiliated private school, it will do so to the extent consistent with state and federal law. If necessary for the child to benefit from or participate in the services provided, this school district transports private school children with disabilities from the child's school or home to a site other than the child's private school and from the service site to the private school or the child's home, depending on the timing of the services. This school district may include the cost of such transportation in calculating whether it has met the requirement to expend a proportionate amount of Individuals with Disabilities Education Act funds on services to parentally-placed private school children with disabilities.

34 CFR § 300.139(b)(2)

REQUIREMENT THAT FUNDS NOT BENEFIT A PRIVATE SCHOOL. This school district does not use Individuals with Disabilities Education Act funds to finance the existing level of instruction in a private school or to otherwise benefit the private school. The funds are used to meet the special education and related services needs of parentally-placed private school children with disabilities, but not for meeting the needs of a private school or the general needs of the students enrolled in the private school.

34 CFR § 300.141

USE OF PERSONNEL. Individuals with Disabilities Education Act funds are used to make public school personnel available in other than public facilities to the extent necessary to provide equitable services for parentally-placed private school children with disabilities and if those services are not normally provided by the private school. If this school district pays for the services of an employee of a private school employee, the employee performs the services outside of his or her regular hours of duty and under public supervision and control.

34 CFR § 300.142

SEPARATE CLASSES PROHIBITED. This school district does not use Individuals with Disabilities Education Act funds for classes that are organized separately on the basis of school enrollment or religion of the students if the classes are at the same site and include both students enrolled in public schools and students enrolled in private schools.

34 CFR § 300.143

PROPERTY, EQUIPMENT, AND SUPPLIES. This school district controls and administers Individuals with Disabilities Education Act funds used to provide special education and related services to parentally-placed private school children with disabilities and holds title to and administer materials, equipment, and property purchased with those funds. Equipment and supplies are placed in a private school for the period of time needed for the Individuals with Disabilities Education Act program. Equipment and supplies placed in a private school are used only for Individuals with Disabilities Education Act purposes and can be removed from the private school without remodeling the private school facility. Equipment and supplies are removed from a private school if the equipment and supplies are no longer needed for Individuals with Disabilities Education Act purposes; or removal is necessary to avoid unauthorized use of the equipment and supplies for other than Individuals with Disabilities Education Act purposes. Individuals with Disabilities Education Act funds are not used for repairs, minor remodeling, or construction of private school facilities.

34 CFR § 300.144

PARENTALLY PLACED CHILDREN IN PRIVATE SCHOOLS WHEN FAPE IS AT ISSUE. The local educational agency is not required to pay for the cost of education, including special education and related services, of a child with a disability at a private school or facility if the local educational agency made FAPE available to the child and the parents elected to

place the child in a private school or facility. The child is considered a parentally placed private school child with a disability.

34 CFR § 300.148

Children With Disabilities in Private Schools Placed or Referred by the Local Educational Agency

When, pursuant to an IEP, a child with a disability is or has been placed in or referred to a private school or facility by the local educational agency as a means of providing special education and related services, the local educational agency ensures that the child:

- is provided special education and related services in conformance with an IEP that meets the requirements of the law and at no cost to the parents;
- is provided an education that meets the standards that apply to education provided by the Department of Public Instruction and local educational agencies including the requirements of Individuals with Disabilities Education Act, except that staff are not required to meet the highly qualified teacher requirements; and
- has all of the rights of a child with a disability who is served by a public agency.

34 CFR § 300.146

DEVELOPMENT, REVIEW, AND REVISION OF THE IEP. Before the local educational agency places a child with a disability in, or refers a child to, a private school or facility, the local educational agency initiates and conducts a meeting to develop an IEP for the child in accordance with the law. The local educational agency ensures a representative of the private school or facility attends the meeting. If the representative cannot attend, the local educational agency uses other methods to ensure participation by the private school or facility, including individual or conference telephone calls.

After a child with a disability enters a private school or facility, any meetings to review and revise the child's IEP may be initiated and conducted by the private school or facility at the discretion of the local educational agency. If the local educational agency permits a private school or facility to initiate and conduct meetings to review and revise IEPs, the local educational agency ensures the parents and a local educational agency representative are involved in any decisions about the IEP and agree to any proposed changes in the IEP before those changes are implemented. Even if a private school or facility implements a child's IEP, the local educational agency retains responsibility for compliance with the requirements of special education law.

34 CFR § 300.325

When the local educational agency places a child, in a private school as a means of providing special education and related services, the local educational agency ensures

an IEP is developed and implemented for each child with a disability and the special education and related services are provided in conformance with an IEP and at no cost to the parents.

Wis. Stat. § 115.77(1m)(d)

Children in Residential Care Centers

When the responsible local educational agency receives a notice from a county or a state agency that a child will be placed in a residential care center, the local educational agency does all of the following:

- if the child is a child with a disability, as soon as reasonably possible and after consulting with the county or state agency, as appropriate, the local educational agency appoints an IEP team to review and revise, if necessary, the child's IEP and develop an educational placement offer;
- if the child has not been identified as a child with a disability, the local educational agency:
 - appoints staff to review the child's education records and develop a status report;
 - sends a copy of the status report to the county or state agency within 30 days after receiving the notice that the child will be placed in a residential care center;
 - appoints an IEP team to conduct an evaluation of the child if the local educational agency has reasonable cause to believe the child is a child with a disability;
 - ensures the IEP team conducts the evaluation; and
 - ensures the IEP team develops an IEP and an educational placement offer, in consultation with the county or state agency if the IEP team determines the child is a child with a disability.

Wis. Stat. § 115.81(3)(b)

When the responsible local educational agency offers an educational placement in a residential care center, the responsible local educational agency:

- ensures the child receives a free appropriate public education;
- ensures the child's treatment and security needs are considered when determining the least restrictive environment for the child;
- appoints an IEP team to reevaluate the child, as required by state law, while the child resides at the child caring institution;

- while the child resides at the residential care center, the local educational agency refers the child to another local educational agency after consulting the residential care center and a county department or state agency, if the responsible local educational agency determines that the child's special education needs may be appropriately served in a less restrictive setting in the other local educational agency; and
- assigns staff or an IEP team to develop a reintegration plan for a child leaving the residential care center, in cooperation with county and residential care center staff.

Wis. Stat. § 115.81(4)(a)

When this school district receives a referral from the responsible local educational agency because the referring responsible local educational agency believes the child's special education needs could be met in a less restrictive setting, this school district assigns staff to determine whether the child can appropriately receive special education and related services in the school district. If the assigned staff determine the child can appropriately receive special education and related services in this school district, it provides such services and may apply for state tuition payments under Wis. Stat. § 121.79(1)(a), for the child's educational expenses. If the assigned staff determines the child cannot appropriately receive special education and related services in this school district, the school district keeps a written record of the reasons for that determination.

Wis. Stat. § 115.81(4)(c)

Placement Disputes; School Board Referrals; Interagency Cooperation

When a dispute arises between the local educational agency and the Wisconsin Department of Health and Family Services, the Wisconsin Department of Corrections or a county, or between local educational agencies over the placement of a child, the local educational agency seeks resolution of the dispute from the State Superintendent. This provision applies only to a placement in a nonresidential educational program made under Wis. Stat. § 48.57 (1)(c) or to a placement in a residential care center made under Wis. Stat. § 115.81.

Annually, on or before August 15, the local educational agency reports to the county departments under Wis. Stat. §§ 51.42 & 51.437 the names of resident children who are at least 16, are not expected to be enrolled in an educational program two years from the date of the report and may require services from the county department.

If a public agency, as defined by Wis. Stat. § 166.20(1)(i), except that it does not include a local educational agency, is required by federal or state law or by an interagency agreement to provide or pay for the location, identification or evaluation of a child with a disability, including a child with a disability who is not yet 3 years of age, or for assistive technology devices or services, supplementary aids or services, transition services or special education or related services for a child with a disability, and fails to do so, the

local educational agency provides or pays for the services. The local educational agency seeks reimbursement for the cost of providing the services from the public agency.

Wis. Stat. § 115.812

Local Educational Agency Reporting to State

The local educational agency, in providing for the education of children with disabilities within its jurisdiction, has established and implemented policies, procedures and programs that are consistent with state and federal special education requirements, policies and procedures. The local educational agency will modify them to the extent necessary to ensure compliance with the law if the provisions of federal or state laws or regulations are amended, if there is a new interpretation of Individuals with Disabilities Education Act by federal or state courts or if there is an official finding of noncompliance with federal or state law or regulations.

34 CFR § 300.201; Wis. Stat. § 115.77(1m)(f)

The local educational agency files with the Department of Public Instruction information to demonstrate all personnel necessary to carry out the requirements of state and federal special education law are appropriately and adequately prepared, subject to the requirements of the personnel requirements of the Individuals with Disabilities Education Act and the Elementary and Secondary Education Act.

34 CFR § 300.207

The local educational agency provides to the Department of Public Instruction information needed for the Department to meet its responsibilities under state and federal special education laws, including information related to the performance of children with disabilities participating in local educational agency special education programs.

34 CFR § 300.211; Wis. Stat. § 115.77(2)

The local educational agency reports its plan for providing special education and related services to children with disabilities to the Department of Public Instruction on a schedule and using instructions provided by the Department of Public Instruction. The plan includes:

- statements of assurance as required by applicable federal law;
- information relating to access of private school pupils to the local educational agency's special education and related services;
- assurances that the local educational agency, in providing for the children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with this subchapter and applicable federal law;

- the local educational agency's plan for ensuring that all personnel necessary to carry out the requirements of this subchapter are appropriately and adequately prepared according to applicable state and federal law;
- the data regarding children with disabilities and nondisabled children in the local educational agency that the division is required to collect or report to be in compliance with 20 USC 1400 to 1482; and
- any other information the division requires to permit its review of the plan.

34 CFR § 300.200; Wis. Stat. § 115.77(4)

When the local educational agency participates in a county children with disabilities education board program, annually by October 1, the local educational agency and the county children with disabilities education board submit a report to the state superintendent. The report includes the portion of each school day that each pupil enrolled in the county program, who is also enrolled in the local educational agency, spent in county program classes in the previous school year, and the portion of the school day that the pupil spent in the local educational agency classes in the previous school year.

Wis. Stat. § 115.817(5)(d)

**Appendix of federal law and regulations
referenced in the Model Policies and Procedures**

34 CFR 99.3 - Family Educational Rights and Privacy Act of 1974 – Definition of Education Records

- (a) The term means those records that are:
- (1) Directly related to a student; and
 - (2) Maintained by an educational agency or institution or by a party acting for the agency or institution.
- (b) The term does not include:
- (1) Records that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record.
 - (2) Records of the law enforcement unit of an educational agency or institution, subject to the provisions of Sec. 99.8.
 - (3) (i) Records relating to an individual who is employed by an educational agency or institution, that:
 - (A) Are made and maintained in the normal course of business;
 - (B) Relate exclusively to the individual in that individual's capacity as an employee; and
 - (C) Are not available for use for any other purpose.
 - (ii) Records relating to an individual in attendance at the agency or institution who is employed as a result of his or her status as a student are education records and not excepted under paragraph (b)(3)(i) of this definition.
 - (4) Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are:
 - (i) Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
 - (ii) Made, maintained, or used only in connection with treatment of the student; and
 - (iii) Disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution; and
 - (5) Records that only contain information about an individual after he or she is no longer a student at that agency or institution.

42 USC 11434a – McKinney-Vento Homeless Assistance Act, Definition of Homeless Children

(2) The term "homeless children and youths"—

- (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 11302 (a)(1) of this title); and
- (B) includes—

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 11302 (a)(2)(C) of this title);

- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

- (iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this part because the children are living in circumstances described in clauses (i) through (iii).

18 USC 1365(h) – Definition of Serious Bodily Injury

(3) the term "serious bodily injury" means bodily injury which involves—

- (A) a substantial risk of death;
- (B) extreme physical pain;
- (C) protracted and obvious disfigurement; or
- (D) protracted loss or impairment of the function of a bodily member, organ, or mental faculty; and

(4) the term "bodily injury" means—

- (A) a cut, abrasion, bruise, burn, or disfigurement;
- (B) physical pain;
- (C) illness;
- (D) impairment of the function of a bodily member, organ, or mental faculty; or
- (E) any other injury to the body, no matter how temporary.

29 USC 3002(19) - Definition of Universal Design

The term "universal design" means a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities, which include products and services that are directly accessible (without requiring assistive technologies) and products and services that are interoperable with assistive technologies.

18 USC 930(g)(2) - Definition of Weapon

The term "dangerous weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length.

20 USC 7801(37) – Definition of Scientifically Based Research

The term "scientifically based research"--

(A) means research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

(B) includes research that--

(i) employs systematic, empirical methods that draw on observation or experiment;

(ii) involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;

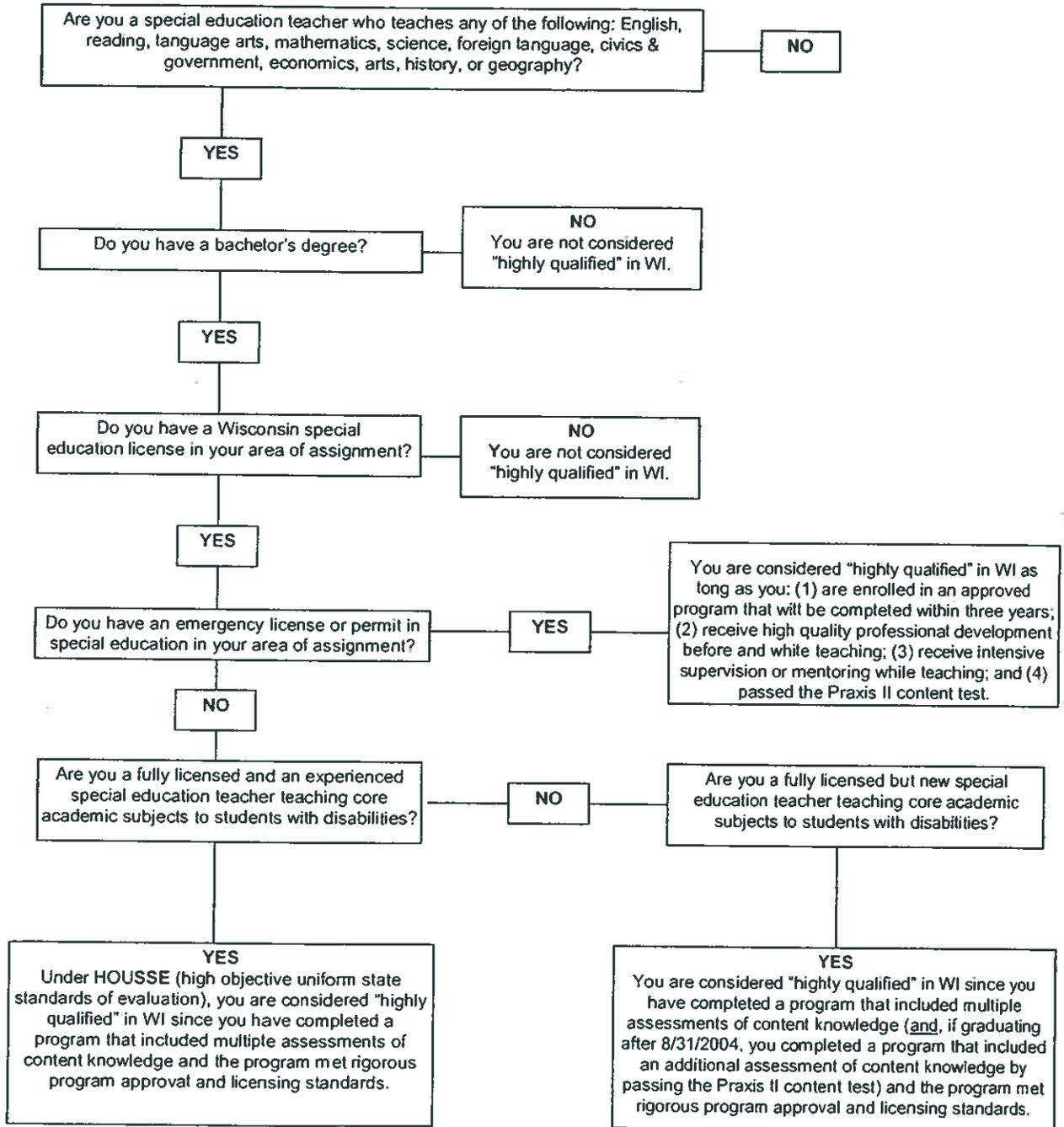
(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(iv) is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls;

(v) ensures that experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings; and

(vi) has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.

What Constitutes a Highly Qualified Special Education Teacher in Wisconsin?



2005 Senate Bill 529

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2005 WISCONSIN ACT 258

AN ACT *to repeal* 115.77 (4) (a) to (k), 115.77 (7), 115.78 (4), 115.782 (2) (e), 115.782 (3) (c), 115.787 (3) (d) and 115.792 (2) (i); *to renumber* 115.79 (intro.), 115.791 (3) (intro.), 115.791 (3) (a), 115.791 (3) (c) and 115.791 (3) (d); *to renumber and amend* 115.77 (4) (n), 115.782 (2) (d), 115.791 (3) (b) and 115.80 (5); *to amend* 115.758, 115.76 (1), 115.76 (3), 115.76 (5) (a) 5., 115.76 (14), 115.76 (17), 115.762 (3) (c), 115.762 (3) (g), 115.762 (3) (j), 115.77 (1m) (intro.), 115.77 (1m) (b), 115.77 (1m) (bg), 115.77 (1m) (e), 115.77 (1m) (f), 115.77 (4) (intro.), 115.77 (8), 115.775, 115.78 (1m) (c), 115.78 (1m) (d), 115.78 (3) (d), 115.782 (1) (a), 115.782 (1) (b), 115.782 (2) (a) (intro.), 115.782 (2) (a) 1., 115.782 (2) (a) 3. a., 115.782 (2) (a) 3. b., 115.782 (2) (b) 1., 115.782 (2) (b) 2. (intro.), a. and b., 115.782 (2) (c), 115.782 (3) (a), 115.782 (3) (b), 115.782 (4) (a) 1. and 2., 115.782 (4) (c), 115.787 (2) (a), 115.787 (2) (b), 115.787 (2) (c) (intro.), 115.787 (2) (c) 1., 115.787 (2) (c) 2., 115.787 (2) (e), 115.787 (2) (g) 3., 115.787 (2) (h) 1., 115.787 (3) (a), 115.787 (3) (b) 1., 115.787 (3) (b) 4., 115.787 (3) (c), 115.787 (5), 115.787 (6) (b), 115.787 (7), 115.792 (1) (a) 2., 115.792 (2) (d), 115.792 (2) (e), 115.792 (2) (g), 115.792 (3) (b) (intro.), 115.792 (3) (b) 5., 115.792 (3) (b) 11., 115.797 (1) (a), 115.797 (6), 115.80 (1) (a) 1., 115.80 (1) (b), 115.80 (1) (d), 115.80 (2), 115.80 (4), 115.80 (6), 115.81 (title), 115.812 (1), 118.51 (12) (a) and 118.51 (12) (b) 2.; *to repeal and recreate* 115.762 (3) (e), 115.762 (3) (h), 115.762 (3) (i), 115.78 (3) (a) to (c), 115.787 (2) (g) 1. and 2., 115.787 (2) (h) 2. and 115.80 (9); *and to create* 115.77 (4) (p), 115.77 (4) (q), 115.77 (4) (r), 115.777 (3) (c), 115.78 (5), 115.782 (1) (intro.), 115.782 (1) (c), 115.782 (2) (f), 115.787 (2) (bm), 115.787 (4) (c), 115.79 (2), 115.791 (3) (b) (intro.) and 2., 115.80 (1) (e), 115.80 (1) (f), 115.80 (1) (g), 115.80 (2m) and 115.80 (5) (c) of the statutes; relating to: special education programs for children with disabilities.

The people of the state of Wisconsin, represented in senate and assembly, do enact as follows:

SECTION 1. 115.758 of the statutes is amended to read:

115.758 Construction. To the extent possible, this subchapter shall be construed in a manner that is consistent with 20 USC 1400 to ~~4487~~ 1482 and is consistent with the purposes specified in 20 USC 1400 (d).

SECTION 2. 115.76 (1) of the statutes is amended to read:

115.76 (1) "Assistive technology device" means any item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of a child with a disability other than a medical device that is surgically implanted or the replacement of such a device.

SECTION 3. 115.76 (3) of the statutes is amended to read:

115.76 (3) "Child" means any person who is at least 3 years old but not yet 21 years old and who has not graduated from high school and, for the duration of a school

* Section 991.11, WISCONSIN STATUTES 2003-04: Effective date of acts. "Every act and every portion of an act enacted by the legislature over the governor's partial veto which does not expressly prescribe the time when it takes effect shall take effect on the day after its date of publication as designated" by the secretary of state [the date of publication may not be more than 10 working days after the date of enactment].

ern, any person who becomes 21 years old during that school term and who has not graduated from high school, and includes a child who is homeless, a child who is a ward of the state, county, or child welfare agency, and a child who is attending a private school.

SECTION 4. 115.76 (5) (a) 5. of the statutes is amended to read:

115.76 (5) (a) 5. Emotional ~~disturbance~~ behavioral disability.

SECTION 5. 115.76 (14) of the statutes is amended to read:

115.76 (14) "Related services" means transportation and such developmental, corrective and other supportive services ~~as may be required to assist a child with a disability to benefit from special education, (including speech-language pathology and audiology services; interpreting services; psychological services; physical and occupational therapy; recreation, including therapeutic recreation; social work services; school nursing services designed to enable a child with a disability to receive a free appropriate public education as described in the child's individualized education program; counseling services, including rehabilitative counseling; orientation and mobility services; medical services for diagnostic and evaluative purposes only; and the early identification and assessment of disabling conditions in children) as may be required to assist a child with a disability to benefit from special education.~~ "Related services" does not include a medical device that is surgically implanted or the replacement of such a device.

SECTION 6. 115.76 (17) of the statutes is amended to read:

115.76 (17) "Transition services" has the meaning given in 20 USC 1401 ~~(30)~~ (34).

SECTION 7. 115.762 (3) (c) of the statutes is amended to read:

115.762 (3) (c) Complying with the requirements of this subchapter and applicable federal law, including 20 USC 1415 (k) and 42 USC 11431 to 11434a.

SECTION 8. 115.762 (3) (e) of the statutes is repealed and recreated to read:

115.762 (3) (e) Determining local educational agency eligibility for assistance, including determining whether a local educational agency is failing to comply with any of the requirements of the plan submitted to the division under s. 115.77 (4).

SECTION 9. 115.762 (3) (g) of the statutes is amended to read:

115.762 (3) (g) Monitoring and enforcing local educational agency and residential care center for children and youth compliance with this subchapter and applicable federal law, including 20 USC 1415 (k) and 42 USC 11431 to 11434a.

SECTION 10. 115.762 (3) (h) of the statutes is repealed and recreated to read:

115.762 (3) (h) Developing and maintaining a performance plan in compliance with 20 USC 1416 (b).

SECTION 11. 115.762 (3) (i) of the statutes is repealed and recreated to read:

115.762 (3) (i) Establishing and maintaining qualifications to ensure that personnel necessary to carry out the requirements of this subchapter are appropriately and adequately prepared and trained, in compliance with 20 USC 1412 (a) (14), and requiring that local educational agencies take measurable steps to recruit, hire, train, and retain highly qualified personnel to provide special education and related services to children with disabilities under this subchapter.

SECTION 12. 115.762 (3) (j) of the statutes is amended to read:

115.762 (3) (j) Examining data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities among local educational agencies or compared to such rates for nondisabled children within such agencies. If such discrepancies are occurring, the division shall review and, if appropriate, revise or require the affected local educational agency to revise its policies, procedures and practices relating to the development and implementation of individualized education programs, the use of positive behavioral interventions and supports and procedural safeguards to ensure that such policies, procedures and practices comply with this subchapter.

SECTION 13. 115.77 (1m) (intro.) of the statutes is amended to read:

115.77 (1m) (intro.) A local educational agency shall demonstrate to the ~~satisfaction~~ of the division that it does all of the following:

SECTION 14. 115.77 (1m) (b) of the statutes is amended to read:

115.77 (1m) (b) Makes available a free appropriate public education to children with disabilities as required by this subchapter and applicable state and federal law, except that a local educational agency that provides special education and related services to a child with a disability who has not yet attained the age of 3 and who is participating in an early intervention program under s. 51.44 is not required to provide the child with a free appropriate public education.

SECTION 15. 115.77 (1m) (bg) of the statutes is amended to read:

115.77 (1m) (bg) Includes children with disabilities in statewide and local educational agency-wide assessments, including assessments described in 20 USC 6311 (b) (3), with appropriate modifications accommodations and alternate assessments where necessary, ~~or in alternative assessments for those children who cannot participate in statewide or local educational agency-wide~~

assessments and as indicated in their individualized education programs.

SECTION 16. 115.77 (1m) (c) of the statutes is amended to read:

115.77 (1m) (c) To the extent consistent with the number and location of children with disabilities ~~residing in the local educational agency~~ who are enrolled by their parents in private elementary and secondary schools located within the local educational agency, ensures that those children have an opportunity to participate in special education and related services and that the amount spent to provide those services by the local educational agency is equal to a proportionate amount of federal funds made available under this subchapter.

SECTION 17. 115.77 (1m) (f) of the statutes is amended to read:

115.77 (1m) (f) Establishes written policies ~~and~~ procedures, ~~and programs~~ for implementing this subchapter and applicable federal law.

SECTION 18. 115.77 (4) (intro.) of the statutes is amended to read:

115.77 (4) (intro.) A local educational agency shall submit to the division, pursuant to a schedule and instructions established and published by the division, ~~the agency's a plan, including a program narrative, for the provision of special education and related services that includes that provides assurances to the division that the local educational agency meets the conditions required by 20 USC 1413 (a), including all of the following:~~

SECTION 19. 115.77 (4) (a) to (k) of the statutes are repealed.

SECTION 20. 115.77 (4) (n) of the statutes is renumbered 115.77 (4) (s) and amended to read:

115.77 (4) (s) Any other information the division requires to permit its review ~~and approval~~ of the plan.

SECTION 21. 115.77 (4) (p) of the statutes is created to read:

115.77 (4) (p) Assurances that the local educational agency, in providing for the children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with this subchapter and applicable federal law.

SECTION 22. 115.77 (4) (q) of the statutes is created to read:

115.77 (4) (q) The local educational agency's plan for ensuring that all personnel necessary to carry out the requirements of this subchapter are appropriately and adequately prepared according to applicable state and federal law.

SECTION 23. 115.77 (4) (r) of the statutes is created to read:

115.77 (4) (r) The data regarding children with disabilities and nondisabled children in the local educational agency that the division is required to collect or report to be in compliance with 20 USC 1400 to 1482.

SECTION 24. 115.77 (7) of the statutes is repealed.

SECTION 25. 115.77 (8) of the statutes is amended to read:

115.77 (8) The local educational agency shall serve children with disabilities who are attending a charter school under contract with the local educational agency under s. 118.40 in the same manner as it serves children with disabilities attending schools of the local educational agency, and shall provide funds under this subchapter to such charter schools ~~in the same manner on the same basis~~ as it provides funds under this subchapter to schools of the local educational agency, including proportional distribution based on enrollment of children with disabilities, and at the same time as it distributes other federal funds to the agency's other schools.

SECTION 26. 115.775 of the statutes is amended to read:

115.775 Duties of operators of certain charter schools. (1) Except as provided in sub. (2), an operator of a charter school under s. 118.40 (2r) is a local educational agency, as defined in 20 USC 1401 ~~(15)~~ (19), and shall comply with 20 USC 1400 to ~~1491a~~ 1482.

(2) The board of directors of the school district operating under ch. 119 is a local educational agency under this section and shall comply with 20 USC 1400 to ~~1491a~~ 1482 if the board of directors enters into an a written agreement with an operator of a charter school under s. 118.40 (2r) under which the board of directors agrees to serve as the local educational agency.

SECTION 27. 115.777 (3) (e) of the statutes is created to read:

115.777 (3) (e) Within 15 business days of receiving a referral, send to the child's parents a request for consent to evaluate the child under s. 115.782 except that if the local educational agency determines that no additional data are necessary, the agency shall notify the child's parent of that determination within 15 business days of receiving the referral.

SECTION 28. 115.78 (1m) (c) of the statutes is amended to read:

115.78 (1m) (c) At least one special education teacher who has ~~extensive and~~ recent training ~~and or~~ experience related to the child's known or suspected disability ~~as specified in s. 115.76 (5) (a)~~ area of special education needs or, where appropriate, at least one special education provider of the child.

SECTION 29. 115.78 (1m) (d) of the statutes is amended to read:

115.78 (1m) (d) A representative of the local educational agency who is qualified to provide, or supervise the provision of, special education, is knowledgeable about the general education curriculum and is knowledgeable about and authorized by the local educational agency to commit the available resources of the local educational agency.

SECTION 30. 115.78 (3) (a) to (c) of the statutes are repealed and recreated to read:

115.78 (3) (a) The local educational agency shall determine if a child is a child with a disability within 60 days after the local educational agency receives parental consent for the evaluation of the child under s. 115.782 (1) (b) or (4) (b), provides notice under s. 115.777 (3) (c) that no additional data are needed, or provides notice under s. 115.782 (4) (c) that no additional data are needed.

(b) The 60-day period under par. (a) does not apply to a local educational agency if any of the following occur:

1. A child enrolls in a school served by that local educational agency after the 60-day period has begun and before a determination by the child's previous local educational agency as to whether the child is a child with a disability, the subsequent local educational agency is making sufficient progress to ensure a prompt completion of the evaluation, and the child's parent and the subsequent local educational agency agree to a specific time when the evaluation will be completed.

2. The child's parent repeatedly fails or refuses to produce the child for the evaluation.

(c) The local educational agency shall conduct a meeting to develop an individualized education program under s. 115.787 and determine a placement under s. 115.79 within 30 days of a determination that a child is a child with a disability.

SECTION 31. 115.78 (3) (d) of the statutes is amended to read:

115.78 (3) (d) Subject to pars. (a) to (c), if the parents of the child or the local educational agency staff determines at any point meeting during the process of the evaluation, development of the individualized education program or placement of the child that additional time is needed to permit meaningful parental participation, the local educational agency shall provide it. Upon request, the local educational agency shall provide a copy of the most recent evaluation report under s. 115.782 (3) (b) to the child's parents at any meeting of the individualized education program team.

SECTION 32. 115.78 (4) of the statutes is repealed.

SECTION 33. 115.78 (5) of the statutes is created to read:

115.78 (5) ATTENDANCE AT MEETINGS. (a) A member of an individualized education program team is not required to attend a meeting of the individualized education program team, in whole or in part, if the parent of a child with a disability and the local educational agency agree that the attendance of the member is unnecessary because the member's area of the curriculum or related service is not being modified or discussed at the meeting.

(b) A member of an individualized education program team may be excused from attending a meeting of the individualized education program team, in whole or in part, when the meeting involves a modification to or discussion of the member's area of the curriculum or

related services if the child's parent and the local educational agency consent and, before the meeting, the member submits to the child's parent and to the individualized education program team, in writing, the member's input into the development of the child's individualized education program.

(c) A parent's agreement under par. (a) and consent under par. (b) shall be in writing.

SECTION 34. 115.782 (1) (intro.) of the statutes is created to read:

115.782 (1) (intro.) The local educational agency shall do all of the following:

SECTION 35. 115.782 (1) (a) of the statutes is amended to read:

115.782 (1) (a) ~~The local educational agency shall notify~~ Notify the parents of the child, in accordance with s. 115.792, of any evaluation procedures the agency proposes to conduct, ~~the qualifications and the names of the individuals who will conduct the evaluation and their names, if known.~~

SECTION 36. 115.782 (1) (b) of the statutes is amended to read:

115.782 (1) (b) ~~The local educational agency proposing to conduct~~ Except as provided in par. (c), before conducting an initial evaluation shall of a child, obtain informed consent from the child's parent ~~before the evaluation is conducted.~~ Parental consent for the evaluation does not constitute consent for placement for receipt of special education and related services. If the child's parents do not consent to the evaluation, the local educational agency may continue to pursue an evaluation by using the procedures under s. 115.797 or 115.80.

SECTION 37. 115.782 (1) (c) of the statutes is created to read:

115.782 (1) (c) Before conducting an initial evaluation of a child who is a ward of the state, obtain informed consent in compliance with 20 USC 1414 (a) (1) (D) (iii).

SECTION 38. 115.782 (2) (a) (intro.) of the statutes is amended to read:

115.782 (2) (a) (intro.) In conducting the evaluation, the individualized education program team shall not use any single ~~procedure~~ measure or assessment as the sole criterion for determining whether a child is a child with a disability or for determining an appropriate educational program for the child. The individualized education program team shall do all of the following:

SECTION 39. 115.782 (2) (a) 1. of the statutes is amended to read:

115.782 (2) (a) 1. Use a variety of assessment tools and strategies to gather relevant functional ~~and,~~ developmental, and academic information, including information provided by the child's parent, that may assist in determining whether the child is a child with a disability and the content of the child's individualized education program, including information related to enabling the child to be involved in and progress in the general curric-

lum or, for preschool children, to participate in appropriate activities.

SECTION 40. 115.782 (2) (a) 3. a. of the statutes is amended to read:

115.782 (2) (a) 3. a. That ~~tests~~ assessments and other evaluation materials used to assess a child under this section are selected and administered so as not to be racially or culturally discriminatory and are provided and administered in the ~~child's native language or other mode of communication and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally,~~ unless it is clearly not feasible to do so.

SECTION 41. 115.782 (2) (a) 3. b. of the statutes is amended to read:

115.782 (2) (a) 3. b. That ~~any standardized tests that are assessments and other evaluation materials~~ given to the child ~~have been validated for the specific purpose for which they are used for the purposes for which they are~~ valid and reliable, are administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of ~~such tests the assessments or evaluation materials.~~

SECTION 42. 115.782 (2) (b) 1. of the statutes is amended to read:

115.782 (2) (b) 1. Review existing evaluation data on the child, including evaluations and information provided by the child's parents, previous interventions and the effects of those interventions, current classroom-based, local, or state assessments and, ~~classroom-based~~ observations, and observations by teachers and related services providers.

SECTION 43. 115.782 (2) (b) 2. (intro.), a. and b. of the statutes are amended to read:

115.782 (2) (b) 2. (intro.) On the basis of that review and information provided by the child's parents, identify the additional data, if any, that are needed, ~~and the qualifications of the evaluators that are needed,~~ to determine all of the following:

a. Whether the child has a particular category of disability and the educational needs of the child or, in case of a reevaluation of a child, whether the child continues to have such a disability and such educational needs.

b. The present levels of ~~performance and educational~~ academic achievement and related developmental needs of the child.

SECTION 44. 115.782 (2) (c) of the statutes is amended to read:

115.782 (2) (c) The local educational agency shall administer such ~~tests~~ assessments and other evaluation materials ~~measures~~ as may be needed to produce the data identified under par. (b) 2.

SECTION 45. 115.782 (2) (d) of the statutes is renumbered 115.78 (1m) (h) and amended to read:

115.78 (1m) (h) If ~~a~~ the child is attending a public school in a nonresident school district under s. 118.51 or

121.84 (1) (a) or (4), ~~when the individualized education program team conducts its initial evaluation of the child or any reevaluation of the child under sub. (4), the team shall include~~ at least one person designated by the school board of the child's school district of residence who has knowledge or special expertise about the child.

SECTION 46. 115.782 (2) (e) of the statutes is repealed.

SECTION 47. 115.782 (2) (f) of the statutes is created to read:

115.782 (2) (f) The local educational agency shall ensure that the evaluation of a child with a disability who transfers from one school district to another in the same school year is coordinated with the child's prior and subsequent schools as necessary and as expeditiously as possible to ensure prompt completion of the evaluation.

SECTION 48. 115.782 (3) (a) of the statutes is amended to read:

115.782 (3) (a) Upon the completion of the administration of ~~tests~~ assessments and other evaluation materials ~~measures~~, the individualized education program team shall determine whether the child is a child with a disability. ~~The individualized education program team and the educational needs of the child. The team may not determine that a child is a child with a disability solely because the child has received insufficient if the determinant factor for the determination is lack of appropriate instruction in reading, including in the essential components of reading instruction, as defined in 20 USC 6368 (3), or lack of instruction in math, or because the child has limited proficiency in English.~~

SECTION 49. 115.782 (3) (b) of the statutes is amended to read:

115.782 (3) (b) ~~If the The~~ individualized education program team determines that a child is a child with a disability, ~~the team shall prepare an evaluation report that includes documentation of determination of eligibility. The local educational agency shall ask each individualized education program team participant if he or she wants a copy of the evaluation report or additional time before the individualized education program team develops the child's individualized education program. If any individualized education program team participant requests a copy of the evaluation report at any point in the process of developing the child's individualized education program or considering the child's educational placement, the local educational agency shall give a copy of the report to each individualized education program team participant before continuing with the process. If no individualized education program team participant requests a copy of the evaluation report, the for special education. The local educational agency shall give a copy of the evaluation report, including the documentation of eligibility, to the child's parents with the notice of placement under s. 115.792 (2).~~

SECTION 50. 115.782 (3) (c) of the statutes is repealed.

SECTION 51. 115.782 (4) (a) 1. and 2. of the statutes are amended to read:

115.782 (4) (a) 1. Evaluates a child with a disability in accordance with this section before determining that the child is no longer a child with a disability, except that an evaluation is not required before the termination of a child's eligibility for special education and related services because he or she graduated from secondary school with a regular diploma or because he or she reached the age of 21. In those circumstances, the local educational agency shall provide the child with a summary of the child's academic achievement and functional performance, including recommendations on how to assist the child in meeting his or her postsecondary goals.

2. Reevaluates a child with a disability in accordance with this section if the local educational agency determines that conditions the educational or related services needs of the child, including the child's academic performance, warrant a reevaluation or if the child's parent or teacher requests a reevaluation, but at least once every 3 years. The individualized education program team shall reevaluate a child no more frequently than once a year unless the child's parent and the local educational agency agree otherwise, and at least once every 3 years unless the child's parent and the local educational agency agree that a reevaluation is unnecessary.

SECTION 52. 115.782 (4) (c) of the statutes is amended to read:

115.782 (4) (c) If the individualized education program team and other qualified professionals, as determined by the local educational agency, find under sub. (2) (b) 2. that no additional data are needed to determine whether the child continues to be a child with a disability or to determine the child's educational needs, the local educational agency shall notify the child's parents of that finding and the reasons for it and the right of the child's parents to request an assessment to determine whether the child continues to be a child with a disability and to determine the child's educational needs. The local educational agency is not required to conduct such an assessment unless the child's parents request it.

SECTION 53. 115.787 (2) (a) of the statutes is amended to read:

115.787 (2) (a) A statement of the child's present level of educational academic achievement and functional performance, including how the child's disability affects the child's involvement and progress in the general curriculum or, for a preschool child, as appropriate, how the disability affects the child's participation in appropriate activities.

SECTION 54. 115.787 (2) (b) of the statutes is amended to read:

115.787 (2) (b) A statement of measurable annual goals for the child, including benchmarks or short-term

objectives, related to meeting academic and functional goals, designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general curriculum, and to meeting meet each of the child's other educational needs that result from the child's disability.

SECTION 55. 115.787 (2) (bm) of the statutes is created to read:

115.787 (2) (bm) For a child with a disability who takes alternate assessments aligned with alternate achievement standards, a description of benchmarks or short-term objectives.

SECTION 56. 115.787 (2) (c) (intro.) of the statutes is amended to read:

115.787 (2) (c) (intro.) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child to do all of the following:

SECTION 57. 115.787 (2) (c) 1. of the statutes is amended to read:

115.787 (2) (c) 1. Advance appropriately toward attaining the annual goals.

SECTION 58. 115.787 (2) (c) 2. of the statutes is amended to read:

115.787 (2) (c) 2. Be involved and make progress in the general curriculum in accordance with par. (a) and participate in extracurricular and other nonacademic activities.

SECTION 59. 115.787 (2) (c) of the statutes is amended to read:

115.787 (2) (e) 1. A statement of any individual ~~modifications in the administration of any~~ appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on statewide or local educational agency-wide assessment of pupil achievement that are needed for the child to participate in the assessment assessments.

2. If the individualized education program team determines that a child will ~~not participate in~~ take an alternate assessment on a particular statewide or local educational agency-wide assessment of pupil achievement, ~~or part of such an assessment, a statement of why that assessment is not~~ the child cannot participate in the regular assessment and why the particular alternate assessment selected is appropriate for the child and how the child will be assessed through alternative means.

SECTION 60. 115.787 (2) (g) 1. and 2. of the statutes are repealed and recreated to read:

115.787 (2) (g) 1. Beginning not later than in the first individualized education program that will be in effect when the child is 14, and updated annually thereafter, a statement of appropriate, measurable postsecondary goals for the child based on age-appropriate transition

assessments related to training, education, employment and, where appropriate, independent living skills.

2. Beginning not later than in the first individualized education program that will be in effect when the child is 14, and updated annually thereafter, a description of the transition services, including courses of study, needed to assist the child in reaching the goals under subd. 1.

SECTION 61. 115.787 (2) (g) 3. of the statutes is amended to read:

115.787 (2) (g) 3. Beginning at least one year before the child attains the age of 18, and annually thereafter ~~until the child is no longer eligible for special education and related services~~, a statement that the child has been informed of the ~~parental~~ child's rights that will transfer to the child on reaching the age of 18 under s. 115.807.

SECTION 62. 115.787 (2) (h) 1. of the statutes is amended to read:

115.787 (2) (h) 1. How the child's progress toward attaining the annual goals described in par. (b) will be measured.

SECTION 63. 115.787 (2) (h) 2. of the statutes is repealed and recreated to read:

115.787 (2) (h) 2. When periodic reports, such as quarterly reports or other periodic reports issued concurrently with report cards, on the child's progress toward attaining the annual goals described in par. (b) will be provided to the child's parents.

SECTION 64. 115.787 (3) (a) of the statutes is amended to read:

115.787 (3) (a) In developing each child's individualized education program, the individualized education program team shall consider the strengths of the child, the concerns of the child's parents for enhancing the education of their child ~~and~~, the results of the initial evaluation or most recent reevaluation of the child, and the academic, developmental, and functional needs of the child.

SECTION 65. 115.787 (3) (b) 1. of the statutes is amended to read:

115.787 (3) (b) 1. In the case of a child whose behavior impedes his or her learning or that of others, consider ~~when appropriate, strategies, including the use of~~ positive behavioral interventions, and supports and other strategies to address that behavior.

SECTION 66. 115.787 (3) (b) 4. of the statutes is amended to read:

115.787 (3) (b) 4. Consider the ~~communicative~~ communication needs of the child, and, in the case of a child who is hearing impaired, consider the child's language and ~~communicative~~ communication needs, opportunities for direct communications with peers and professional personnel in the child's language and ~~communicative~~ communication mode, academic level and full range of needs, including opportunities for direct communication in the child's language and ~~communicative~~ communication mode.

SECTION 67. 115.787 (3) (c) of the statutes is amended to read:

115.787 (3) (c) The regular education teacher of the child, as a participant on the individualized education program team, shall, to the extent appropriate, participate in the development of the individualized education program of the child, including the determination of appropriate positive behavioral interventions and supports and other strategies and the determination of supplementary aids and services, program modifications and support for school personnel.

SECTION 68. 115.787 (3) (d) of the statutes is repealed.

SECTION 69. 115.787 (4) (c) of the statutes is created to read:

115.787 (4) (c) After the annual individualized education program meeting for a school year, the entire individualized education program team may make changes to the child's individualized education program, or the child's parent and the local educational agency may agree not to convene an individualized education program team meeting for the purpose of making changes to the child's individualized education program. If the child's parent and the local educational agency agree not to convene an individualized education program team meeting, they shall instead develop a written document to modify the child's current individualized education program. The local educational agency shall give the child's parent a copy of the child's revised individualized education program.

SECTION 70. 115.787 (5) of the statutes is amended to read:

115.787 (5) FAILURE TO MEET TRANSITION OBJECTIVES. If a participating agency, other than the local educational agency, fails to provide transition services in accordance with sub. (2) (g) 2., the local educational agency shall reconvene the individualized education program team to identify alternative strategies to meet the transition objectives for the child set out in the individualized education program.

SECTION 71. 115.787 (6) (b) of the statutes is amended to read:

115.787 (6) (b) If a child with a disability is convicted of a crime and incarcerated in a state prison, the child's individualized education program team may modify the child's individualized education program or placement notwithstanding the requirements of sub. (1) and s. 115.79 (1) (a) if the department of corrections has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

SECTION 72. 115.787 (7) of the statutes is amended to read:

115.787 (7) CONSTRUCTION. Nothing in this section requires the individualized education program team to include information under one component of a child's

individualized education program that is already contained under another component of the individualized education program or requires that additional information be included in a child's individualized education program beyond what is explicitly required by this section.

SECTION 73. 115.79 (intro.) of the statutes is renumbered 115.79 (1) (intro.).

SECTION 74. 115.79 (2) of the statutes is created to read:

115.79 (2) A local educational agency shall seek to obtain informed consent from the parent of a child with a disability before providing special education and related services to the child. If the parent of a child with a disability denies consent, the local educational agency shall not provide special education and related services to the child. If the parent of a child with a disability denies consent or does not respond to a request for consent, all of the following apply:

(a) The local educational agency is not in violation of the requirement to make available to the child a free appropriate public education.

(b) The local educational agency is not required to convene an individualized education program team meeting or to develop an individualized education program for the child for the special education and related services for which the local educational agency sought consent.

SECTION 75. 115.791 (3) (intro.) of the statutes is renumbered 115.791 (3) (a) (intro.).

SECTION 76. 115.791 (3) (a) of the statutes is renumbered 115.791 (3) (b) 1.

SECTION 77. 115.791 (3) (b) (intro.) and 2. of the statutes are created to read:

115.791 (3) (b) (intro.) Notwithstanding the notice requirement in sub. (2) (a), a court or hearing officer may determine not to reduce or deny the cost of reimbursement for failure to provide such notice if any of the following apply:

2. Compliance with sub. (2) (a) would likely result in serious emotional harm to the child.

SECTION 78. 115.791 (3) (b) of the statutes is renumbered 115.791 (3) (a) 2. and amended to read:

115.791 (3) (a) 2. Compliance with sub. (2) (a) would likely result in physical ~~or serious emotional~~ harm to the child.

SECTION 79. 115.791 (3) (c) of the statutes is renumbered 115.791 (3) (a) 3.

SECTION 80. 115.791 (3) (d) of the statutes is renumbered 115.791 (3) (a) 4.

SECTION 81. 115.792 (1) (a) 2. of the statutes is amended to read:

115.792 (1) (a) 2. That a child's rights are protected by the assignment of an individual, who shall not be an employee of the department, the local educational agency, or any other agency that is involved in the education or care of the child, to act as a surrogate for the child's

parents whenever the child's parents are not known; the local educational agency cannot, after reasonable efforts, locate the child's parents; or the child is a ward of the state. For a child who is a ward of the state, a judge overseeing the child's care may appoint a surrogate for the child's parents if the surrogate meets the requirements of this subdivision.

SECTION 82. 115.792 (2) (d) of the statutes is amended to read:

115.792 (2) (d) A description of each ~~evaluative evaluation~~ procedure, ~~test assessment~~, record, or report that the local educational agency used as a basis for the proposed or refused action.

SECTION 83. 115.792 (2) (c) of the statutes is amended to read:

115.792 (2) (e) If the notice proposes to evaluate or reevaluate the child, the qualifications names of the evaluators ~~and their names~~, if known.

SECTION 84. 115.792 (2) (g) of the statutes is amended to read:

115.792 (2) (g) A statement that the parents of a child with a disability have procedural safeguards under this section and, if this notice is not an initial referral for evaluation, ~~or reevaluation, or a notice of an individualized education program meeting~~, the way in which the parents may obtain a description of the procedural safeguards under sub. (3).

SECTION 85. 115.792 (2) (i) of the statutes is repealed.

SECTION 86. 115.792 (3) (b) (intro.) of the statutes is amended to read:

115.792 (3) (b) (intro.) The local educational agency shall give to the parents of a child with a disability, once a year but also upon the child's initial referral or parental request for evaluation, upon ~~each notification of an individualized education program meeting and upon reevaluation of the child~~ the first occurrence of the filing of a request for a hearing under s. 115.80, and upon request by the child's parent, a full explanation written ~~so as to be in an easily understood by the general public understandable manner~~, and in the native language of the child's parents unless it clearly is not feasible to do so, of the procedural safeguards available under this section and under applicable federal law relating to all of the following:

SECTION 87. 115.792 (3) (b) 5. of the statutes is amended to read:

115.792 (3) (b) 5. Opportunity to present and resolve complaints, including the period in which the child's parents may request a hearing and the opportunity for the local educational agency to resolve the issues presented by the request.

SECTION 88. 115.792 (3) (b) 11. of the statutes is amended to read:

115.792 (3) (b) 11. Civil actions, including the period in which to file a civil action.

SECTION 89. 115.797 (1) (a) of the statutes is amended to read:

115.797 (1) (a) "Dispute" means any disagreement between parties concerning the proposal or refusal to initiate or change the evaluation, individualized education program or educational placement of a child with a disability or the provision of a free appropriate public education to such a child. "Dispute" includes any such disagreement between parties that arises before the filing of a request for a hearing under s. 115.80 or in which other processes, including a hearing under s. 115.80 or litigation, have been requested or commenced.

SECTION 90. 115.797 (6) of the statutes is amended to read:

115.797 (6) AGREEMENTS. If the parties resolve the dispute or a portion of the dispute, or agree to use another procedure to resolve the dispute, the mediator shall ensure that the resolution or agreement is reduced to writing, that it is signed by the parties and that a copy is given to each party. The written resolution or agreement shall state that all discussions that occurred during mediation are confidential and may not be used as evidence in any hearing or civil proceeding. The resolution or agreement is legally binding upon the parties and is enforceable in the circuit court for the county in which the local educational agency is located.

SECTION 91. 115.80 (1) (a) 1. of the statutes is amended to read:

115.80 (1) (a) 1. A parent, or the attorney representing the child, may file a written request ~~with the division~~ for a hearing within one year after the refusal or proposal of the local educational agency to initiate or change his or her child's evaluation, individualized education program, educational placement, or the provision of a free appropriate public education, except that, if the local educational agency has not previously provided the parent or the attorney representing the child with notice of the right to request a hearing under this subdivision, he or she may file a request under this subdivision within one year after the local educational agency provides the notice. The division shall develop a model form to assist parents in filing a request under this subdivision.

SECTION 92. 115.80 (1) (b) of the statutes is amended to read:

115.80 (1) (b) A local educational agency may file a written request ~~with the division~~ for a hearing only to override a parent's refusal to grant consent for an initial evaluation, or a reevaluation ~~or an initial educational placement~~ or to contest the payment of an independent educational evaluation.

SECTION 93. 115.80 (1) (d) of the statutes is amended to read:

115.80 (1) (d) A parent or local educational agency, or the attorney representing a parent or local educational agency, shall file a request for a hearing under this subsection by providing the request to the other party and a

copy of the request to the division. Upon receiving a request for a hearing, the division shall give to the child's parents a copy of the procedural safeguards available to the parents under s. 115.792 and under federal regulations.

SECTION 94. 115.80 (1) (c) of the statutes is created to read:

115.80 (1) (c) 1. If the parent of a child with a disability files a written request for a hearing, and the local educational agency has not previously sent a written notice to the parent under s. 115.792 (1) (b) regarding the subject matter of the hearing request, the local educational agency shall, within 10 days of receiving the hearing request, send to the child's parent a written explanation of why the local educational agency proposed or refused to take the action raised in the hearing request, a description of other options that the individualized education program team considered and the reason why those options were rejected, a description of each evaluation procedure, assessment, record, or report that the local educational agency used as the basis for the proposed or refused action, and a description of the factors that are relevant to the local educational agency's proposal or refusal. A response by a local educational agency under this subdivision does not preclude the agency from asserting that the parent's request for a hearing is insufficient under subd. 2.

2. A hearing may not occur until the party requesting the hearing, or the attorney representing that party, files a request that meets the requirements of par. (a) 2. The request under par. (a) 2. shall be considered sufficient unless the party receiving the request notifies the hearing officer and the other party in writing within 15 days of receiving the request that the receiving party believes the request does not meet the requirements of par. (a) 2. Within 5 days of receiving a notice under this subdivision, the hearing officer shall determine whether the request meets the requirements under par. (a) 2. and notify the parties.

SECTION 95. 115.80 (1) (f) of the statutes is created to read:

115.80 (1) (f) The party receiving a request for a hearing shall send to the party requesting the hearing a written response that addresses the issues raised in the hearing request within 10 days of receiving the request.

SECTION 96. 115.80 (1) (g) of the statutes is created to read:

115.80 (1) (g) A party filing a written request for a hearing under par. (a) may amend its request only if the other party consents in writing and is given the opportunity to resolve the issues presented by the request at a meeting under sub. (2m), or if the hearing officer grants permission at least 5 days before the hearing is scheduled to occur. The applicable timeline for resolution under sub. (2m) and for a hearing under sub. (6) recommences when the party files an amended request for a hearing.

Nothing in this paragraph precludes a parent from filing a separate hearing request on an issue separate from the hearing request already filed.

SECTION 97. 115.80 (2) of the statutes is amended to read:

115.80 (2) The division shall maintain a list of qualified hearing officers who are not employed by or under contract with the department or the local educational agency, other than being appointed under this subsection, and who do not have a personal or professional interest that conflicts with the person's objectivity in the hearing, to serve as hearing officers in hearings under this section. A hearing officer must possess knowledge of, and the ability to understand, state and federal special education laws, rules, and regulations, and legal interpretations by federal and state courts. A hearing officer also must possess the knowledge and ability to conduct hearings and render and write decisions in accordance with appropriate, standard legal practice. Upon receipt of a written request for a hearing under sub. (1), the division shall appoint a hearing officer from the list.

SECTION 98. 115.80 (2m) of the statutes is created to read:

115.80 (2m) (a) Except as provided in par. (c), within 15 days of receiving a request for a hearing under sub. (1) (a) 1. and before the hearing is conducted, the local educational agency shall convene a meeting with the child's parents and the relevant members of the individualized education program team who have specific knowledge of the facts identified in the hearing request. At the meeting, the child's parents shall discuss the hearing request and the facts that form the basis of the request and the local educational agency may resolve the issues.

(b) The meeting under par. (a) shall include a representative of the local educational agency who is authorized to make decisions on behalf of the agency. The meeting may not include an attorney of the local educational agency unless the child's parent is accompanied by an attorney.

(c) The parents and the local educational agency may agree in writing to waive the meeting under par. (a) or use mediation under s. 115.797.

(d) If the child's parents and the local educational agency resolve the subject matter of the hearing request at the meeting under par. (a), they shall execute and sign a legally binding agreement that is enforceable in the circuit court for the county in which the local educational agency is located, except that either the parent or the local educational agency may void the agreement within 3 business days of its execution.

(e) If the local educational agency does not resolve the issues presented by the hearing request to the satisfaction of the child's parents within 30 days of receipt of the request, the hearing requested under sub. (1) (a) 1. may occur.

SECTION 99. 115.80 (4) of the statutes is amended to read:

115.80 (4) At least 5 business days before a hearing is conducted under this section, other than an expedited hearing under 20 USC 1415 (k), each party shall disclose to all other parties all evaluations completed by that date and recommendations based on the offering party's evaluations that the party intends to use at the hearing. The hearing officer may bar any party that fails to comply with this subsection from introducing the relevant evaluation or recommendation at the hearing without the consent of the other party. The party requesting the hearing may not raise issues at the hearing that were not raised in the notice filed under sub. (1) (a) unless the other party agrees.

SECTION 100. 115.80 (5) of the statutes is renumbered 115.80 (5) (a) and amended to read:

115.80 (5) (a) A hearing officer may administer oaths and affirmations, issue subpoenas and enforce subpoenas under ss. 885.01 (4) and 885.12, regulate the course of the hearing and hold conferences for the settlement or simplification of the issues. The hearing officer is not bound by common law or statutory rules of evidence. The hearing officer shall admit all testimony having reasonable probative value, but shall exclude immaterial, irrelevant or unduly repetitious testimony. The hearing officer shall give effect to the rules of privilege recognized by law. A hearing officer has the authority to issue an order consistent with this subchapter and 20 USC 1415 (k) and to order whatever remedy is reasonably necessary to bring the parties into compliance with this subchapter.

(b) The hearing officer's decision shall consist of findings of fact and conclusions of law and shall be based upon a preponderance of the evidence. The findings of fact shall be based solely upon the evidence received at the hearing. The decision shall be made on substantive grounds based on a determination of whether the child has received a free appropriate public education.

SECTION 101. 115.80 (5) (c) of the statutes is created to read:

115.80 (5) (c) In matters alleging a procedural violation, a hearing officer may find that a child did not receive a free appropriate public education only if the procedural inadequacies impeded the child's right to a free appropriate public education, significantly impeded the parents' opportunity to participate in the decision-making process regarding the provision of a free appropriate public education to the child, or caused a deprivation of educational benefits. Nothing in this paragraph precludes a hearing officer from ordering a local educational agency to comply with procedural requirements.

SECTION 102. 115.80 (6) of the statutes is amended to read:

115.80 (6) The hearing officer shall issue a decision within 45 days after the receipt of the request for the hear-

~~ing under sub. (1) the conclusion of the 30-day period specified in sub. (2m)(e).~~ The hearing officer may order an independent educational evaluation of the child at local educational agency expense and grant specific extensions of time for cause at the request of either party. If the hearing officer grants an extension of time, he or she shall include that extension and the reason for the extension in the record of the proceedings. The local educational agency shall pay the cost of the hearing.

SECTION 103. 115.80 (9) of the statutes is repealed and recreated to read:

115.80 (9) A circuit court may award reasonable attorney fees and actual costs in any action or proceeding brought in circuit court under this section as provided in 20 USC 1415 (i) (3) (B) to (G).

SECTION 104. 115.81 (title) of the statutes is amended to read:

115.81 (title) ~~Children in child-caring institutions~~ **residential care centers.**

SECTION 105. 115.812 (1) of the statutes is amended to read:

115.812 (1) **PLACEMENT DISPUTES.** If a dispute arises between a local educational agency and the department of health and family services, the department of corrections or a county department under s. 46.215, 46.22 or 46.23, or between local educational agencies under s. 115.81 (4) (c), over the placement of a child, the state superintendent shall resolve the dispute. This subsection applies only to placements in nonresidential educational programs made under s. 48.57 (1) (c) and to placements in ~~child-caring institutions~~ **residential care centers** made under s. 115.81.

SECTION 106. 118.51 (12) (a) of the statutes is amended to read:

118.51 (12) (a) *Unavailable after enrollment.* If the individualized education program for a pupil, developed or revised under s. 115.787 after a child begins attending public school in a nonresident school district under this section, requires special education or related services that are not available in the nonresident school district or if there is no space available to provide the special educa-

tion or related services identified in the child's individualized education program, including any class size limits, pupil-teacher ratios or enrollment projections established by the nonresident school board, the nonresident school board may notify the child's parent and the child's resident school board that the special education or related service is not available in the nonresident school district. If such notice is provided, the child shall be transferred to his or her resident school district, which shall provide an educational placement for the child under s. 115.79 ~~(2)~~ **(1) (b).**

SECTION 107. 118.51 (12) (b) 2. of the statutes is amended to read:

118.51 (12) (b) 2. If the costs of the special education or related services required in an individualized education program for a pupil, developed or revised under s. 115.787 after a child begins attending public school in a nonresident school district under this section, as implemented or proposed to be implemented by the nonresident school district, would impose upon the child's resident school district an undue financial burden in light of the resident school district's total economic circumstances, including its revenue limit under subch. VII of ch. 121, its ability to pay tuition costs for the pupil and the per pupil special education or related services costs for children with disabilities continuing to be served by the resident school district, the child's resident school board may notify the pupil's parent and the nonresident school board that the costs of the special education or related services impose such an undue financial burden on the resident school district. If such notice is provided, the child shall be transferred to his or her resident school district, which shall provide an educational placement for the child under s. 115.79 ~~(2)~~ **(1) (b).**

SECTION 108. Initial applicability.

(1) The treatment of sections 115.80 (1) (a) 1., (b), (d), (e), (f), and (g), (2), (2m), (4), (5), and (9) of the statutes first applies to requests for hearings filed on the effective date of this subsection.

SECTION 109. Effective date.

(1) This act takes effect on July 1, 2006.

Memorandum

STATE OF WISCONSIN
DEPARTMENT OF PUBLIC INSTRUCTION



Date: March 1, 2006

To: Special Education and Pupil Services Directors - (Sent via email)

From: Stephanie J. Petska, Director, Special Education Team

Subject: Information on the Use of SLD Criteria

The department has received several questions related to IDEA 2004 and its impact on Specific Learning Disabilities (SLD) evaluation criteria. IDEA 2004 specifies that a state cannot **require** an LEA to take into consideration whether a child has a severe discrepancy between achievement and intellectual ability in determining whether a child has a SLD. An LEA is **permitted** to use a process that determines if the child responds to scientific, research-based intervention as part of the evaluation procedures.

As of December 2005, federal regulations governing IDEA 2004 are pending. Until final regulations are issued, and state rules are modified, the department strongly encourages LEAs to use existing state SLD eligibility criteria. The following information is provided until final federal regulations are available.

- Given the absence of federal regulations for use of a “process that determines if a child responds to scientific, research-based intervention” (often referred to as “response to intervention (RtI)”) LEAs choosing to use RtI as part of the SLD evaluation process must provide documentation that a specific learning disability exists consistent with the definition of specific learning disabilities in §602(30) and evaluation requirements in §614 (a-c).
- Commonly identified characteristics of RtI include:
 - universal screening
 - evidence-based instruction in general education
 - evidence-based intervention with ongoing progress monitoring
 - monitoring of intervention integrity

- The remaining criteria outlined in PI 11.36(6)(b)(1) classroom achievement, PI 11.36(6)(b)(3) information processing, PI 11.36(6)(c) exclusions, and PI 11.36(6)(d) reevaluation criteria **must also be applied** until PI 11.36 is revised.

As part of its general supervision responsibilities, the department will be required to enforce any new requirements contained in final federal regulations related to this provision, including in the context of an IDEA complaint or due process hearing. LEAs are, therefore, cautioned against implementing evaluation procedures which may prove to be inconsistent with such requirements.

For further information contact:

John Humphries, School Psychology Consultant, john.humphries@dpi.state.wi.us

Kathy Laffin, SLD Consultant, kathleen.laffin@dpi.state.wi.us

Paula Volpiansky, Collaborative Schools Initiative, paula.volpiansky@dpi.state.wi.us

JM I certify that the school named in this application will abide by city requirements for access to records of a contractor with the city.

JM I certify that the school named in this application has conducted criminal background checks on current employees and volunteers and will conduct criminal background checks on all new employees, and that the school will assign only those employees and volunteers who, in the judgment of the school have nothing in their background, including but not limited to pending charges or convictions of criminal offenses, which would render them unfit to work or otherwise have contact with the school's students and employees.

JM I certify that the school named in this application will submit the annual report required by contract, including an annual financial audit, to the sponsor by the date established in the contract.

JM I certify that I understand that the award of a charter school contract is contingent upon receipt of an occupancy certificate for school use from the City of Milwaukee Department of Building Inspection.

JM I certify that the school named in this application will comply with federal regulations that apply to charter schools authorized by the City of Milwaukee, including, but not limited to, the provisions in the *No Child Left Behind Act* that apply to schools in need of improvement (The 2001 passage of the Elementary and Secondary Education Act, also known as *No Child Left Behind*, contains significant sanctions for schools that do not meet its requirements; charter schools are required to comply with its provisions. For guidance from the US Department of Education, please see Charter School Policy Guidance for NCLB.)

JM I certify that the school named in this application will comply with the requirements of the CSRC regarding tasks required by the academic monitoring and operations monitoring consultants and any additional monitoring requirements that the CSRC develops as needed during the lifetime of the school's contract with the City of Milwaukee.

I hereby certify that I agree to abide by the requirements above and understand that failure to do so may result in revocation of the charter.

Joseph R. Moore III
Applicant Legal Name

Joseph R. Moore
Applicant Signature

9/11/09
Date

Certification Checklist

- Completed
 - Signed
 - Dated
-
-

SECTION III: CERTIFICATION

Charter schools must abide by the following provisions of state law and the policy of the City of Milwaukee (open records for contractors with city, background checks). Please read the following list carefully. Initial each section of the list to certify that you understand these requirements and that the school will honor them. Please sign and date the certification in the space provided and return this section with your application. (Attachment R)

JM I certify that the school named in this application will not charge tuition to charter students. (Schools may charge tuition for students not eligible for charter status. Charter schools may accept students under other programs such as the Milwaukee Parental Choice Program. However, schools may not receive tuition payments for the same students from more than one program. Schools may also charge reasonable fees for such items as field trips or extracurricular activities.)

JM I certify that the school named in this application will abide by statutory eligibility requirements in determining who is a charter student. State statutes provide that students must meet the following tests: the student is a city resident and, in the previous year, the student either (1) enrolled in the Milwaukee Public Schools; (2) attended a private school under section 119.23, the Milwaukee Parental Choice Program; (3) enrolled in four-year-old kindergarten to grade three in a private school not participating in the choice program; (4) not enrolled in school; or (5) enrolled in a charter school. *(Please note that a student who attended pre-school at a level lower than four-year-old kindergarten qualifies as a student who was not enrolled in school.)*

JM I certify that the school named in this application will administer required state examinations. (State law requires charter schools to administer the state's examinations for fourth, eighth and tenth graders.)

JM I certify that the school named in this application is or will be nonsectarian.

JM I certify that the school named in this application will not discriminate in its admission policies or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

JM I certify that the school named in this application serves at-risk students or, if it does not now serve at-risk students, will serve at-risk students who apply and meet other admission requirements. (State statutes define at-risk students to include students in grades 5 - 12 who are one or more years behind their age group in the number of high school credits attained, or two or more years behind their age group in basic skills levels, and who are also one or more of the following: dropouts, habitual truants, parents or adjudicated delinquents.)

JM I certify that the school named in this application will abide by health and safety codes that apply to public schools, including immunization requirements.

JM I certify that the school named in this application is located in the City of Milwaukee.

JM I certify that the applicant is not a for-profit entity.