City of Milwaukee

City Hall
200 East Wells Street
Milwaukee, WI 53202

Meeting Agenda

STEERING & RULES COMMITTEE

ALD. WILLIE L. HINES, Jr., CHAIR
Ald. Michael J. Murphy, Vice-Chair
Ald. Joe Davis, Sr., Ald. Ashanti Hamilton, Ald. James Witkowiak, Ald. Robert Bauman, Ald. Robert Donovan, and Ald. James Bohl, Jr.

Staff Assistant, Terry MacDonald, 286-2233
Fax: 286-3456, tmacdo@milwaukee.gov
Legislative Liaison, Richard Watt, 286-2253, rwatt@milwaukee.gov

Thursday, May 13, 2010 | **1:30 PM** | **Room 301-B, City Hall**

1. **091617** Substitute motion approving the King's Academy proposed charter school contract.

Sponsors: THE CHAIR

Attachments:
- Contract
- Appendix A Book 1 application Section 1 School Operations
- Appendix A Book 2 application Section II and Section III School Operations
- Appendix A and C Book 3 application Section IV Attachments
- Appendix A Book 4 Appendices
- Appendix A Technical Response Binder
- Appendix B 2010-2011 Calendar Days
- Appendix D, School Closure Plan
- Hearing Notice List

2. **100007** Substitute resolution authorizing acceptance of a grant from the United States Department of Energy for the Energy Efficiency and Conservation Block Grant Retrofit Ramp-up Program.

Sponsors: THE CHAIR

Attachments:
- Fiscal Note
- 5-13-10 PowerPoint Presentation given by Acting Director of Environmental Sus
- Hearing Notice List

This meeting will be webcast live at www.milwaukee.gov/channel25.

Members of the Common Council and its standing committees who are not members of this committee may attend this meeting to participate or to gather information. Notice is given that this meeting may constitute a meeting of the Common Council or any of its standing committees, although they will not take any formal action at this meeting.

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City of Milwaukee

200 E. Wells Street
Milwaukee, Wisconsin 53202

Legislation Details (With Text)

File #:	091617 **Version:** 1		
Type:	Motion	**Status:**	In Committee
File created:	4/13/2010	**In control:**	STEERING & RULES COMMITTEE
On agenda:		**Final action:**	
Effective date:			
Title:	Substitute motion approving the King's Academy proposed charter school contract.		
Sponsors:	THE CHAIR		
Indexes:	CHARTER SCHOOLS		
Attachments:	Contract, Book 1 King's Academy application Section 1 School Operations, Book 2 King's Academy application Section II and Section III School Operations, Book 3 King's Academy application Section IV Attachments, Book 4 Appendices, King's Academy Technical Response, Hearing Notice List		

Date	Ver.	Action By	Action	Result	Tally
4/13/2010	0	COMMON COUNCIL	ASSIGNED TO		
5/6/2010	0	STEERING & RULES COMMITTEE	HEARING NOTICES SENT		
5/10/2010	1	CITY CLERK	DRAFT SUBMITTED		

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Number
091617
Version
SUBSTITUTE 1
Reference
091175
Sponsor
THE CHAIR
Title
Substitute motion approving the King's Academy proposed charter school contract.
Analysis
On January 20, 2010, the Common Council authorized the King's Academy to operate a Milwaukee Common Council charter school, as recommended by the Charter School Review Committee. This motion approves a 5-year charter school contract, which is attached to this file, and directs the appropriate City officials to execute the contract.
Body
Whereas, On January 20, 2010, the Common Council by motion approved the recommendation of the Charter School Review Committee to grant charter school status to the King's Academy and authorized King's Academy to operate a Milwaukee Common Council charter school beginning with the 2010-2011 school year, subject to subsequent Common Council approval of the negotiated charter school contract; and

Whereas, The City attorney has successfully negotiated a proposed 5-year charter school contract with King's Academy, which is attached to this file; now, therefore

It is moved, By the Common Council, that the Common Council approves the proposed charter school 5-year contract submitted by the City Attorney and directs the appropriate City officials to execute the contract substantially in the form attached to this file, with such revisions as may be required by the City Attorney.

Requestor

Drafter
LRB10203-2
TWM:lp
5/7/2010

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CHARTER SCHOOL CONTRACT
BETWEEN
CITY OF MILWAUKEE
AND
KING'S ACADEMY

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CHARTER SCHOOL CONTRACT
BETWEEN
CITY OF MILWAUKEE
AND
KING'S ACADEMY

THIS CONTRACT made by and between the City of Milwaukee, acting by its Common Council, (hereinafter, "City"), 200 East Wells Street, Milwaukee Wisconsin, 53202, and King's Academy 7798 North 60th Street, Milwaukee, Wisconsin 53223-4153 (hereinafter, "Charter School").

WHEREAS, City, acting by its Common Council, is authorized by Wis. Stat. § 118.40 (2r) to initiate a contract with an individual or group to operate a school as a Charter School under State of Wisconsin funding provisions set forth in Wis. Stat. § 118.40(2r)(e); and

WHEREAS, on May 5, 1998, the Common Council of the City of Milwaukee passed File Number 971759, a substitute ordinance relating to designation of charter schools and establishing a Charter School Review Committee (hereinafter, "CSRC"); and

WHEREAS, File Number 971759, when approved by the Mayor of Milwaukee, resulted in the creation of Section 320-41 and Chapter 330 of the Code of Ordinances; and

WHEREAS, Section 320-41 and Chapter 330 of the Code of Ordinances spell out the powers and duties of the CSRC and set forth the procedures and criteria that the CSRC must use in considering, denying, and approving applications for charter school status; and

WHEREAS, Charter School has applied for charter school status; and

WHEREAS, On October 28, 2009, as required by Chapter 330, the CSRC held a public hearing on the application of Charter School for charter school status; and

WHEREAS, on November 10, 2009, the CSRC, applying the criteria set forth in Chapter 330, determined that the application of Charter School complied with the requirements of Sections 330-5 and 330-7, that Charter School will operate an educational program that has a reasonable prospect of providing Milwaukee children a good education, and that Charter School has an appropriate governance structure, sound system of management, adequate budget and budget process, and a qualified body of administration, teachers, staff; and

WHEREAS, the Common Council by motion on January 20, 2010 has approved the recommendation of the CSRC to grant the application of Charter School for charter school status; and

WHEREAS, the parties have successfully negotiated a Charter School contract which, in accordance with Wis. Stat. § 118.40(2r)(b), contains all of the provisions specified under Wis. Stat. §§ 118.40(1m)(b)1-14 as well as additional provisions;

NOW THEREFORE, the parties agree as follows:

I. CHARTER SCHOOL HEREBY AGREES TO:

A. The name of the person who will be in charge of the Charter School and the manner in which administrative services will be provided.

The person named in the Charter School application (kept on file in the Office of the City of Milwaukee Department of Administration and incorporated herein by reference as Appendix A) shall be the person in charge of the Charter School. The manner in which administrative services will be provided shall be in accordance with Appendix A.

B. A description of the educational program of the school.

Charter School shall provide the educational program set forth in Appendix A. Charter School shall ensure that all classrooms are equipped with all materials, equipment and supplies required to provide the educational program set forth in Appendix A.

Charter School anticipates a maximum pupil enrollment of 200. In the event Charter School exceeds its anticipated pupil population by more than 25%, Charter School shall promptly notify the CSRC in writing. In the event Charter School enrollment falls below 125 pupils, Charter School shall immediately notify the CSRC and seek a contract modification in accordance with § II.B. In the event Charter School wishes to change the grade levels offered by the school, Charter School shall seek a contract modification in accordance with § II.B.

C. The methods the school will use to enable pupils to attain the educational goals under Wis. Stat. § 118.01.

Charter School shall use the methods described in Appendix A to enable pupils to attain the educational goals listed in Wis. Stat. § 118.01.

D. Charter School shall use the following local measures and standardized tests to measure pupil progress under Wis. Stat. § 118.01.

Charter School shall meet or exceed such academic performance standards as may, from time to time, be established by CSRC and communicated in writing to Charter School. In addition, Charter School shall use the following standardized tests and local measures to measure pupil progress under Wis. Stat. § 118.01.

- LOCAL MEASURES

  Charter School shall use the local measures described in Appendix A and the school's annual learning memo to measure pupil progress under Wis. Stat. § 118.01.

- STANDARDIZED TESTS

  Charter School shall administer such standardized tests as may be required under Wis. Stat. § 118.40(2r)(d), the No Child Left Behind Act, 20 U.S.C. § 6301 *et seq.*, or other law.

  In those grade levels in which standardized testing is not required under Wis. Stat. § 118.40(2r)(d), the No Child Left Behind Act, 20 U.S.C. § 6301 *et seq.*, or other law, or in which only a standardized reading test is required, Charter School shall administer such standardized tests as may be required by CSRC.

  Charter School shall report the results of standardized tests to CSRC, or its designee, in such manner as CSRC may determine.

  Charter School shall pay all costs incurred in the administration, scoring and reporting on results of all tests, including those required under Wis. Stat. § 118.40(2r)(d)(2.).

E. The governance structure of the school, including the method to be followed by the school to ensure parental involvement.

- INCORPORATION

  Charter School is incorporated under Chapter 181 of the Wisconsin Statutes as a non-profit nonsectarian corporation. Charter School is exempt from federal income tax under 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3). Charter School shall immediately notify City if there is a change in status in this regard. City reserves the right to terminate this Contract due to a change in status.

- GOVERNANCE STRUCTURE

  The governance structure of Charter School shall be that set forth in Appendix A. Charter School shall notify City 30 days prior to any anticipated change in the governance structure or governing board members of the school. The City reserves the right to reject any proposed change of the governance structure.

- PARENTAL INVOLVEMENT

  Charter School shall employ the methods described in Appendix A to ensure parental involvement.

F. Subject to Wis. Stat. §§ 118.40(7)(a), 118.19(1) and 121.02(1)(a)2. the qualifications that must be met by the individuals to be employed in the school.

Charter School shall ensure that instructional staff of Charter School all hold a license or permit to teach issued by the Wisconsin Department of Public Instruction (hereinafter, "DPI").

G. The procedures that the school will follow to ensure the health and safety of the pupils.

Charter School shall comply with all applicable Federal, State and local health and safety requirements. Charter School shall ensure that all of its pupils comply with Wisconsin immunization requirements.

H. The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of City's school-age population.

Charter School shall periodically advertise its nondiscrimination policy. Charter School shall target its marketing efforts in neighborhoods which may be underrepresented in Charter School's pupil population.

I. The requirements for admission to the school.

Pupils who are enrolled in the Charter School Program shall reside in the City of Milwaukee.

If more pupils apply for admission than can be accommodated, Charter School shall admit pupils on the basis of a lottery. However, continuing pupils and their siblings and children of current employees of Charter School may be given preference in admission and do not need to be included in the lottery process.

Charter School shall maintain pupil data base information pertaining to each Charter School pupil, including, but not limited to, the pupil's name, address, home phone number, place and date of birth, parent(s) or guardian, immunization records, ethnic background, school of last attendance, number of siblings free lunch status, and emergency contact.

Charter School shall submit to CSRC a copy of all documentation Charter School submits to DPI concerning pupil counts.

J. The manner in which annual audits of the financial and programmatic operations of the school will be performed.

Charter School agrees to comply with the same federal and state audit requirements as do other public schools in the state.

- AUDIT REQUIREMENTS

1. CSRC or designee and City Comptroller or designee shall have full access to all books and records during normal business hours and upon reasonable notice.

2. Charter School shall submit to CSRC or designee and/or City Comptroller or designee within 75 days after fiscal year end a complete set of audited financial statements including Balance Sheet, Income Statement and Statement of Cash Flows together with full footnote disclosure. The audit statements shall be prepared in accordance with generally accepted accounting principles and shall be prepared using full accrual accounting. The audit shall be conducted in accordance with generally accepted auditing standards and Government Auditing Standards, issued by the Comptroller General of the United States. The auditor shall also attest to the validity of Charter School enrollment and pupil eligibility as represented in Charter School records and reports, applying appropriate State of Wisconsin requirements and AICPA (American Institute of CPAs) attestation standards. Notwithstanding other provisions of this Contract, City retains the right, with approval of the Common Council, to terminate the Charter Contract should such auditor's opinions be anything other than unqualified.

3. Charter School shall provide the following:

   a) Not less than 30 days prior to the first day of school, or August 1, 2010, whichever is sooner, a letter signed by an appropriate official committing to a line of credit of not less than $150,000. This amount assumes 125 certified pupil enrollment. Line of credit may be adjusted depending on certified pupil enrollment; and

   b) No later than July 15, 2010, a list containing the name, address and phone number of all pupils certified for enrollment at Charter School for the 2010-2011 school year. Charter School shall have 125 pupils certified for enrollment by July 15, 2010. The CSRC must approve the list as sufficient before Charter School opens for the 2010-2011 school year.

   c) Not less than 30 days prior to the first day of school, or August 1, 2010, whichever is sooner, a current list containing the name, address and phone number of all teachers on the Charter School payroll for the 2010-2011 school year. The CSRC must approve the list as sufficient for adequate enrollment before Charter School opens for the 2010-2011 school year, and

   d) Not less than 30 days prior to the first day of school, or August 1, 2010, whichever is sooner, an executed lease agreement or proof of facility ownership providing appropriate space for operating the Charter School Program at Charter School for the 2010-2011 school year.

4. In all contract auditor representations regarding Charter School's financial reporting, such auditors will certify that they have complied with the relevant AICPA standards for attestation engagements as contained in SSAE (Statement on Standards for Attestation Engagements) pronouncements.

- FISCAL AND OPERATIONAL MONITORING REQUIREMENTS

5. All management letters and all other reports of an independent auditor transmitting reportable conditions or advice to management or reviewer related to Charter School must be submitted to CSRC or designee and City Comptroller or designee within 15 days of receipt.

6. Single audit reports, prepared in accordance with The Single Audit Act of 1996 if applicable, must be submitted to CSRC or designee and/or City Comptroller or designee within 75 days of fiscal year end.

7. Charter School agrees to assist CSRC designees (currently Children's Research Center and M.L. Tharps & Associates) in assessing Charter School educational performance and financial status, respectively. These assessments are expected to annually cover the reasonableness of academic achievement and programmatic results reported by Charter School as well as various aspects of financial performance. Charter School assistance could take the form of interviews, provision of data, access to all appropriate records and other assistance consistent with the purpose of the above assessments. Such reports as prepared by CSRC designees are to be completed within 75 days of the end of the school year. Such other performance reports as necessary will additionally be required during the school year. CSRC designees will plan work with Charter School staff so as to minimize any interruption with the educational activities of Charter School. Such reports will be used in determining the exercise of renewal options for Charter Contract. City retains the right to terminate this Contract upon receipt and review of such performance reports. Charter School shall also participate in a fraud questionnaire to be conducted by ML Tharpes.

8. The following items are to be provided to CSRC or their designee on an annual basis:

   a) For new charter schools, the approved annual budget is to be revised or confirmed as unchanged on August 1 and November 1;

   b) Provide evidence by August 1 that all staff are appropriately certified;

c) Evidence of adequate liquidity in an amount agreed to by CSRC (Line of Credit or other source(s) of cash (other revenues, reserves, personal guarantees) by August 1;

d) Liability Insurance contract or certification of adequate insurability for the fiscal year;

e) Lease agreement or title to school building and certificate of occupancy covering the fiscal year;

f) Beginning with the completion of the first month of the school year and monthly thereafter, Charter School shall prepare and submit to CSRC and City Comptroller the following:

- **End of Month Cash Balance Report**: Provides monthly cash budget for each month of the fiscal year and compares budget to actual receipts, disbursements and cash balance for each month in the fiscal year to the current month. Also includes "comments." Signed and dated by financial officer and Executive Director and received by the 10th calendar day following the end of the prior month.

- **Quarterly Report of Income and Expense with Comparison to Budget**. Presented in same line item format as original budget. Signed and dated by the financial officer and Executive Director and received by the 10th calendar day following the end of the previous three month period.

9. **Material Event Notice. Written Notice is required of each Charter School within 10 calendar days of:**

- Any major event having a clear and material impact on the school's current or future fiscal status.

- Any legal action taken against the school, or its major officers in their official capacity (Board members, Principal, CEO, CFO, etc.)

- Any changes in executive staff including Principal, CEO or CFO.

- Any instance of a delay or deferral of staff payroll extending beyond one calendar week.

- Delinquent accounts payable exceeding 10% of the school's annual budget.

Failure to comply with this Material Event Notice requirement may result in revocation of the school's charter status.

10. **Intervention Monitoring of Financial Status.** At the discretion of the CSRC and based upon the level of compliance with the above requirements and the recommendations of the Committee's financial management consultant, additional requirements may be imposed upon a charter school. These may including the following:

- Immediate **School-wide Management & Internal Controls Review** to assure that books are auditable, controls are sufficient to conduct on-going business, and that no "going concern" issues exist. The CSRC may revoke a Charter if books are unauditable, no cash – line of credit, lack of required financial reports, etc. Immediate probation may also result.

- As a result of above review, a **Scheduled Actions to Correct Financial Deficiencies Report** may be required of the school, with corrective actions to be taken and a timetable. CSRC will consider whether to accept and act on report.

- **Monthly financial statement** – shorter time interval, if required by CSRC. This includes balance sheet, income statement and receipts and disbursements.

- All on-going monitoring requirements must continue to be fulfilled.

K. The procedures for disciplining pupils.

Charter School shall adhere to the procedures for disciplining pupils set forth in Appendix A.

L. The public school alternatives for pupils who reside in the City and do not wish to attend or are not admitted to the Charter School.

As required by Wis. Stat. § 118.40(6): "Program voluntary. No pupil may be required to attend a charter school without his or her approval, if the pupil is an adult, or the approval of his or her parents or legal guardian, if the pupil is a minor." A pupil who is a resident of the City of Milwaukee, who does not choose to attend Charter School, may attend a school operated and managed by the Milwaukee Board of School Directors.

M. A description of the school facilities and the types and limits of the liability insurance that the school will carry.

Charter School shall locate an appropriate school facility. Prior to committing itself to the facility, Charter School shall notify CSRC and CSRC shall view the facility to ascertain its appropriateness to operate the Charter School contracted for under this Contract.

Charter School shall ensure that the facility in which its program is conducted is adequate to serve the pupil population set forth in Appendix A and that the facility meets all local, state and federal laws, codes, rules and regulations pertaining to health and safety that apply to public schools in Wisconsin cities of the first class. Charter School shall assume full responsibility for the cost of providing and maintaining this facility.

In the event Charter School anticipates relocating its school, and prior to committing itself to a new facility, Charter School shall notify CSRC in writing of its desire to relocate. Charter School shall ensure that any new facility meets all of the safety codes and standards required under this Contract, including, but not limited to, the occupancy permit referred to in this section, in accordance with applicable timelines. CSRC shall view any new facility to ascertain its appropriateness to operate the Charter School contracted for under this Contract. Charter School shall not commit itself to a new facility without first seeking and obtaining an amendment to this Contract in accordance with § II.B.

Charter School shall obtain, at least 30 days prior to the start of the first day of pupil attendance, an occupancy permit for school usage to provide the educational program under this Contract.

Charter School shall comply with all laws and regulations pertaining to asbestos abatement that may apply to Charter School.

- INDEMNIFICATION

  Charter School shall be required to defend, indemnify and hold harmless City, its agents, officers, and employees (the "indemnitee") from and against any and all actual or alleged claims, demands, actions, causes of action, damages and claims of any kind, including, but not limited to, for bodily injuries, personal injuries, contingent liabilities or damages and reasonable attorney fees, arising out of or in any way related to or associated with, or arising from the services rendered under this Contract or the operation of the Charter School Program, that are or may be brought or maintained by any individual or entity against the indemnitee. This indemnification obligation shall include any actual or alleged claims or causes of action of any kind against the indemnitee due to its decision to award a contract to Charter School.

  This indemnification obligation shall not be reduced in any way by the existence or nonexistence, limitation, amount or type of damages, compensation or benefits payable under worker's compensation laws or other insurance provisions. Under no circumstances is the indemnitee’s recovery limited due to the fact that City is named as an additional insured under any of Charter School’s insurance policies. Charter

School agrees to accept tender of the defense of any claim or action against City falling within the scope of this indemnity.

- INSURANCE

Charter School understands and agrees that financial responsibility for claims or damages to any person, or to Charter School employees and agents, shall rest with the Charter School. Charter School shall effect and maintain insurance coverage, including, but not limited to, Worker's Compensation, Employer's Liability, Commercial General Liability, Contractual Liability, Automobile Liability, Errors and Omissions Coverage, Directors and Officers Liability, Employment Practices Liability, and Umbrella Liability to support such financial obligations.

A certificate of insurance acceptable to City evidencing the aforementioned insurance requirements is to be provided to CSRC. Certification shall state that the insurance policies issued to the Charter School meet the requirements as outlined below and protects the school against such risks of loss and in such amounts as are ordinarily and customarily insured against by similar educational institutions engaged in the same or similar activities and similarly situated.

All certificates are to be provided to CSRC within 30 days of final execution of this Contract. If Charter School does not comply with this provision of the Contract, City has the authority to declare this Contract terminated in accordance with the provisions of paragraph II. C. 2.

The minimum insurance requirements that City necessitates from Charter School shall be:

General Requirements

- All policies shall state that the City shall be afforded a thirty (30) day written notice of cancellation, non-renewal or material change by any of Charter School insurers providing the coverage required by City for the duration of this Contract.
- Insurance companies must be acceptable to City and must have a current A.M. Best rating of A- VIII or better.
- All policies, with the exception of the School Leaders' Errors and Omissions, the Directors and Officers Liability and the Employment Practices Liability policies, shall be written on an occurrence form.
- The Charter School shall, at least once every three years, have a written risk management and insurance evaluation by a risk or insurance consultant.

Worker's Compensation and Employer's Liability

Worker's Compensation	Statutory Coverage
Bodily Injury by Accident	$100,000 each accident
Bodily Injury by Disease	$500,000 policy limit
Bodily Injury by Disease	$100,000 each employee

- Employer's Liability at limits noted above or higher limits if needed to meet Umbrella underlying insurance requirements.
- Coverage shall be modified to include a Waiver of subrogation Endorsement in favor of City including its directors, officers, agents, employees and volunteers.

Commercial General Liability

Commercial General Liability	$1,000,000 each occurrence
General Aggregate	$2,000,000 aggregate
Personal & Advertising Injury Limit	$1,000,000 each occurrence
Products - Completed Operations Aggregate	$2,000,000 aggregate
Medical Expense	$ 5,000 each person

- Coverage must be on an occurrence basis – claims-made will not be accepted.
- Coverage must be equivalent to ISO form CG0001 or better.
- The City of Milwaukee shall be added as an additional insured using ISO form CG2026 or its equivalent.
- Coverage shall be modified to include a Waiver of Subrogation Endorsement in favor of City including its directors, officers, agents, employees and volunteers.
- Coverage will apply on a primary and non-contributory basis. We suggest the following wording:

  "If you have agreed in a written contract that this policy will be primary and without right of contribution from any insurance in force for an Additional Insured for liability arising out of your operations, and the contract was executed prior to the bodily injury, property damage, personal injury or advertising injury, then this insurance will be primary over, and we will not seek contribution from, such insurance."

- Coverage shall apply to the risks associated with or arising out of the services provided under this contract.
- Coverage shall not have any exclusions, sub-limits, or restrictions as respects coverage for sexual abuse and molestation, corporal punishment, athletic events, and use of athletic equipment.

Auto Liability

Combined Single Limit	$1,000,000 each accident
Uninsured/Underinsured Motorists	$1,000,000 each accident
Medical Expense	$ 5,000 each person

- Coverage shall be modified to include a Waiver of Subrogation Endorsement in favor of City including its directors, officers, agents, employees and volunteers.

- If the Charter School owns or leases any vehicles, coverage must be for Any Auto (Symbol 1). If there are no owned or leased vehicles then coverage must be for Hired and Non-Owned Autos (Symbols 8 and 9).
- Coverage shall include contractual liability for risks assumed in this contract.
- If the Charter School contracts for student transportation, a copy of the transportation company's insurance certificate must be included.

Umbrella (Excess) Liability

Umbrella (excess) Liability	$5,000,000 per occurrence $5,000,000 aggregate

- The Umbrella Liability insurance shall provide coverage excess of the Employer's Liability, Commercial General Liability, Auto Liability and School Leaders' Errors and Omissions Coverage.

Crime Insurance

Crime Insurance	Limit: See below

- Crime Insurance, in the form of a Commercial Crime Policy, providing coverage for Employee Dishonesty, On Premises, In Transit (Theft Disappearance and Destruction Coverage Form and Robbery and Safe Burglary Coverage Form), Forgery/Alteration, Computer and Funds Transfer Fraud
- Limit shall be carried for fifty percent (50%) of the total annual program costs of Charter School.
- Such insurance may be written with a deductible; however, such deductible shall not exceed $5,000.
- The City shall be named as loss payee with respect to losses involving property or funds provided under this Contract by DPI.
- This policy is to cover all employees, officers, volunteers, and board members of Charter School and all of Charter School's contractors or subcontractors handling money, securities or other property of Charter School.

**** School Leaders' Errors and Omissions**

Limits	$1,000,000 each claim or occurrence $2,000,000 aggregate

- The policy shall not contain a punitive damages exclusion.
- If written on a claims-made basis, the retroactive date shall be the date the Charter School first began.
- If written on a claims-made basis, the policy shall contain an extended reporting endorsement of at least two years which will be exercised in the event of

cancellation or non-renewal of the policy unless the replacement policy contains the original retroactive date.

- Such insurance may be written with a deductible; however, such deductible shall not exceed $5,000.

**** Directors and Officers Liability**

Limits	$5,000,000 each claim or occurrence $5,000,000 aggregate

- The policy shall not contain a punitive damages exclusion.
- The pending and prior date shall be the date the Charter School first began.
- The policy shall contain an extended reporting endorsement of at least two years which will be exercised in the event of cancellation or non-renewal of the policy unless the replacement policy contains the original pending and prior date.
- Such insurance may be written with a deductible; however, such deductible shall not exceed $5,000.

**** Employment Practices Liability**

Limits	$5,000,000 each claim or occurrence $5,000,000 aggregate

- The policy shall not contain a punitive damages exclusion.
- The pending and prior date shall be the date the Charter School first began.
- The policy shall contain an extended reporting endorsement of at least two years which will be exercised in the event of cancellation or non-renewal of the policy unless the replacement policy contains the original pending and prior date.
- Such insurance may be written with a deductible; however, such deductible shall not exceed $5,000.

*** These coverages may be written in one package policy.*

N. The effect of the establishment of the Charter School on the liability of City.

Nothing contained herein shall be deemed to render Charter School and City as joint ventures or partners of each other, and neither shall have the power to bind or obligate the other, except in accordance with the terms of this Contract

As between Charter School and City, there shall be no liability on the part of City on account of the establishment or operation of Charter School.

No officer, agent, employee or volunteer of Charter School shall be deemed an officer, agent, employee or volunteer of City for any purposes whatsoever.

City shall not pay any amount whatsoever to Charter School on account of the establishment or operation of Charter School.

Any payments which may be due to Charter School for the operation of Charter School Program are the responsibility of DPI. DPI is obligated under Wis. Stat.§ 118.40(2r)(e) to make payment directly to the operator of Charter School in September, December, February, and June of each year Charter School participates in the Charter School Program under Wis. Stat. § 118.40(2r). If, for whatever reason, DPI fails to make any and/or all of such payments to Charter School, City, its officers, agents, and employees shall have no responsibility whatsoever to make such payments to Charter School.

O. Fees for contract administration.

Charter School shall pay to City any and all reasonable fees that may be assessed, from time to time, by CSRC to process the application for a charter school contract or to oversee the Charter School Contract. Charter School shall make payment to City in accordance with the invoice from CSRC within 30 days of receipt of the next following payment from DPI to Charter School.

P. Nonsectarian.

Charter School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations and shall not be affiliated with a sectarian school or religious institution.

Q. Pupil tuition and fees.

Charter School shall not charge tuition for any pupil attending Charter School under the Charter School Program, Wis. Stat. § 118.40(2r). Charter School is entitled to charge tuition for pupils who are attending Charter School, but who are not doing so under Wis. Stat. § 118.40(2r).

Nothing in this Contract shall prevent Charter School from operating a Before and After-School Program, a day-care program, or a summer program nor from charging fees for children participating in those programs.

Charter School may require its pupils to purchase and wear uniforms, but Charter School may not profit from the sale of uniforms to pupils.

Charter School may assess reasonable pupil fees (not to exceed actual cost) for activities such as field trips and social and extra-curricular activities.

Charter School may charge a reasonable rental fee (not to exceed actual cost) for the use of personal use items such as towels, gym clothes, or uniforms.

Charter School may not prohibit an eligible pupil from attending Charter School under this Contract, expel or otherwise discipline the pupil, or withhold or reduce the pupil's grades because the pupil or the pupil's family cannot pay or has not paid fees permissibly charged under this section of the Contract.

Charter School may not charge fees for any of the following:

1. Instruction or registration.
2. Initial issuance of books.
3. Teacher salary.
4. Buildings, maintenance or equipment.
5. Courses credited for graduation.
6. Computers or microfilm readers.

R. Local education agency responsibilities.

Charter School is the Local Education Agency (LEA) for purposes of all state and federal laws, codes, rules and regulations pertaining to LEA duties, rights and responsibilities.

S. Nondiscrimination and Other Requirements.

Charter School shall not discriminate in admission 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.

Charter School shall not discriminate against any qualified employee or qualified applicant for employment because of sex, race, religion, color, national origin or ancestry, age, disability, lawful source of income, marital status, sexual orientation, gender identity or expression, past or present membership in the military service, familial status, or based upon affiliation with, or perceived affiliation with any of these protected categories. Charter School shall require all subcontractors with whom Charter School contracts to comply with this same nondiscrimination in employment provision and shall require a similar provision to be included in all subcontracts.

Charter School shall comply with the following state and federal laws and regulations as those laws apply to traditional public schools and/or charter schools:

1. 42 U.S.C. §2000d *et seq.*, Title VI of the Civil Rights Act of 1964 (prohibiting discrimination on the basis of race, national origin, and color); and
2. 20 U.S.C. §1681 *et seq.,* Title IX of the Education Amendments of 1972 (prohibiting discrimination on the basis of sex) ; and

3. 42 U.S.C. §6101 *et seq.,* The Age Discrimination Act of 1975 (prohibiting discrimination on the basis of age) ; and
4. 29 U.S.C. §794 *et seq.,* Sec. 504 of the Rehabilitation Act of 1973 (prohibiting discrimination on the basis of handicap) and 42 U.S.C. §12101, et seq. the Americans with Disabilities Act; and
5. 20 U.S.C. §1232g, Family Education Rights and Privacy Act (FERPA), (regarding protection of pupil records), and Wis. Stat. §118.125; and
6. 20 U.S.C. §3171 *et seq.*, The Drug-Free School and Communities Act of 1986; and
7. 20 U.S.C. §1400 *et seq.*, Individuals With Disabilities Education Act (IDEA); and
8. 29 U.S.C. §626 *et seq.*, Age Discrimination in Employment Act, Older Worker Benefits Protection Act of 1990; and
9. 29 U.S.C. §201 *et seq.*, Fair Labor Standards Act; and
10. 29 U.S.C. §2601 *et seq.*, Family and Medical Leave Act; and
11. 15 U.S.C. §2641 *et seq.*, Asbestos Hazard Emergency Response Act (AHERA) ; and
12. 20 U.S.C. §6301 *et seq.*, No Child Left Behind Act (NCLB); and
13. 42 U.S.C. §11431 *et seq.*, McKinney-Vento Homeless Assistance Improvements Act of 2001; and
14. All federal and state constitutional guarantees protecting the rights and liberties of individuals, including freedom of religion, expression, association, against unreasonable search and seizure, equal protection, and due process.

T. Background screening.

Charter School shall perform background screening through the Wisconsin Department of Justice (and similar agencies of other states in the event of present or former out-of-state residence) on all Charter School full and part-time employees and volunteers and shall not assign any employee or volunteer to teach or work with pupils until Charter School investigates and determines that there is nothing in the background of the employee or the volunteer which would render the employee or volunteer unfit to teach or work with pupils of Charter School, including, but not limited to, conviction of a criminal offense or pending charges which substantially relate to the duties and responsibilities assigned to the employee and/or volunteer.

For purposes of this Contract, volunteer means a non-paid person who serves under the supervision of Charter School and who provides services on a regular and ongoing basis or for more than 5 hours a week. It does not apply to those parents and/or other adults who are one-time volunteers for field trips or other one-time only activities in Charter School.

Charter School shall obtain the social security number of all individuals who are volunteers having contact with Charter School pupils or individuals who are employed by Charter School on either a full or part-time basis. Such social security numbers shall be retained by Charter School and shall be provided to City upon request.

U. Right to inspect and receive requested information and reports.

Charter School shall grant City or its designee and/or CSRC or designee the right to inspect Charter School facilities or to review any Charter School records at any time during the term of this Contract.

Charter School shall give such information at such times and on such forms as may be requested by City or its designee and/or CSRC or designee concerning any of the operations of Charter School.

Charter School shall generate and provide such reports at such times and concerning such matters as may be requested by City or its designee concerning any of the operations of Charter School.

Charter School and City understand that City is bound by the Wisconsin Public Records Law. Charter School acknowledges that it is obligated to assist City in retaining and producing records that are subject to Wisconsin Public Records Law, and that the failure to do so shall constitute a material breach of this Contract, and that Charter School must defend and hold City harmless from liability under that law.

V. Calendar.

Charter School shall operate under the days and hours indicated in the calendar for the 2010-2011 school year, attached hereto as Appendix B and incorporated herein by reference. Charter School shall annually provide CSRC with a school year calendar prior to the conclusion of the preceding school year.

II. TERM AND MODIFICATION OR TERMINATION OF CONTRACT

A. Term.

The term of this Contract is five (5) school years commencing with the 2010-2011 school year and ending on the last regularly scheduled school day in the 2014-2015 school year. This Contract is contingent on the approval of the Common Council of the City of Milwaukee. This Contract shall become effective upon approval by the Common Council and execution by all appropriate persons.

B. Modification.

This Contract represents the entire agreement reached between the parties. This Contract can be modified upon mutual agreement reached between the parties and reduced to writing. If, during the term of this Contract, either party wishes to modify any of the terms of this Contract, that party shall put the proposed modification in writing and submit it to the other party for consideration. If CSRC determines that the proposed modification is not a major modification, CSRC is authorized to act on behalf of the City. If CSRC determines that the proposed modification is a major modification, approval shall be obtained from the

Common Council of the City of Milwaukee prior to the implementation of the modification.

Both parties agree to negotiate in good faith regarding proposed modifications to the contract, and neither party shall withhold its approval unreasonably. Because Charter School's educational program is a major component of this Contract, if Charter School wishes to make a significant change to its educational program, it shall seek approval as described herein. In the event Charter School and the City are unable to come to an agreement with respect to the modification of contract provisions, the City has the authority to declare this Contract terminated in accordance with the provisions of paragraph II.C.6. The City shall not exercise this authority unreasonably.

C. Termination.

This Contract may be terminated before expiration of its term upon any of the following circumstances:

- BY BOTH PARTIES:

  1. Both parties agree in writing to the termination.

- BY CITY:

  2. City determines that Charter School violated this Contract, proposals or provisions in Appendix A, summaries or directives in the annual report submitted by the CSRC to the Common Council, or Chapter 330 of the Milwaukee Code of Ordinances, or no longer meets the requirements of sec. 330-15 of the Milwaukee Code of Ordinances.

  3. City determines that pupils enrolled in Charter School have failed to make sufficient progress toward attaining the educational goals under Wis. Stat. § 118.01 or the academic performance criteria established by City.

  4. City determines that Charter School has failed to comply with generally accepted accounting standards of fiscal management, failed to maintain a pupil enrollment sufficient to support the school, or in any other way failed to operate a financially viable Charter School.

  5. City determines that Charter School has violated Wis. Stat. § 118.40.

  6. City determines that Charter School does not agree to modifications and/or amendments required to this Contract by the City.

In the event of a breach by Charter School under paragraphs (2)-(4), the City may, in its sole discretion, allow Charter School a reasonable amount of time to cure the breach prior to termination of the Contract.

If this Contract is terminated under the first ground (because both parties agree in writing to the termination) the termination shall become effective on a date agreed to by the parties. If this Contract is terminated under the second through sixth grounds (because of a determination on the part of City) the termination of this Contract shall not become effective until, at a minimum, the end of the semester in which notice of termination is given, unless, in the sole discretion of City, termination should become effective sooner.

CSRC may recommend to City that this Contract be terminated under the third ground (because pupils have failed to make sufficient progress) if Charter School fails to meet such written academic performance criteria as may be established by CSRC.

Failure on the part of City to exercise its right to terminate this Contract under any ground listed above shall not be deemed to constitute an amendment to the terms of this Contract or to constitute a waiver of the right of City to terminate this Contract at a later date under that ground.

In the event of termination of this Contract, written notice by certified or registered mail, return receipt requested, shall be provided which shall list the reason(s) for termination and the effective date of the termination.

D. School Closure.

In the event this Contract is terminated or not renewed, for any reason, Charter School shall follow the Closure Plan set forth in Appendix D and incorporated herein by reference.

E. Assignability.

Charter School shall not assign any interest in this Contract and shall not transfer any interest in same, without the prior written consent of the CSRC. Provided, however, that claims for money due or to become due the Charter School from the City under this Contract may be assigned to a bank, trust company, or other financial institution without such approval. Notices of any such assignment or transfer shall be furnished promptly to the CSRC.

III. CONTRACT ADMINISTRATION, NOTICE AND PROVIDING OF INFORMATION

Unless specified otherwise in this Contract, any act of discretion, including, but not limited to, any approval required under this Contract or determination to terminate this Contract, to be made by and on behalf of City, shall be made by the Common Council of the City of Milwaukee.

Unless specified otherwise in this Contact, whenever notice must or may be given to the other party, or whenever information or reports may or must be provided to the other party, the party who may or must give notice or provide information or reports shall fulfill any such responsibility under this Contract if notice is given, or information is or reports are provided, to the following persons, or their successors:

TO CITY or CSRC:

Charter School Review Committee
200 East Wells Street, Rm. 606
Department of Administration
Milwaukee, WI 53202
Attn: Mr. Robert Juhay

TO CHARTER SCHOOL:

King's Academy
7798 North 60th Street
Milwaukee, WI 53223-4153
Attn: Ms. Laurel L. Nobles

Any time notice is given under this section, it shall be given in a timely manner and during regular business hours. A party to this Contract shall immediately give written notice to the other party if the contact person for purposes of notice and providing information is modified or if that person's address changes.

IV. STATUTES

This Contract shall be governed by the laws of the State of Wisconsin. Whenever under this Contract reference is made to a provision in the Wisconsin Statutes or United States Code or implementing code, rule, or regulation, and such provision is subsequently amended by the Wisconsin Legislature, United States Congress or state or federal administrative agency, such reference in the Contract shall be deemed to be amended to conform to the new law, code, rule, or regulation.

V. SEVERABILITY

If any term or provision of this Contract shall be found by a court of competent jurisdiction to be invalid, illegal or otherwise unenforceable, the same shall not affect the other terms or provisions hereof or the whole of this Contract, but such term or provision shall be deemed modified to the extent necessary in the court's opinion to render such term or provision enforceable, and the rights and obligations of the parties shall be construed and enforced accordingly, preserving to the fullest permissible extent the intent and agreements of the parties herein set forth.

VI. CHARTER SCHOOL APPLICATION

It is recognized that Appendix A was submitted to City as an invitation to enter into a charter school contract and that City is not bound by any of the proposals or provisions

set forth by Charter School in Appendix A. Charter School does not have the right to enforce any of the proposals or provisions that it made in Appendix A.

City does have the right to hold Charter School to any of the proposals or provisions made by Charter School in Appendix A or other papers submitted in support of Appendix A, regardless of whether such proposals or provisions are specifically enumerated in this Contract. Charter School's failure to adhere to the proposals or provisions made in Appendix A and other supporting papers shall, at the sole discretion of City, constitute a violation of this Contract. Appendix A and other supporting papers shall be kept on file in the office of the Department of Administration, 200 East Wells Street, Room 606, Milwaukee, Wisconsin 53202.

VII. APPENDICES

Appendix A: Charter School Application
Appendix B: Charter School Calendar for 2010-2011 School Year
Appendix C: Independent Accountant Procedures and Reports
Appendix D: Closure Plan

In the event an inconsistency exists between this Contract and any Appendix, this Contract shall be controlling.

APPROVED:

CITY OF MILWAUKEE:
acting by its Common Council

_____
WILLIE L. HINES, Jr., President of the Common Council of the City of Milwaukee

Date: _____

_____
RONALD D. LEONHARDT
City Clerk

Date: _____

APPROVED:

CHARTER SCHOOL:

_____
JOSEPH R. MOORE III
Chairman of the Board

Date: _____

_____
LAUREL L. NOBLES, Principal

Date: _____

COUNTERSIGNED:

_____
W. MARTIN MORICS
City Comptroller

Date: _____

Approved as to form and execution
as of this ____ day of _____, ____.

_____
SUSAN D. BICKERT
Assistant City Attorney

Approved as to content this ____
day of _____, _____.

_____
SUSAN D. BICKERT
Assistant City Attorney

1034-2009-2947:156082

CHARTER SCHOOL APPLICATION

For the 2010-2011 School Year

K4-8th Grade School

Book 1

Section I: School Operations

7798 North 60th Street
Milwaukee, WI 53223

1	Person Seeking to Establish a Charter School
2	Governance
3	Operational and Fiscal Management of School
4	Budget
5	Facility
6	Insurance
7	Audits
8	Section I Attachments-see Attachment Binder
9	
10	
11	
12	
13	
14	
15	

CITY OF MILWAUKEE
09 SEP 11 PM 4:17
RONALD D. LEONHARDT
CITY CLERK

AVERY READY INDEX INDEXING SYSTEM 600039

Table of Contents

Book 1:

SUMMARY SHEET

SECTION I: SCHOOL OPERATIONS

Person Seeking to Establish a Charter School.....Tab 1

Governance.....Tab 2

Operational and Fiscal Management of School.....Tab 3

Budget.....Tab 4

Facility.....Tab 5

Insurance.....Tab 6

Audit.....Tab 7

King's Academy School
Summary Sheet

Name of Applicant: King's Academy School

Address of Applicant: 7798 North 60th Street
Milwau7kee, WI 53223

Phone Number of Applicant: 414-371-9100

Name of Contact Person: Mrs. Laurel Nobles

Presently: King's Academy Christian School (in existence for 10 years)

Proposed Grade Levels: K-4 through 8th.

Proposed Number of Students: 200

Name & Title of Person Authorized to Bind Corporation: Joseph Moore, Board Chair

SECTION I: School Operations

Persons Seeking to Establish a Charter School

Joseph Moore, the Chairman of the Board of Directors of King's Academy School, is seeking to establish a Charter School. King's Academy School is located at 7798 North 60th Street, Milwaukee, WI 53223.

For information about our board chair, board members, and finance manager see **Attachment A**.

EMS-2008: Charlotte R Flowers

Status: Manager Released 24-Feb-2009

Education

University/College	Degree	Major	Grad Yr.	Location
Central Baptist Theological Seminary	Masters	Theology	2010	USA
Alverno College,Milwaukee,Wi	Bachelors	Business Administration, Communications	1987	USA
Lakeland College,Sheboygan,Wi	Masters	Religious Studies		USA

Pre-University/High School	Location
Hyde Park High School	Chicago, Il

Corporate Training, Languages

Core Leadership Training	Leadership Programs	Languages
not applicable	not applicable	not applicable

Six Sigma Certification

Green Belt

Other Training

GE Training

Quanity Center Access(2008)

Risk Management(2008)

CS Service OrderTransactions and Exchang(2008)

Spirit and Letter(2008)

Other Training

MIC LAUREL QUALITY PLAN(2008)

QUALITY SYSTEMS OVERRIDE(2008)

CLINICAL SYSTEMS DEFECT AWARENESS TRAINI(2008)

CRISIS MANAGEMENT AND SECURITY(2008)

Other Qualifications

Education Coordinator; School Board for Kings Academy Christian School

Certified as Grief Support Facilitator

Certified: Adult and Youth instructor for Wi Gen Bapt Education Dept.

Director of Christian Education at Christ the King Church

EMS-2008: Charlotte R Flowers

Employment History

From	To	Position Title	Function	Job Family
Business		**Manager**	**Location**	**GE Band**
09/2004		Project Leader - MIC CRC	Services	Fulfillment Operations
Healthcare - Clinical Systems		Henderson, Rahman O	Wauwatosa WI US	PB
04/2002	10/2003	OTR Specialist	Unknown	
GEMS		Rebecca Terrian-Vanpool	Mem Falls. Wi Tower	LPB
09/2001	03/2002	Cardiology Team Leader	Manufacturing	
GEMS IT		Darby Clegg	Tower Avenue	LPB
01/2000	12/2000	Facilitator; Cardiology	Manufacturing	
GEMS IT		D Clegg	Mil WI	LPB
02/1998	01/2000	Software Distribution Specialist/OCP	Marketing	
GEMS		P Passman	New Berlin, WI	LPB
02/1997	02/1998	Software Distribution Specialist/OCP	Marketing	
GEMS		John McDermott/Marty Gibbons	New Berlin, WI	LPB
02/1992	02/1997	Specialist, Order Administration	Marketing	
GEMS		John McDermott	New Berlin WI	PB
02/1989	02/1992	Specialist/ Order Administration	Marketing	
GEMS		D Pliska	Pewaukee, WI	PB
02/1980	02/1989	Order Service Coordinator	Marketing	
GEMS		C Yingling/G Kokta	New Berli WI	BELOW EXEC
02/1978	02/1980	Purchasing Expediter	Sourcing	
GEMS		RJazowski/ C Yingling	New Berlin, WI	BELOW EXEC
02/1974	02/1978	Order Editor	Marketing	
GEMS		K Boissy/G Schroeder	New Berlin, WI	BELOW EXEC
02/1971	02/1974	File clerk	Manufacturing	
GEMS		Art Blasco	Chicago, IL	BELOW EXEC

EMS-2008: Charlotte R Flowers

Accomplishments

Weekly I pulled and analyzed Solar, DASH and Corometrics PRODERP backlog , to help CRC Reps identify and take corrective actions on:

- orders on hold
- unscheduled order
- invoice only orders
- aged RMAs
- wrong warehouse entered for item
- product holds
- order in entered status.."Book" or "Cancel"

.

Lead trainer for new MIC CRC personnel on PRODERP.

I took over Canada order management and learned the following ordering system to support Canada ordering requirements:

- SOM
- EOM
- GLPROD

I helped facilitated in revenue for Canada $5.98m during 2008.

Maintained strong working relationship with Tower manufacturing.

Keep pace with small high volume service orders for Canada.

Maintained pace with small but demanding ordering team in Canada.

Worked with manufacturing department, supplier and Maquet Dynamed receiving team to develop a process to make sure PODS for quarter end where received so business could recognize revenue.

I am the go to person to help resolve issues in PRODERP

.

Booked over 75 order in PRODERP

Booked over 131 EOM orders

Booked over 200 service orders in SOM

Processed over 80 Out of box failures in SOM and Proderp

Strengths

Strong Analytical Qualities:

Dedicated, Motivated, Energetic, Drive, Self-Starter,

Displays a high degree of honesty, loyalty and integrity

Expertise in Proderp Oracle systems and Products; Solars, DASHES and Corometrics.

Theresa O'Bee

6121 West Calumet Road
Milwaukee, Wisconsin
414-355-0033

Objective

Retired elementary school principal seeking a responsible position where extensive experience in the Milwaukee Public Schools may be utilized.

Summary of Qualifications

Professional Integrity and Initiative. Excellent oral and written communication skills. Over twenty years of practical experience are the basis for outstanding performances in these key areas:

- Educational Development
- Administrative Methods
- Course Schedules
- Teacher Assignments
- In-services
- Curriculum Program & Development
- Personnel Supervision
- Interviewing & Hiring
- Field work, Student/Teacher Placements
- Teacher Evaluation
- Member of North Central Accreditation (1990's)

Experience

8/1997 - 8/2007 **Principal**
Clemens School - Milwaukee Public Schools (MPS)

1986 - 1987 **Assistant Principal** - MPS

1980 - 1986 **Title I Reading Supervisor** - MPS

Teacher - MATC Evening School
Reading and Study skills

1962 - 1986 **Reading Resource Teacher** - Story School - MPS
Reading Resource Teacher - Lee School - MPS
Title I Reading Teacher - Lee School - MPS
Classroom Teacher - Lee School - MPS

Education

1987 **Certification** - *Administration and Supervision* - UWM

1974 **Masters** - *Curriculum and Instruction* - UWM

1960 **Bachelor of Science** - Lemoync College, Memphis, TN

Additional Course Work

Reading Courses

1982 - 1984 Cardinal Stritch Univ.
1996 - 1997 Lee Canter
2007 McPherson College

Professional Highlights

Only MPS Paideia School
Principal responsibilities encompass all phases of education and administration.

Interests

Reading - Writing - Music - Dancing

3359 N. 48th St. Milwaukee WI. 53216, •414-406-2802•harper8446@sbcglobal.net

Michael Harper

Objective

Opportunity to use my experiences in helping young people to become productive citizens of our community.

Experience

2004-Present MT. Castle Corporation Milwaukee MI.

Director of Operations

- Assumed overall responsibility of the operations of Mt. Castle Transitional Living Program that provides transitional programs for youth that are release from the juvenile correctional facilities.
-

2001-2004 Opportunities Center of Greater Milwaukee Milwaukee, WI

Site Coordinator for Malcolm X Academy Community Learning Center

- Responsible for carrying out the overall program plan for the community Learning Center. This encompassed the coordination, overseeing of all tutorial and recreational programming for the after school program. I was responsible for all program assessments, compiling reports for the lead agency (OIC), Milwaukee Public Schools Recreation Department and the Action Learning Team of the Community.
-

2001-Present Bradley Center Milwaukee, WI.

Security

- Provide security for all Milwaukee Bucks games, as well as Marquette University basketball games, and Admirals hockey games.
-
-

1983-2002 Trans Center for Youth, Inc. Milwaukee, WI

Executive Director

- Assumed overall responsibility for staff management, physical plants, and financial accountability and treatment programs for three transitional programs for youth coming from the juvenile correctional institutions as well as the Milwaukee County Wraparound Program.
-
-

Education

1971-1974 University of Wisconsin Whitewater Whitewater WI.

Bachelor of Science Degree, Social Welfare

-

414-406-2802•harper8446@sbcglobal.net

Michael Harper

References

References are available on request.

Marvin Bell

8020 S. Wayland Drive
Oak Creek, WI 53154
Phone (414) 764-3126 or 414-405-3217

OBJECTIVE: Provide mentorship for start-up companies and employees.

QUALIFICATIONS

Thirty plus years of management and manufacturing experience in the automobile industry. Served as Department Head for Production Control and Logistics Implemented and cost reduction workshops in-house and at suppliers.

EDUCATION

1967-1971 BA in Industrial Technology, Prairie View A&M University
1984-1986 Manufacturing Engineering, General Motors Institute

EMPLOYMENT

1972-1974 *Quality Engineer and Quality Supervisor, Buick Motor Div of GM*
Supervise proper assembly of vehicles according to Federal Motor Vehicles Safety standards..

1978-1989 *General Supervisor, AC Spark Plug Div*
In the same manner as above, describe your next (or current) job.

1991-2002 *Served as Manager in Logistic, Operation. Lead, guided and directed* the production and material flow activity of the plant's manufacturing efforts.

2000 *Retired, involved in Management Consulting*

Name	Marvin Bell
Title	Manager, retired
Place of Occupation	Freelance consulting
Years on Board	2 years
Area of Expertise	Management

CHARTER SCHOOL APPLICATION INFORMATION

Name:	Joseph R. Moore, III
Title:	Instructor Human Services Associate Degree Program
Place of Occupation:	Milwaukee Area Technical College
Length of Service on Board:	8 Years
Area of Expertise:	Human Services

Joseph R. Moore, III
8440 North 64th St.
Brown Deer, WI 53223
414-365-3623 (Home)
414-297-6209 (Office)

CARREER OBJECTIVE

To acquire a challenging position with a progressive organization that will allow me to utilize my supervisory, customer relations, correctional and educational experience

EDUCATION

University of Wisconsin - Milwaukee – Master of Science Degree, Summa Cum Laude
Major: Cultural Foundations of Education
Emphasis: Cultural Diversity/ Multicultural Education
University of Detroit-Bachelor of Arts Degree, Magna Cum Laude
Major: Education/Social Studies/ History
Emphasis: Social Studies
Relevant Courses: Accounting Practices, Fundamentals of Economics, Public Speaking, Fundamentals of Counseling, Communications, Educational Psychology, Business Writing, Poverty of Racism, History, Psychology, Sociology, Multicultural Education, and Diversity
University of Wisconsin - Milwaukee – Post Baccalaureate
Major: Emotional Disturbance, 24 credit hours complete

EMPLOYMENT

8/98 – Present	Milwaukee Area Technical College - Instructor
1/95 – 8/98	Wisconsin Correctional Services, Joshua Glover Center – Assistant Director
	Wisconsin Correctional Services, The Bridge – Clinical Supervisor
	Wisconsin Correctional Services, Joshua Glover Center – Employment Counselor
9/89 – 1/95	Milwaukee Public Schools – Teacher, Educationally Disabled

EXPERIENCE

- Instructor in Human Service Associate Degree Program
- Supervisor of student internship
- Viet Nam Veteran
- Supervision of twelve to fifteen staff members
- Liaison to Department of Corrections, District Attorneys and Community
- Conduct weekly staff meetings ensuring quality client services and relations with personnel
- Organize and conduct workshops for staff and clients
- Develop training programs for staff, student interns and volunteers
- Conduct Pre Screening interviews on referrals of clients, vendors and personnel
- Search, screen and hire all employees, student interns clients
- Facilitate conflict resolutions for staff, clients and community
- Teach, evaluate and counsel students, keeping them informed of their progress
- Implement program planning and development
- Worked closely with MPS Administration in gang diversion programs
- Meet regularly with post secondary educational representatives for referral purposes

ACTIVITIES AND AWARDS

- Four year athletic scholarship in basketball to The University of Detroit
- Mentor and Motivational Speaker
- Milwaukee Safety Academy Recognition and Appreciation
- Guest speaker at UWM for Project Upward Board
- Distinguished Service award from Wisconsin Correctional Service

Mrs. Evelyn Jones

2442 W. Hope Ave
Milwaukee, WI
414-445-8708

Education:

- **Graduate of Oxford Training School- Oxford Mississippi (Salutatorian)**
- **Graduate of Coahoma Jr. College Clarksdale, Ms. AS Degree**
- **BS. In Education, UW-Milwaukee With High Honors**

Professional Experiences:

- **Teacher in the Milwaukee Public School System for 31 years (1968-1999)**
- **Acting Vice Principal at E.L. Philipp School**
- **Nominated "Teacher Of the Year" 1987**
- **Principal and Member of School Board of King's Academy Christian School for 7 years**
- **Consultant for King' Academy 06-07 school year**

Community Activities and Experiences

- **Dean of Education for the International Association of Minister's Wives and Ministers Widows Central Region (2003-2007)**
- **Vice President of the Interdenominational Alliance of Minister's Wives and Widows of Wisconsin (2004-present)**
- **Choir Member, Praise Dance Instructor, Dean of Education, Sunday School teacher and new members instructor of Greater Bethlehem Baptist Church**

Name: JONES EVELYN CASEY CAMPBELL

Student Number: 426-80-0916-2

Resident: Yes ___ No X

Date of Birth: 9-20-38

Classification: ~~EDY/+A~~ ~~EDBA/3~~ ELED-34

Date Matriculated: 1-17-72

Admitted from: ~~AS-SPECIAL~~
COAHOMA JUNIOR COLLEGE
CLARKSDALE, MISSISSIPPI

The UNIVERSITY of WISCONSIN
Academic Record — Undergraduate/Special Student
Form UWM OAR 288

H.S. Rank	HIGH SCHOOL UNITS				Soc Sdy
upper % 50%	English	French	German	Latin	Russian
	4.0				
	Algebra	Geom	Trig	Advanced	
	2.0	1.0			
	Gen Sci	Biology	Chem	Physics	
	1.0	1.0	1.0		

Department	Number	Course Title	Cred.	Gr.	Pts.
1971-72		MILWAUKEE 426-80-0916-2			
C	401	INSTIT-PROF YEAR I	+15	K	PF
	G00	EDS -9			
29-72: Granted 69 1/3 Credits:					
glish Composition		#101; #102	6		
mparative Literature		#107; #108	6		
ology		General + lab	8		
ysical Science		Survey	6		
thematics		#109	4		
story		Western Civiliz*	6		
clology		#260	2		
mmunication		#101	2 2/3		
ltural Geography		#101	2		
cial Studies		Electives - Survey	4		
sic		#101; #201	5 1/3		
ysical Education		2,#265; 2,#270; 4,Electvs	8		
ucation		2 2/3,LangArts; 6 2/3,Human Growth & Development	9 1/3		
1971-72		MILWAUKEE 426-80-0916-2			
RIC	500	ALTERNATIVES IN EO	6	A	24
PSYCH	299	INDEPENDENT READING	3	A	12
	G00	ELED-4	9		36
1972-73		MILWAUKEE 426-80-0916-2			
RIC	343	TCHNG OF RDNG	3	A	12
	402	INSTIT-PROF YEAR II	15	K	PF
	M00	ELED-4	3		12
		81+30 186+60			

Department	Number	Course Title	Cred.
2 1972-73		MILWAUKEE 426-80-0916-2	
CURRIC	279	STU TCHG-READING	3
EDUC	200	PRE-EDUC FIELD WDRK	3
EDUC	403	PROBS IN EDUC	3
	M00	ELED-4	
		94+39 198+78	
3 1972-73		MILWAUKEE 426-80-0916-2	
AFRO-AM	238	BL&WH INTERACTN-US	3
CURRIC	499	INDEPENDENT READING	2
	M00	ELED-4	5
		89+39 218+78	

BACHELOR OF SCIENCE DEGREE
CONFERRED ON AUGUST 11, 1973
(SCHOOL OF EDUCATION)

NCATE ACCEDITED PROGRAM COMPLETED TO TEACH GRADES ONE, TWO, THREE, FOUR, FIVE AND SIX.

PROGRAM APPROVED BY THE WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION FOR INTERSTATE RECIPROCITY.

THE UNIVERSITY OF WISCONSIN--Milwaukee
OFFICIAL TRANSCRIPT

GRADING SYSTEM

Anita M. Peterson, MBA

9630 West Greenwood Terrace, Milwaukee, Wisconsin 53224
Home: (414) 760-0543 Cell: (414) 517-7345
anita.peterson@ctkbc.org

Objective To secure a challenging position, in the field of business, finance, mathematics, or other related subjects, in an organization that will benefit from my experience, motivation, and dedication.

Professional Background

2001 – Present

Controller – Christ the King Baptist Church and its Subsidiaries.
Milwaukee, WI.

- Oversee all financial activity related to church, school, and subsidiaries.
- Supervise financial staff for church, school, and subsidiaries.
- Manage and oversee financial process for two major construction projects currently underway for church, school and subsidiaries.
- Generate periodic internal financial statements and reports for church, school and each subsidiary.
- Continually review and analyze all income and expense related activity.
- Prepare annual budget for church, school, and other subsidiaries.
- Prepare all reports necessary for external audit for church, school, and subsidiaries.
- Perform periodic internal audits.
- Assist in the financial planning of all church events.
- Administer and oversee all health related benefits for church, school and subsidiaries.
- Maintain, update, and generate payroll activity for church, school and subsidiaries.
- Calculate and remit monthly federal and state tax withholdings.
- Prepare accurately and on a timely basis all governmental reporting for the church, school and subsidiaries.
- Maintain financial contribution database for church membership.
- Oversee monthly bank account reconciliation for church, school, and subsidiaries.
- Annually present financial condition of church, school, and subsidiaries to congregation.
- Serve as financial advisor to Senior Pastor.
- Other Miscellaneous duties.

- Assist in preparation of projections for all subsidiaries.
- Continuous contact with State Insurance Departments related to renewal and maintenance of state licenses.
- Perform in supervisory capacity in the absence of Vice President
- Other miscellaneous duties.

1985-1990

Accountant – Mortgage Guaranty Insurance Corporation.
Milwaukee, WI.

- Prepare and analyze monthly, quarterly and annual statutory financial statements for an insurance subsidiary.
- Continuous contact with servicers related to premium collection and other pertinent issues.
- Analyze all general ledger accounts for an insurance subsidiary.
- Other miscellaneous duties.

Education

2004 **MBA** – University of Wisconsin –Milwaukee,
Milwaukee, WI. GPA 3.700, Graduated

2000 **B.A., Business – Finance** – University of Wisconsin – Milwaukee,
Milwaukee, WI. GPA: 3.400, Major GPA 3.900. Graduated – Cum Laude.

Other Information

- Active member of Christ the King Baptist Church
- Active Member of Alpha Kappa Alpha Sorority, Inc.
- Member of Black Alliance for Educational Options (BAEO)
- Milwaukee Chapter – Black Alliance for Educational Options (MCBAEO) – Board Member
- CEO Leadership Academy – Board Member
- King's Academy Christian School – Board Member
- Christ the King Baptist Church – Board Member

References

- Upon request

University of Wisconsin-Milwaukee

THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
ON THE NOMINATION OF THE FACULTY OF

THE GRADUATE SCHOOL

HAS CONFERRED UPON

Anita Marie Peterson

THE DEGREE OF

Master of Business Administration

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 NINETEENTH DAY OF DECEMBER, TWO THOUSAND FOUR.

PRESIDENT OF THE BOARD OF REGENTS

PRESIDENT, UNIVERSITY OF WISCONSIN SYSTEM

CHANCELLOR, UNIVERSITY OF WISCONSIN-MILWAUKEE

University of Wisconsin-Milwaukee

THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
ON THE NOMINATION OF THE FACULTY OF

SHELDON B. LUBAR SCHOOL OF BUSINESS

HAS CONFERRED UPON

Anita Marie Peterson

THE DEGREE OF

Bachelor of Business Administration

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 SEVENTEENTH DAY OF DECEMBER, TWO THOUSAND.

PRESIDENT OF THE BOARD OF REGENTS

PRESIDENT, UNIVERSITY OF WISCONSIN SYSTEM

CHANCELLOR, UNIVERSITY OF WISCONSIN-MILWAUKEE

REPLACEMENT FOR DIPLOMA ISSUED DECEMBER 17, 2000

JUDY A. AMOS

6049 W. Calumet Road
Milwaukee, Wisconsin 53223
Home: (414) 586 -0406
Cell: (414) 915 - 8744

Nursing / Social Work (10+) professional with over twenty years of diverse, challenging, successful experience combined with powerful presentation skills and a disciplined approach to planning, organizing, executing, and directing nursing care practices and activities of medical treatment facilities in both civilian and military environments. Experiences range from Staff Nurse to Nurse Manager to Hospital Supervisor to Nursing Instructor to Nurse Recruiter to Consultant.

SUMMARY

- Staff Supervision / Development
- Budget Development / Cost Containment
- Clinical / Theory Nursing Instruction
- Nursing Management / Administration
- Planning / Scheduling/ Training
- Nuclear Biological & Chemical Trauma Casualty / Emergency Management
- Triage / Emergency Nursing services
- Recruiter / Career Counseling
- Risk Management / Quality Assurance / Infection Control / Utilization Review
- Excel/Windows NT / Power Point
- Completed over 20 military courses
- Combined Armed Service School
- Contract Negotiations
- Case Management
- Alcohol and Drug Abuse Prevention
- Equal Opportunity

PROFESSIONAL EXPERIENCE

New Image Health Care, Milwaukee, Wisconsin **2002- Current**
Health Care Services Consultant, Nurse Educator and Administrator

Beverly Health Care Inc., Milwaukee, Wisconsin
Supervisor/Charge Nurse/ Team Leader **2001-2002**

Northwest General Hospital Inc., Milwaukee, Wisconsin
Patient Services Consultant / Director of Nursing **January-June 2000**

United States Army (USA) **1980-2001**
Head Nurse – Army Officer with rank of Major (21 +years in the USAR & USA)
Planned and coordinated movement of military personnel and equipment; supervised staff; directed patient care and flow in and through the Triage unit/Emergency Room/Pre-Op, Case Management. Planned, coordinated, conducted and evaluated training for hospital staff. Planned, coordinated and conducted Common Task and Skills Qualification Training and Testing. Coordinated and maintained Quality Assurance System. Equal Opportunity Officer. Managed unit Alcohol and Drug Abuse Prevention Program to include counseling, Case Management, educational briefings and urinalysis screening. Career Counseling and Managed Civilian Education Program. Liaison to other Reserve Units for Physical exams. Liaison between active duty staff and Reservist. Liaison to Milwaukee County Emergency Department (Chemical, Nuclear, and Biological Warfare) Milwaukee Area Technical College and other educational institutions throughout the United States (US. Negotiated contracts between US Army and educational institutions, American Red Cross and area hospitals in the US.

JTPA School of Practical Nursing, Detroit Board of Education, Detroit, Michigan **1994-1995**
Nursing Instructor
Instructed, evaluated and counseled Practical Nursing students in theory and clinical nursing practices. Developed curriculum and test instruments; served as liaison to hospital training site.

Michigan Hospital and Medical Center, Detroit, Michigan **1992-1995**
Nurse Manager/Hospital Supervisor, 1993 - 1995
Managed a 20-bed obstetrical unit on a 24-hour/7-day basis including long/short term planning, interviewing, hiring and new employee orientation. Developed policies and procedures for Mother/Baby Program. Provided case management and supervised delivery of patient care including management and supervision of licensed and non-licensed personnel. Developed and managed annual operating budget for unit. Conducted utilization review and maintained quality assurance system. Provided staff counseling, in service education and evaluation; Served on Clinical Practices, Infection Control, Safety, and Staff Education committees. Supervisor for entire hospital.

6049 W. Calumet Road
Milwaukee, Wisconsin 53223
Home: (414) 586-0406
Cell: (414) 915 - 8744

Nursing Education Instructor, 1994-1995
Taught prenatal classes to expectant mothers and their support persons. Instructed hospital staff on use of fetal, mother/baby monitoring and other equipment.

Grace Hospital and Medical Center, Detroit, Michigan **1992-1995**
Charge Nurse/Staff Nurse
Provided leadership and supervision to other RNs, LPNs and nurse technicians. Provided surgical/medical management of mothers and their babies in collaborative effort with medical team. Supported parents and provided discharge teaching.

Olsten Health Care Services, Southfield, Michigan **1989-1992**
Charge Nurse/Staff Nurse
Served as temporary Charge/Staff Nurse in various hospitals and industrial plants in the Metro Detroit area performing nursing care and/or duties on specialty and general medical/surgical units. Participated in case management teams.

Veterans Administration Hospital and Medical Center **1977-1987**
Charge Nurse/Staff Nurse
Supervised staff and direct patient care on medical/surgical and adult psychiatric units. Assisted with crisis intervention for patients suffering from conduct disorders, acute or chronic psychiatric distress and substance abuse. Performed case management in conjunction with other health care professionals.

OTHER EXPERIENCE

Metro Detroit Nursing Services (temporary agency)
Charge Nurse/Staff Nurse, 1976-1985
Greyhound Bus Lines
Driver, 1977-1978
Madonna Nursing Care Center
Charge Nurse/Staff Nurse, 1976-1978
Henry Ford Hospital and Medical Center
Senior LPN, 1975-1977

EDUCATION

Master Of Divinity – Northern Baptist Theological Seminary
Master of Social Work - University of Michigan
Associate of Science, Nursing - University of the State of New York
Alcohol and Drug Abuse Counseling
Emergency Medical Technician

CERTIFICATIONS/LICENSURE

Registered Nurse, State of Wisconsin

Licenses for LAUREL LYNNE NOBLES

File number: **692465**

Most recent application (with payment) received on: **April 24, 2006**

License Term	License Information
July 1, 2006 through June 30, 2011	License Type: **20 Initial Educator** Position/Level: **72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13)** Subject: **777 REGULAR EDUCATION**
Information as of Mon May 14 13:18:19 CDT 2007	

Applicants: How long will it take to get your license?
Wisconsin's Open Records Law and the Educator Licensing Database
Direct questions about the license search to Educator Licensing

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

University of Wisconsin-Whitewater
MS Degree, December 1993
Major: Business Education-Post Secondary

National Louis University, Milwaukee, WI
MAT Degree, June 2005
License MCEA; Grades 1-6

University of Wisconsin-Whitewater
BS Degree, December 1990
Major: Economics
Minor: Business Management

PROFESSIONAL PREPARATION

Principalship Practicum — **Spring 2007**
King's Academy Christian School — Milwaukee, WI
Evelyn Jones – Supervisor / Advisor

Student Teaching / Internship (Grade 3) — **Fall 2004**
King's Academy Christian School — Milwaukee, WI
Evelyn Jones - Cooperating Teacher / Principal

Practicum 2 (Grade 2) — **Fall 2003**
William Bruce Elementary School — Milwaukee, WI
Rachel Wagoner - Cooperating Teacher

Special Education Practicum (Various Grades) — **Spring 2003**
*Henry David Thoreau Elementary School — Milwaukee, WI
Karolyn Winston & Kim Stoke - Coop Teachers
*William Bruce Elementary School — Milwaukee, WI
P. Stevens, K. Mendoza, M. Temple, D. Kulinski - Coop Teachers

Practicum 1 (Grade 6) — **Fall 2002**
Henry David Thoreau Elementary School — Milwaukee, WI
Beth Schefelker - Cooperating Teacher

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 rrecommending 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

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

UNIVERSITY OF WISCONSIN SYSTEM

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

UNIVERSITY OF WISCONSIN 1868 WHITEWATER

James R. 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.

UNIVERSITY OF WISCONSIN 1868 WHITEWATER

Thomas Loftus
President of the Board

Kenneth A. Shaw
President, University of Wisconsin System

James R. Connor
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.

UNIVERSITY OF WISCONSIN · 1868 · WHITEWATER

President of the Board

President, University of Wisconsin System

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 of the University

Provost

Dean

Mondell Mayfield

6521 West Port Avenue
Milwaukee. Wisconsin 53223

OBJECTIVE: A consultant position in Staff Development and Education Administration with a progressive school district offering opportunities for professional development and advancement.

SUMMARY: More than 30 years of experience in education at various levels; recently retired Principal.

- Skilled in curriculum design, program and staff development
- Familiar with the social and financial problems faced by inner-city school systems
- Wisconsin Certified in Elementary Education (Grade 1-8)
- Certification in Administrative Leadership

EXPERIENCE:

2008-Present **UNIVERSITY OF WISCONSIN-MILWAUKEE**
Ad Hoc Instructor-Urban Linking Course-Block III

2007-Present **ESSENTIAL Educational & Professional Consulting Services**
Consultant--*Educational Plan-Staff Development*
Administrative Support- Curriculum Alignment & Curriculum Development

2007-Present **UNIVERSITY OF WISCONSIN-MILWAUKEE**
Curriculum & Instruction – Student Teacher Supervisor
Office of Field Experience – Acting Program Manager-September-December 2007

2004-2007 **RIVER TAIL ELEMENTARY K-8**
Principal

2006-2007 **UNIVERSITY OF WISCONSIN – MILWAUKEE**
Ad Hoc Instructor-Middle School Course
Curriculum for Pre & Early Adolescents

1998-2004 **ANDREW S. DOUGLAS COMMUNITY ACADEMY**
Principal

1992-1998 **ANDREW S DOUGLAS COMMUNITY ACADEMY**
Assistant Principal

1991-1992 **EDISON MIDDLE SCHOOL** - Milwaukee, Wisconsin
Learning Coordinator

1985-1991 **EDISON MIDDLE SCHOOL** - Milwaukee, Wisconsin
Teacher

- Planned, developed, and taught Science Curriculum for grades 6-8
- Provided Instruction in Reading
- Assisted with direction of Annual Spring Musical
- Wrote and Directed Black History Program

1990-2007 **UNIVERSITY OF WISCONSIN – MILWAUKEE**

Ad Hoc Instructor-Middle School Course

Curriculum for Pre & Early Adolescents- 1990-1992 & Fall 2006, Spring 2007

Ad Hoc Instructor

Analysis of Instruction – Graduate Course- Fall 2004

Urban Education – Graduate Course – Fall 2004

Qualitative Research and Field Studies –Graduate Course – Spring 2005

Instruction Theory and Design – Graduate Course – Spring 2005

Ad Hoc Instructor

Fundamental of Instruction

Ad Hoc Instructor

Classroom Management

Ad Hoc Instructor

English Teacher – American College Testing Preparation

- Diagnosed students' strengths and weakness
- Reviewed skills needed for the English Test
- Administered exercises to improve skills

1981-1985 **HOME INTERIORS AND GIFTS** - Jackson, MS

Sales Manager

- Planned and coordinated regular motivational sales meetings and training seminars

1981-1970 **NICHOLS MIDDLE SCHOOL**-Canton, MS

Teacher

- Planned, developed and taught Science curriculum for grades 4-6 – Open Concept Education

EDUCATION: **UNIVERSITYOF WISCONSIN – MILWAUKEE**

- Master Degree – Curriculum & Instruction – 1991

UNIVERSITY OF WISCONSIN – MADISON

- Graduate coursework, 1990-1991

JACKSON STATE UNIVERSITY (Jackson, MS)

- Graduate Coursework

TOUGALOO COLLAGE (Tougaloo, MS)

- Bachelor of Science, Elementary Education. 1970
  Various Workshops and Seminars

REFERENCES: Available upon request

Other Information

Staff Development Presenter

- Carter School of Excellence – October 2008 – March 2009

  - Facilitated Development of the Educational Plan with the Learning Team and Staff

  - Professional Development Topics
    - Learning Walks
    - Bloom's Taxonomy
    - Organizing Your Classroom
    - Effective Communication with Parents
    - Maintaining Appropriate Student Behavior
    - Managing Problem Behavior

Staff Development Presenter

- La Causa K5-8 Grade School – September 2007 – June 2008

  - Facilitated Development of the Educational Plan with Learning Team and Staff

Staff Development Presenter – Collaborative Planning Time – Diversified Schools

Milwaukee Public Schools' Functional Plans – Facilitator/Consultant – October 2008 –November 2009

  - Facilitated Development of the District's Functional Plans
    - Student Management Functional Plan
    - Parental Relationships Functional Plan
    - Safety Functional Plan

Milwaukee Public Schools' Conferences and Principal Institutes

  - Help to facilitate the planning of district conferences and Institutes
    - Principal Institute 2009 Program Co-Chair
    - Principal Institute 2008 Program Co-Chair
    - Principal Institute 2007 Program Co-Chair
    - Principal Institute 2006 Program Co-Chair
    - Principal Institute 2005 Program Co-Chair
    - Title I Parent Conference 2008 – Planning Coordinator

Marilynn McVicker
W165 N5440 Creekwood Crossing
Menomonee Falls, WI 53051
262-790-5243
Marilynn.McVicker@ctkbc.org

OBJECTIVE

To: successfully perform, creating positive change in the area of (Christian) Education, Youth Ministry, Leadership and Counseling.

EMPLOYMENT

2007-Present Christ the King Baptist Church (CTKBC) and King's Academy Christian School (KACS) Milwaukee, WI

Director of Youth Services

- **General Description**
  - Provide leadership and development in the area of youth services.
  - Oversee and manage the Youth Leader of CTKBC Youth Ministry and the Principal of KACS.
- **Leadership**
  - Assist in motivating youth to develop leadership abilities and educational goals.
  - Assist in encouraging youth to participate in the daily workings of the church.
  - Assist in acknowledging youth achievements and talents.
  - Assist in creating the youth program within the present structures of the church and school, maintaining the Pastor's vision.
  - Verify maintenance of Youth Ministry and school budgets.
  - Attend worship services, leadership workshops, special services and any meetings required by CTKBC staff or needed by the KACS staff.
- **Programming Communications**
  - Attend school board meetings
  - Communicate regularly with School Administrator and Youth Director regarding daily operations and essential information that will impact the youth.
  - Receive monthly updates from the Administrator and Youth Director.
  - Give monthly written reports to the Pastor, unless otherwise specified.
  - Offer education and youth ministry information that will enhance the quality of service provided.

1997-2007 Christ the King Baptist Church Milwaukee, WI
Youth Ministry Director

- Responsible for developing a comprehensive Christian educational, recreational program for youth ages birth to 18 years.
- Develop and maintain an effective assimilation process for new members.
- Develop and oversee new ministries that will disciple and nurture youth relative to their needs and issues of their urban environment.
- Develop Youth Ministry budget and oversee any fundraising events connected with the youth budget.
- Oversee the planning for youth activities both instructional and recreational.
- Work with Christian Education Coordinator in developing curriculum specifically for youth.

1999-2007 King's Academy Christian School Milwaukee, WI
Administrator

- Oversee the school spiritually, educationally and administratively.
- Keep the School Board and Pastor abreast of finance, enrollment, personnel, student, parent and curriculum matters.
- Recommend policies for further development of the school.
- Recruit and retain top quality faculty and staff members.
- Administer the policies established by the School Board.
- Develop and work within the annual budget.
- Maintain proper relationships with the State Department of Education, other government agencies and Christian Schools International.

1996-1997 65th Street School Milwaukee, WI
Educator

- Keep the Principal abreast of things such as: needed resources, student needs, curriculum concerns and effectiveness as well as parent communication.
- Administer the policies established by the School Board.
- Support the mission and vision of the school
- Teach using various creative methods appropriate for individual learning styles.
- Successfully teach 25-30 children from various economic, cultural or racial backgrounds with.
- Use effective classroom management skills.
- Effectively interact and work with other staff members, parents and challenging children.
- Perform in a professional manner.

1991-1995 **Lloyd Street School** **Milwaukee, WI**
Educator

- Keep the Principal abreast of things such as: needed resources, student needs, curriculum concerns and effectiveness, as well as parent communication.
- Administer the policies established by the School Board.
- Support the mission and vision of the school.
- Teach using various creative methods appropriate for individual learning styles.
- Successfully teach children from various economic, cultural or racial backgrounds with.
- Use effective classroom management skills.
- Effectively interact and work with other staff members, parents and challenging children.
- Perform in a professional manner.

EDUCATION

1991 **Cardinal Stritch College** **Milwaukee, WI**
Bachelor of Arts Degree – *Elementary Education*

1996 **Cardinal Stritch College** **Milwaukee, WI**
Master of Education Degree - *Family and Youth Ministry*

2003-2007 **Urban Alternative** **Dallas, Texas**
Unit certificates: Christian Education, Leadership and Counseling

COMMUNITY LEADERSHIP ACTIVITIES

Memberships – Current and Past

- Metropolitan Milwaukee Alliance of Black School Educators (MMABSE)
- Milwaukee Teacher's Education Association
- Interdenominational Alliance of Ministers' Wives and Widows of Wisconsin (IAMWWW)
- Christ the King Baptist Church
- Black Alliance for educational Options (BAEO)
- Association for Supervision and Curriculum Development (ASCD)
- Diamond Life Member of Delta Sigma Theta Sorority

Computer Skills: Word, Access, PowerPoint, Outlook, Excel

JUDY D. HIGHSHAW

8442 N. Servite Dr., #101
Milwaukee, WI 53223
(414) 586-9576 Home
(414) 581-5218 Cell

PROFESSIONAL EXPERIENCE

Northwestern Mutual Life - Clerical **February, 1969 – February, 2002**

- Transcribe letters and forms from cassette tapes daily

Northwestern Mutual Life – Word Processing -Team Leader

- Oversee Unit of 8 people
- Separate and maintain work log supply
- Proofread all correspondence processed
- Assigned Special Projects

Northwestern Mutual Life–Information Publishing - Administrative Assistant/Assistant to Manager

- Secondary Ratings
- Schedule Vacations
- Monthly Reports
- Attendance Records
- Assign Special Projects
- Proofread all outgoing documents

Northwestern Mutual Life
Retired – February, 2002

Christ The King Baptist Church – Financial Assistant – 1992 – Present

- CTK Board of Directors Secretary – Record all minutes
- Count funds collected on Sunday
- Input Sunday's offering envelopes into system
- Pay Bills on a weekly basis
- Process payroll on a weekly basis
- File invoices

King's Academy Christian School – Financial Assistant – 2005 – Present

- KACS – Board of Directors Secretary – Record all minutes
- KACS – Administrative Board Secretary – Record all minutes
- Pay bills on a weekly basis
- Process Payroll on a weekly basis

Mr. Lonnie J. Anderson

"Where there is no vision, the people perish…"
Proverbs 29:18

Leadership Skills

In order to successfully develop leaders, teachers, educational assistants, parents and community advocates; educational programs; and provide successful opportunities for some of our most challenged at-risk students, I have acquired several important characteristics. These characteristics have also helped shape me as an innovative, inspiring, and dedicated leader to all stakeholders. The characteristics are as follows:

Analyzing
Problem solving
Strategic Planning
Negotiating
Organizational Planning

Budgeting
Community Relations
Developing leaders
Curriculum Planning

Coaching individuals towards better behaviors and attitudes

Success in High Challenged School Environments

My tenure as an administrator in MPS can be categorized in two ways. First, as a young administrator, I was frequently called upon to assist in many emergency situations where innovative leadership strategies were needed to bring order quickly. I have bridged racial divides in schools like Bell Middle school and supported schools like Lincoln undergoing major leadership transitions.

Second, in most recent years, I have been assigned to severely struggling schools. The schools I have worked at have been classified by high staff turnover, numerous disciplinary challenges, low attendance, low grade point averages, poor proficiency performance on state assessments, and overall low school morale. The school demographics have been predominantly African American students with low socioeconomic status from areas with some of the highest crime rates in Milwaukee. In addition to community crime, many students come from single-parented homes, kinship family care, or foster care. Given these circumstances, many of the schools had extremely high mobility rates. Extreme and innovative measures were needed to improve student performance. Even with what some may consider a difficult task, I have always approached my job with the mindset to make a difference by any means necessary. I have employed many of the following strategies:

- Recruiting energetic staff members who are either prepared or willing to be developed to address high-needs school environments
- Instituting on-going collaboration time for teachers

- Creating unique plans to address discipline challenges (i.e. Exodus Academy)
- Even before major district standard alignment, working with my teaching staff at Edison to produce all-school, cross-discipline, and grade level curriculum alignment
- Developing coherent teacher teams and quality leadership teams
- Generating long-term systemic changes within structures to sustain needed long-term change
- Seeking external financial and in-kind resources to supplement the school program
- Fostering several community partnerships:
    - GEAR UP
    - Northcott Neighborhood
    - Social Development Commission
    - Opportunities Industrialization Center-Greater Milwaukee
    - Milwaukee Journal Sentinel
    - Marty Stein
    - Bader Foundation
    - Legacy Bank
    - Firstar Northwest Neighborhood Association
    - Silver Spring Neighborhood Center
    - Christ The King Church
    - New Hope Church
    - Neighborhood Watches
    - Community Learning Center Pilot with Agape Community Center

Developing Family & Community Oriented Environments

As an administrator, I have continuously created conducive school environments for my staffs, students and families. Everyone from the engineering to the teaching staff is made to see his or her role in developing and maintaining a family-like atmosphere with a key focus on serving our children. To foster this type of environment, I have always incorporated the following within my leadership practices:

- Valuing parent contributions
- Creating clear policies, while offering upfront and honest explanations to families
- Sharing curriculum plans with parents and student
- Providing academic and behavioral incentives and opportunities for students
- Sharing resources with families that address the "whole child" and "whole family"

Leadership Development of Others

As a leader, I have always sought to identify and develop new leadership talent within MPS. On many occasions, I have had the opportunity to promote young, energetic, aspiring leaders. Many times, I have identified characteristics within leaders that they may have not seen within themselves. It has always been my philosophy to expose leaders to valuable professional development opportunities. Many times, this exposure and development has led these leaders to more extensive assignments with more responsibility. I have not only done this with my own staff, but have invited other MPS and Community leaders to development activities. In what follows, I cite specific examples of leaders who I believe I have assisted in their leadership development.

- Tonya Adair – As a meek and humble person, few would have noticed the inherent leadership potential in Tonya. As an outstanding teacher leader at Edison, I immediately put Tonya to work in several capacities. When I assumed the principalship at MXA, Tonya was assigned to be the new Learning Coordinator. Where she worked collaboratively to bring order to an extremely chaotic academic structure. Currently she serves as an AP at the High School of the Arts.

- Eric Gallien – I first met Eric when he was a Teaching Assistant. I encouraged him to pursue his bachelor's degree and teaching certification. During his summer student teacher experience with the Compton Fellowship Program, Eric worked at Edison. After being assigned to MXA, I recruited Eric to complete his internship year at MXA. I recognized Eric's hard-working nature and his extraordinary ability to work with others. I immediately sought ways to utilize Eric in many leadership capacities at MXA. Now, he is principal of Morse Middle School, one of MPS's finest schools.

- Deborah Ortiz – Deborah is currently leading Lincoln Middle School of the Arts. She was not one who was identified by the district as a potential administrator. However, her potential was developed at Edison M.S. while under my leadership at Edison Middle School.

- Latish Reed – Prior to receiving her Ph.D. in educational leadership and policy analysis from the University of Wisconsin-Madison in May 2007, Reed was a middle school teacher and an assistant principal in the Milwaukee Public Schools. She worked a year at Edison as a teacher, and then moved on as an AP at MXA. While at Edison, I sent Latish out to grant-writing workshops and gave her other leadership experiences as a teacher. During her four-year tenure as an AP at MXA, Latish secured more than $700,000 in grant funding and authored a number of critical policy documents. She has since told me that those opportunities were the catalyst for her pursuing her doctorate. Currently, Dr, Reed is an assistant professor of Educational Leadership at The University of North Carolina-Chapel Hill.

- Dimitric Roseboro – Currently a principal at Armstrong High School in the Richmond Public School District. Mr. Roseboro, in his current position as Principal, has been able to bring many of the innovative practices used at MXA to RPSD.

- Floyd Williams – Currently a MPS principal, Floyd has worked closely with district leadership in successfully transitioning struggling schools. As an AP at MXA, I worked collaboratively with

my entire administrative team to carefully make crucial changes within MXA's school environment, academic performance and community partnerships.

In addition to central office administrators, several of my colleagues within the district have called upon me to engage in critical problem-solving. I have maintained prominent leadership roles within organizations like MMABSE, ASCD, and Pastors Supporting Public Education. I have shared my educational leadership expertise with these organizations in the following areas:

- Research projects
- Rigorous Curriculum
- Respect for all students
- On-going Informative Assessments
- Critical Thinking Skills Development using Bloom's Taxonomy in planning.
- Experience of Real World Situations
- Proficiency in all subject areas
- Problem -Solving Skills
- High Levels of student engagement through the use of instructional strategies proven to promote active student engagement
- Community Service Projects that meet MPS Learning Targets & State Standards
- Empower students to become self-sufficient, lifelong learners

Educational Programs Implemented

My mission is to accomplish the M.P.S. goal of excellence by providing a rigorous and culturally specific curriculum to enhance students' skills to excel in reading, math, language arts, science and humanities. My goal is for students to obtain successful careers and to serve as leaders in the world community. This goal can be reached by offering both traditional and non-traditional programs to meet the needs of unique student populations.

- **Language Arts** – Students read, discuss, and write about world literature. Students compare and contrast characters, settings, themes and other characteristics of many genres. Vocabulary, grammar, and usage will be emphasized. The projects will employ a step-by-step writing process to organize ideas, write sentences, create paragraphs and produce essays and research papers.

- **Science** – Lead students to develop the scientific skills and attitudes necessary for demonstration and understanding of scientific concepts. The main purpose is to provide challenging and relevant curriculum to meet the needs of students. The curriculum must mirror the national, state and district learning targets and must center on the learning styles and modalities. Assists teachers in creating lesson plans that are project-based, inquiry in nature, and makes connections to the society, and the world communities. Students examine problems in their own community and use technology and research to design a solution.

- **Mathematics** – Teach students about the role that their cultures have played in development in the world of mathematics. Teachers must involve students in real world math experiences by having them plan and implement projects. Projects must involve several types of computations

and presentation of data and solutions in various forms that involve graphing calculators and computers. The elective classes must support the core math class by demonstrating math applications as it relates to the world of business and trades. The curriculum must mirror the national, state and district learning targets.

- **Social Studies** – Students must receive social studies in a variety of areas: geography, history, civics, economics, humanities, and behavioral science. An educational approach should be designed to increase self-esteem and develop a positive sense of purpose and responsibility in our students. Using a curriculum that places a heavy emphasis on community awareness, students will develop skills and abilities necessary to become catalysts for social change.

  Currently, students and teachers are working together to create course syllabi that reflect skills and concepts that are identified through a close analysis of data.

Development of Additional Educational Programs

In what follows, I describe some of the uniquely innovative measures I have incorporated into school programs that serve some of the most at-risk students in MPS:

1. **Night School** - Night school is used to help students who have had problems in the district as well as in the community to continue receiving instruction in math, science, language arts, and history. The program design is transitional. Students are able to attend day classes when attendance, grades, and Attitudes have improved.
2. **Saturday Academy** - Saturday Academy is designed to assist students to recover credits in Math, Science, History, English, and Health.
3. **Night School /GED OPTION PROGRAM** - The GEDO2 program is geared to 16 year old ninth graders who have a desire to complete high school. Students are tested and must be on ninth grade level to be admitted to the program. Each student receives an Educational Plan that allows them to work at their own pace.

Other Programs Developed and Implemented

- Curriculum Alignment
- CABS
- Structured Curriculum
- Consistent Assessments of Teaching & Learning (i.e. Walk Through)
- Service Learning
- Block Schedule
- Tutorial Support

Embedded Professional Programs Implemented

As principal at Milwaukee African American Immersion High school, I have consistently promoted the instructional staff members at Milwaukee African Immersion High School to engage in daily profession development. All teachers are provided within ongoing support in content delivered at the appropriate grade levels as well as instructional delivery. Professional development is provided through multiple sources including district level personnel, representatives from institutes of higher learning including the University of Wisconsin at Milwaukee and school level support staff including the literacy coach and math instructional leader. Teachers also share best practices in the high school classroom, sharing their expertise and providing support to their colleagues.

Academic supports developed

1. Providing for collaborative teacher work- teachers build relationships by staying together in the same community and having common planning time to discuss student instructional issues. In addition, regular, focused professional development is built into the schedule and tools and processes are provided to help focus teachers on improving engagement, alignment and rigor.

2. Providing flexibility in the use of time for whole school reflection and dialogue around teaching and learning – time is built into the schedule for teachers in each community to plan together and structures are provided for teachers to share, support and learn from one another.

3. Creating flexibility in the use of class time – Block Scheduling is used as an alternative to the traditional scheduling model, to provide more instructional time in all core subject areas.

4. Creating increased accountability – the same group of teachers, works with the same group of students and become accountable for the success of that group of students.

KING'S ACADEMY BOARD MEMBER INFORMATION

Your Name: Bennie Sinclair

Your Title: Food Service Worker

Place of Occupation: Sodexho (Marquette University)

Length of Service: 20 years

Area of Expertise: Food Service

Bennie S. Sinclair
6904 North 40th Place
Milwaukee, Wisconsin 53209
414-247-1095
bensincl@aol.com

EXPERIENCE

09/1989 - present **SODEXHO (Marquette University)** – Milwaukee, WI

Food Service Worker (Team Lead)

Duties:
Prepare and cook food to be packaged and sent to the various on-site campuses, label and price products before orders are filled and packages are shipped, and help to make sure that orders are complete and properly packaged.

08/1987 - 06/1989 **MILWAUKEE PUBLIC SCHOOLS** - Milwaukee, WI

Food Service Worker

Duties:
Cooked, prepared, and served food.

08/1984 – 01/1987 **KINDERCARE CHILDCARE CENTER** – Milwaukee, WI

Child Care Provider

Duties:
Provided care for infants/toddlers. This included feeding them, changing diapers, tested and strengthened motor skills and cognitive development, and played games.

EDUCATION

11/2007 – 11/2007 **WISCONSIN DEPARTMENT OF HEALTH AND FAMILY SERVICES** – Milwaukee, WI

Completed: November 2007/Center Director

01/1988 – 01/1988 **4-C'S CHILD C ARE TRAINING PROGRAM** - Milwaukee, WI

Completed: January 1988/Infant and Toddler Care

08/1987 – 09/1987 **KINDER-CARE LEARNING CENTER, INCORPORATED** - Milwaukee, WI

Completed: September 1987/Early Childhood

05/1987 – 08/1987 **KINDER-CARE LEARNING CENTER, INCORPORATED** - Milwaukee, WI

Completed: August 1987/Primary Childcare Course

10/1987 – 11/1987 **KINDER-CARE LEARNING CENTER, INCORPORATED** - Milwaukee, WI

Completed November 1987/Secondary Childcare Course

08/1961 – 05/1964 **HOOPER CITY HIGH SCHOOL** – Sayreton, AL

Graduated: May 1964

GONZALEZ
SAGGIO
HARLAN

September 10, 2009

City of Milwaukee Common Council
Charter School Application
City Clerk's Office
City Hall, Room 205
200 E. Wells Street
Milwaukee, Wisconsin 53202

To Whom It May Concern:

We are acting as counsel for the entity now known as the King's Academy Christian School, Inc. ("King's Academy") whose principal office is located at 7798 N. 60th Street, Milwaukee, Wisconsin, 53223.

Pursuant to its application to be submitted on or about Friday, September 11, 2009, King's Academy intends to change its status from that of a corporation organized and operated for religious, educational and charitable purposes to that of a corporation organized and operated solely for educational and charitable purposes *as a nonsectarian charter school* duly organized and incorporated under the laws of the State of Wisconsin.

On behalf of our client, we are issuing this letter for the purpose of advising that King's Academy is currently in the process of preparing and submitting all appropriate forms and notice of changes as required by the Wisconsin Secretary of State, including amendment and revision of the Articles of Incorporation and Bylaws of the organization, as well as complying with all notice procedures as outlined by the Internal Revenue Service, to enable a change in its status to reflect that the corporation will no longer operate as a religious educational institution, but solely as a nonsectarian charter school. These changes are intended to take effect upon approval of the Charter School Application.

GONZALEZ, SAGGIO AND HARLAN, L.L.C
Attorneys at Law

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Indianapolis | Phoenix
Las Vegas | Washington D.C.
Los Angeles | West Des Moines

Affiliated with Gonzalez Saggio & Harlan LLP and Gonzalez Saggio Harlan LLC

If you should have any questions or comments regarding the content of this letter, please do not hesitate to contact me.

Very truly yours,

Brenda J. Robinson, Esq.

STATE OF WISCONSIN
FILED
APR - 9 1999
DEPARTMENT OF
FINANCIAL INSTITUTIONS

ARTICLES OF INCORPORATION
OF
KING'S ACADEMY CHRISTIAN SCHOOL, INC.

The undersigned, acting as incorporator of a nonstock corporation under the Wisconsin Nonstock Corporation Law, Chapter 181 of the Wisconsin Statutes (the "WNCL"), hereby adopts the following Articles of Incorporation for such corporation:

RECEIVED - DEPT OF
FINANCIAL INSTITUTIONS
STATE OF WISCONSIN
99 APR 7 A8:00

ARTICLE I

Name

The name of the corporation is "King's Academy Christian School, Inc."

ARTICLE II

Purposes

The corporation is organized and shall be operated for religious, educational and charitable purposes within the meaning of I.R.C. Section 501(c)(3) of the Internal Revenue Code.

Without limiting the generality of the foregoing, the purpose of this corporation shall be to prepare children to fulfill God's will for their lives by educating them in the ways of God. It shall provide an academically competitive educational program that ensures constant spiritual, personal, and intellectual growth. In carrying out the purposes of the corporation, no distinction shall be made among the recipients of any amounts disbursed on account of race, color, gender, creed, age, veteran status, national or ethnic origin.

In these Articles, the term "I.R.C." means the Internal Revenue Code and references to provisions thereof are to such provisions as from time to time amended and to corresponding provisions of any future United States Internal Revenue Law.

WI DEL CORP

ARTICLE III

Activities and Restrictions

Section 1. No dividends, liquidating dividends, or distributions shall be declared or paid by the corporation to any private individual or officer or director of the corporation.

Section 2. No substantial part of the activities of the corporation shall consist in carrying on propaganda or otherwise attempting to influence legislation, unless by appropriate election a greater part is permitted without jeopardizing the corporation's exemption under I.R.C. Section 501(c)(3). The corporation shall neither participate in, nor intervene in, any political campaign on behalf of (or in opposition to) any candidate for public office, including the publishing or distribution of any statements.

Section 3. No part of the net earnings or net income of the corporation shall inure to the benefit of any private individual or officer or director of the corporation; provided, however, that such a person may receive reasonable compensation for personal services rendered, or reimbursement for reasonable expenses incurred, which are necessary to carrying out the exempt purposes of the corporation.

Section 4. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under I.R.C. Section 501(c)(3) or by a corporation contributions to which are deductible under I.R.C. Section 170(c)(2).

ARTICLE IV

Members

The corporation shall have one or more classes of members whose respective

qualifications, rights, and method of acceptance shall be as specified in the Bylaws.

ARTICLE V

Directors

Section 1. The affairs of the corporation shall be managed by its Board of Directors, which shall consist of such number of persons as shall be fixed by the Bylaws from time to time, but shall not be less than the number of directors required by the WNCL, which at the time of execution of these Articles is three (3). The terms of office, qualifications and method of election of the directors shall be as specified in the Bylaws.

Section 2. The number of directors constituting the initial Board of Directors shall be eleven (11). The names and addresses of the initial directors are:

Name	Address
Carolyn Allen	6012 North 37th Street Milwaukee, WI 53209
Lonnie Anderson	9715 W. Juniper Ct. Milwaukee, WI 53224
Melinda Gladney	6313 West Hampton Milwaukee, WI 53218
Charlotte Harris-Benn	1532 West Congress Street Milwaukee, WI 53209
Barbara Heidelberg	7553 N. 86th Street, Apt. 202 Milwaukee, WI 53224
Julietta Henry	6993 West Glenbrook Rd. Milwaukee, WI 53223
Evelyn Jones	2442 W. Hope Ave. Milwaukee WI 53209

Pamela Lue-Hing	7332 North 99th Street Milwaukee, WI 53224
Marilynn McVicker	10355 W. Goodrich Ave. Milwaukee, WI 53224
Earl Smith	N102 W14692 Providence Ct. Germantown, WI 53022
Janice Tucker	9621 W. Kaul Ave. Milwaukee, WI 53225

ARTICLE VI

Director Consent Actions

Any action required or permitted to be taken at a board meeting may be taken by written action signed by two-thirds (2/3) of the directors then in office. Such action shall have the same force and effect as a vote of the board of directors taken at a meeting. All directors shall receive notice of any action so taken, and the written action is effective on the date specified in the written consent or on the tenth day after the date on which written notice is given, whichever is later.

ARTICLE VII

Amendment

These Articles of Incorporation may be amended by the members of the corporation by such vote as may at the time be required by the WNCL, provided that no amendment shall substantially change the original purposes of the corporation.

ARTICLE VIII

Dissolution

In the event of the dissolution of the corporation, the Board of Directors shall, after paying

or making provision for the payment of all of the liabilities of the corporation, distribute all of the assets of the corporation exclusively to Christ The King Baptist Church if it is then described in I.R.C. Sections 170(c)(2), 501(c)(3), 2055(a)(2) and 2522(a)(2), or if it is not so described or if it is no longer in existence to one or more organizations then described in I.R.C. Sections 170(c)(2), 501(c)(3), 2055(a)(2) and 2522(a)(2) having purposes substantially similar to those of this corporation (except that no private foundation as defined by I.R.C. Section 509(a) shall be a recipient) or to one or more units or agencies of federal, state or local government to be used exclusively for public purposes, as the Board of Directors shall determine. Any of such assets not so distributed shall be distributed to one or more of such organizations as determined by the Circuit Court of the county in which the principal office of the corporation is then located.

ARTICLE IX

Principal Office: Registered Agent and Registered Office

The mailing address and county of the principal office of the corporation is 7750 North 60th Street, Milwaukee (Milwaukee County) WI 53223. The street address of the initial Registered Office of the corporation is 10355 West Goodrich Ave., Milwaukee, WI 53224, and the registered agent at such address is Marilynn McVicker.

ARTICLE X

Incorporator

The name and address of the incorporator is Janice L. Tucker, 411 East Wisconsin Ave., Milwaukee, WI 53202.

Executed this 31st day of March, 1999.

Janice L. Tucker

STATE OF WISCONSIN)
) SS
COUNTY OF MILWAUKEE)

Personally came before me this 31st day of March, 1999, the above-named Janice L. Tucker, to be known to be the person who executed the foregoing instrument and acknowledged the same.

Notary Public, State of Wisconsin
My Commission is permanent

This document was drafted by:
Janice L. Tucker
Quarles & Brady LLP
411 East Wisconsin Avenue
Milwaukee, Wisconsin 53202-4497

RETURN
TO DRAFTER

BYLAWS

OF

KING'S ACADEMY CHRISTIAN SCHOOL, INC.

ARTICLE I

Offices

Section 1. Principal Office. The corporation may have such offices, either within or without the State of Wisconsin, as may be designated from time to time by resolution of the Board of Directors.

Section 2. Registered Office and Registered Agent. The corporation shall maintain a registered office and registered agent in the State of Wisconsin. The registered office may, but need not be, the same as any of its places of business. The identity and address of the registered agent may be changed from time to time by notifying the Wisconsin Department of Financial Institutions pursuant to the provisions of the Wisconsin Nonstock Corporation Law (the "WNCL").

ARTICLE II

Membership

Section 1. Classes of Members. The corporation shall have two (2) classes of non-voting members, designated as follows:

Parent Members

Student Members

(a) Parent Members. All parents and guardians of children attending the King's Academy Christian School, who are in agreement with the Purpose and Philosophy, are eligible for membership in the parental branch of the school. Parent members shall not be entitled to vote.

(i) Parental membership includes the privilege of participating in the organization's activities on behalf of the school.

(ii) Parental membership requires active involvement of the parent(s) or guardian(s). The parent(s) are encouraged to participate in the activities of the school.

(iii) Parental membership requires tuition payment to be current.

(b) Student Members. Student membership is available to individuals enrolled in King's Academy Christian School who are committed to the Purpose and Philosophy of the King's Academy Christian School. Student members shall not be entitled to vote.

Section 2. Termination of Membership. (a) The failure of a member to meet the qualifications required for membership shall result in the member being automatically dropped from membership.

(b) In addition, any member may be expelled from membership, for good cause shown, by the vote of a majority of the directors then in office.

(c) In addition, the membership of an individual shall terminate upon the death of the member.

Section 3. Transfer of Membership. A member may not transfer a membership or any right arising from a membership.

Section 4. Privileges Of Membership.

(a) No Voting Rights. Membership in the corporation shall be non-voting.

(b) Other Privileges. Other membership privileges include participation in various activities, programs and publications of the corporation as may be designated from time to time by the Board of Directors.

Section 5. Membership Year. Annual memberships shall extend for the school year from September through May in each year.

Section 6. Annual Meeting. The annual meeting of members shall be held in the month of August of each year, at such time and place as the Board of Directors may determine. At each annual meeting of members, a report on the activities and financial condition of the corporation shall be presented.

Section 7. Special Meetings. Special meetings of the members may be held at any time and place for any purpose or purposes,

unless otherwise prescribed by the WNCL, on call of the President or Secretary.

Section 8. Notice and Waiver of Notice.

(a) Notice. Notice of any meeting shall be given by oral or written notice delivered to each member in one of the methods described in Article IV hereof not less than ten (10) days nor more than sixty (60) days before the date of the meeting, by or at the direction of the President, the Secretary or other officer or persons calling the meeting to each member of record entitled to vote at such meeting. However, if notice is mailed by other than first class or registered mail, notice must be mailed not less than thirty (30) days before the meeting date. The purpose of and the business to be transacted at any special meeting of the members shall be specified in the notice or waiver of notice of such meeting.

(b) Waiver of Notice. Whenever any notice whatever is required to be given under the provisions of the WNCL or under the provisions of the Articles of Incorporation or Bylaws of the corporation, a waiver thereof in writing, signed at any time by the person or persons entitled to such notice, shall be deemed equivalent to the giving of such notice. The attendance of a member at a meeting shall constitute a waiver of notice of such meeting, except where a member attends the meeting for the express

purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

ARTICLE III

Board of Directors

Section 1. General Powers. The business and affairs of the corporation shall be managed by its Board of Directors.

Section 2. Number and Qualifications. The Board of Directors shall consist of not less than seven members-at-large who shall be appointed by the Executive Director. The Board of Directors shall be Christians who understand and support the philosophy, mission, goals and objectives of King's Academy Christian School.

Section 3. Tenure. The term of each Director shall be for three years. A Director may be removed from office by an affirmative vote of a majority of Directors or by the Executive Director. A Director who is absent from four consecutive, regular meetings of the Board shall automatically be removed from office; provided, however, that he or she can remain in office upon the affirmative vote of a majority of Directors.

Section 4. Resignation. A director may resign at any time by filing a written resignation with the Chair of the Board, President or the Secretary of the corporation. Failure of a director to attend four (4) consecutive meetings of the Board of Directors or

one-half of the meetings in a calendar year shall be deemed to be a resignation by the director.

Section 5. Vacancies. Any vacancy from members of the Board of Directors shall be filled by the vote of the Directors or by the Executive Director.

Section 6. Voting. Each Director shall have one vote at meetings. Directors may not vote by proxy.

Section 7. Place of Meetings. The Board of Directors shall hold its meetings at such place as set forth in the call or Notice of such meeting.

Section 8. Annual Meeting. The annual meeting of the Board of Directors shall be held on the day and at the place designated by the Directors. Not less than thirty days' written notice shall be given to each Director.

Section 9. Regular Meetings. Regular meetings of the Board shall be held at such time and place as the Board may provide.

Section 10. Special Meetings. Special meetings of the Board may be called by the Chairperson or shall be called on the written request of two Directors. Not less than five days' written or oral notice of the time, place and purpose of the meeting shall be given to each Director.

Section 11. Quorum. A majority of the Directors shall constitute a quorum.

Section 12. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by the Articles of Incorporation or by these Bylaws.

Section 13. Waiver of Notice. Any Director may waive any notice required to be given by the WNCL or under these Bylaws.

Section 14. Committees. The Board of Directors by resolution may designate one or more committees, each committee to include three or more directors appointed by the Board. Each committee shall have such authority and may exercise such powers to the extent provided in said resolution as initially adopted, and as thereafter supplemented or amended by further resolution adopted by a like vote. Each such committee shall fix its own rules governing what is required to conduct its activities and shall make such reports to the Board of Directors of its activities as the Board of Directors may request.

ARTICLE IV

Officers

Section 1. Number. The officers of the Corporation shall be a Chairperson, one or more Vice-Chairpersons (the number thereof to be determined by the Board of Directors), a Secretary, a Treasurer and an Executive Director who shall be the Principal of the school,

each of whom shall be elected by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two or more offices may be held by the same person, except the offices of Chairperson, Executive Director and Secretary.

Section 2. Election and Term of Office. The Chairperson and Vice-Chairperson shall be chosen from the members of the Board of Directors, but the remaining officers need not be Directors. The term of each officer shall be for one year and until his or her successor has been elected. Any officer may be removed from office by the affirmative vote of a majority of the Board of Directors whenever in its judgment the best interests of the corporation will be served thereby.

Section 3. Vacancies. A vacancy in any office shall be filled by the Board of Directors for the unexpired portion of the term.

Section 4. Chairperson. The Chairperson shall, when present, preside at all meetings of the Board of Directors and shall be an ex-officio member of all committees.

Section 5. Executive Director. The Executive Director, who shall be the Principal of King's Academy Christian School, shall be the principal executive officer of the Corporation and, subject to the control of the Board of Directors, shall, in general, supervise

and control all of the business and affairs of the Corporation and shall have such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. Vice-Chairperson. In the absence of the Chairperson or in the event of his or her death, inability or refusal to act, the Vice-Chairperson shall perform the duties of the Chairperson and, when so acting, shall have all of the powers of and be subject to all restrictions upon the Chairperson. The Vice-Chairperson shall also perform such other duties as from time to time may be assigned to him or her by the Chairperson or by the Board of Directors.

Section 7. The Secretary. The Secretary shall keep minutes of the Board of Directors meetings, and when required, countersign all written instruments executed by the Executive Director, and shall keep and preserve all documents and records of the corporation relating to its business except those usually pertaining to the office of the Treasurer. The Secretary shall also perform such duties as from time to time may be assigned to the Secretary by the Chairperson or by the Board of Directors.

Section 8. The Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer

shall: a) be responsible for all funds and securities of the corporation, and for moneys due and payable to the corporation from any source whatsoever including the deposit of such moneys in the name of the corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and b) in general, perform all of the duties incident to the office of the Treasurer and such other duties as may from time to time be assigned to him or her by the Chairperson or by the Board of Directors.

Section 9. Salaries. The salaries, if any, of the officers and the Executive Director shall be fixed from time to time by the Board of Directors, and no officer or the Executive Director shall be prevented from receiving such salary by reason of the fact that he or she is also a Director of the Corporation.

ARTICLE V

Execution of Documents; Indemnification; Amendments

Section 1. Execution of Documents. All documents and instruments, including, but not limited to, checks, notes, leases, deeds, and contracts shall be signed in the name of the corporation by such officer or officers as the Board of Directors may designate.

Section 2. Indemnification of Directors and Officers. Directors and officers shall be indemnified for liability arising by reason of the fact that he or she is or was a Director or officer of the Corporation to the extent permitted by law.

Section 3. Amendments. These By-laws may be amended by the affirmative vote of at least two-thirds of the members of the Board of Directors, but they may never be suspended.

* * * * * * *

Certified a true and correct copy of the Bylaws adopted on the 15 day of APRIL, 1999, by the Board of Directors of King's Academy Christian School, Inc.

Pamela Lee Lee King
Secretary

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASUR

Date: MAR 23 2000

KINGS ACADEMY CHRISTIAN SCHOOL INC
7750 N 60TH ST
MILWAUKEE, WI 53223-4153

Employer Identification Number:
39-1960876
DLN:
17053309016049
Contact Person:
RUTHANN WATTS
ID# 75104
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than $25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally $25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of $20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed $10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding $1,000,000 in any year, the penalty is $100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding $1,000,000 shall not exceed $50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

The law requires you to make your annual return available for public inspection without charge for three years after the due date of the return. You are also required to make available for public inspection a copy of your exemption application, any supporting documents and this exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are made widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of $20 a day for each day you do not make these documents available for public inspection (up to a maximum of $10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees.

KINGS ACADEMY CHRISTIAN SCHOOL INC

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 587, sets forth guidelines and recordkeeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You must comply with this revenue procedure to maintain your tax-exempt status.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are expended only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

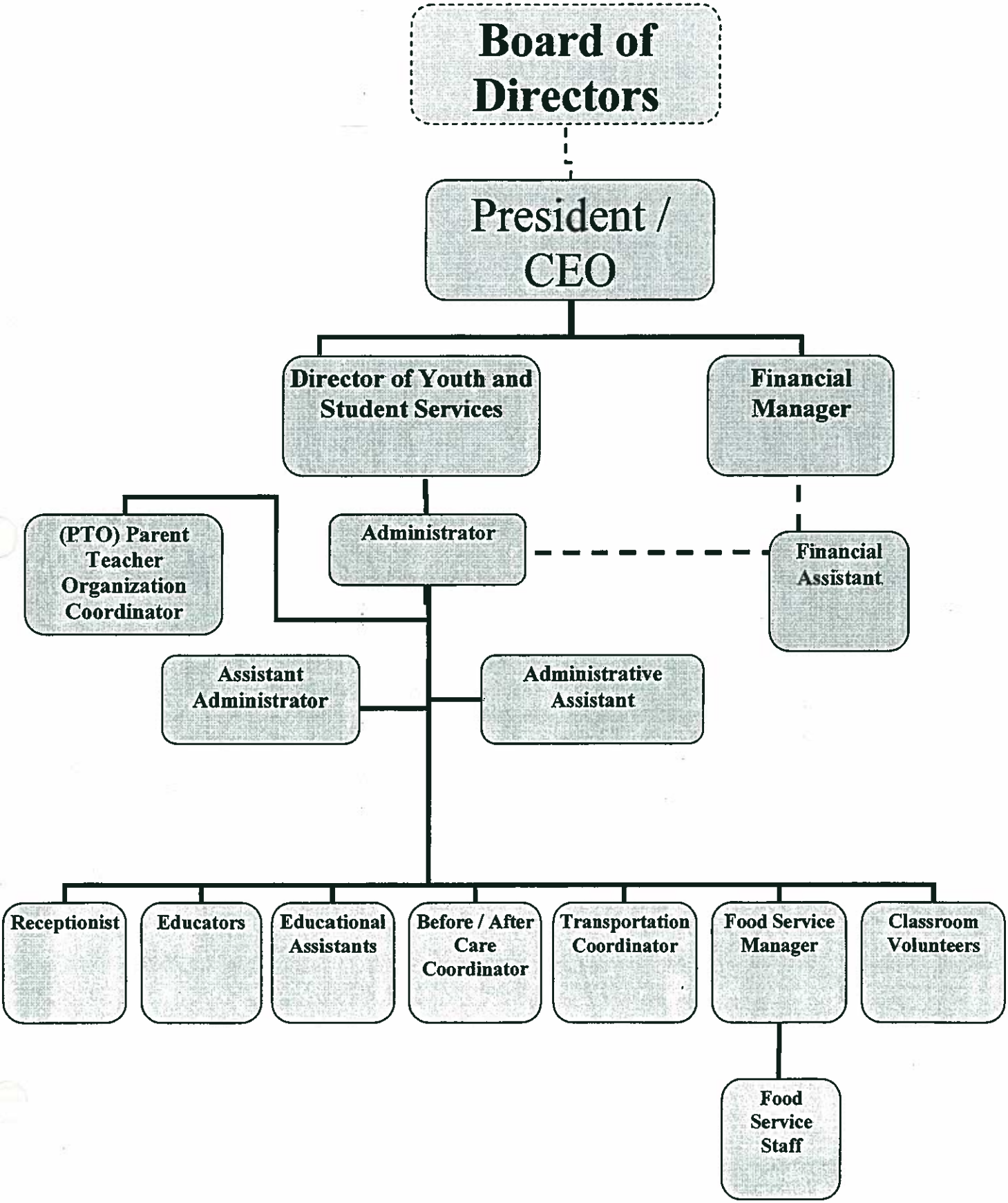
If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

Steven T. Miller

Steven T. Miller
Director, Exempt Organizations

Organizational Chart



August 21, 2009

Milwaukee Police Department – 4th District
Attn: Police Captain
749 W. State Street
Milwaukee, WI 53233

Dear Captain:

Enclosed you will find the pages that reflect the changes we have made in our Crisis and Contingency plan for the 2009-2010 school year.

If you have any questions concerning the plan, please feel free to contact me.

Sincerely,

Laurel L. Nobles

Laurel L. Nobles
Administrator

Enclosure

Kings Academy

Crisis

And

Contingency Plan

2009 - 2010 School Year

CODE RED _____
Location of Problem

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Introduction

The King's Academy Crisis and Contingency Plan is a formula for staff, employees and other personnel to respond to in case of school emergencies, (e.g. death of student or staff member, fire, explosion, act of terrorism, vehicular accidents, bomb threat, loss of power or weather). All staff members are expected to be aware of these procedures and adhere to them in crisis situations.

SCHOOL SAFETY

SCHOOL EMERGENCY PROCEDURES

School security is the responsibility of all employees. After the start of the school day, all exterior doors including the main entrance will be locked. Staff and students are not to open locked doors for visitors. Visitors must buzz the office after 9:00am to enter the building.

Direct any visitors you encounter who do not have a visitor's badge to the office. Alert the office immediately of any unauthorized persons in the building.

If a school security situation arises, ask for help by calling the office. Say, "**CODE RED**" and give the location of the situation. When the office staff hears this key word, they will announce "**CODE RED**", over the Public Announcement System (P.A.). When you hear this:

1. Keep all students in class and away from the doors and windows.
2. Lock your classroom door.
3. Other personnel without assigned classes are to check the hallways and lavatories.
4. Take children in the hallways and lavatories to the nearest classroom.
5. Alert the office to the location of an intruder.
6. Maintain these actions until the "all clear" signal is announced over the P.A.

***Note**: In the event of a power outage, use any other means of communication necessary, such as a cellular telephone or walkie-talkie, to announce "**CODE RED**".

If you hear "**CODE RED PLAYGROUND**", for example, that is a signal that there is an emergency situation on the playground requiring any available staff members.

The signal of "**CODE RED**" indicates that students should immediately walk from the playground into the school and report directly to their classrooms.

If a staff member suffers an assault or threat of an assault by student, parent or another adult, the incident is to be reported to the office immediately. The staff members will complete a "**Report of Assault Suffered by School Personnel**" form and the police will be contacted if requested.

CRISIS RESPONSE PROCEDURES

Our school has developed procedures for responding to a variety of potential school crises (e.g., death and traumatic events). These procedures are explained in our "**Crisis Response Procedures**". All staff members are expected to be aware of these procedures and adhere to them in crisis situations.

MEDIA CONTACTS

Media coverage of planned school events is encouraged. "**Media Event Announcement**" forms are available in the office, which are used to issue a news release.

Due to the unusual nature of crisis situations and the importance of communicating up-to-date and accurate information, all media inquiries during a crisis are to be directed to the principal or designee who will be the official school spokesperson. Media personnel will remain out of the building until designated person is available and ready to give factual information and/or answer questions. After the crisis is over, the administrator or his/her designee(s) will handle/control media access.

FIRE DRILL PROCEDURES

During a fire drill every person, child and adult, without exception, is to exit the building. We will have at least ten fire drills throughout the school year. Two fire drills will be conducted during the first two weeks of school. The Milwaukee Fire Department will observe two fire drills – one per semester.

Before students arrive in September, check the emergency evacuation charts in your classroom to determine available exits. Discuss and practice fire drill procedures with your students.

When the fire drill signal sounds:

1. Exit the building in a single, orderly line through the exit designated.
2. Take your class roster with you.
3. Close your windows and door.
4. Do not lock your classroom door.
5. Do not inform students in advance of a scheduled fire drill.
6. Do not allow students to get their coats prior to the fire drill.
7. Do not allow students to talk during the fire drill.
8. When you arrive at the designated outside location, use your class roster to determine that all students are present.
9. Reenter the building in a single, orderly line when the "**all clear**" signal is given.

TORNADO ALERT PROCEDURES

Tornado alerts are conducted in the spring. However, please review tornado alert procedures at the beginning of the school year with students in the event that an emergency should arise at other times during the school year. Shelter signs are posted in each classroom, which indicate the shelter area for the room.

When the tornado alert siren sounds:

1. Proceed to your designated shelter area in a single, orderly line.
2. Take your class roster with you.
3. Assume the duck and cover position.
4. Do not allow students to talk during the tornado alert.
5. When you arrive at the designated shelter location, use your class roster to determine that all students are present.
6. Return to your classroom in a single, orderly line when the "**all clear**" signal is given.

EMERGENCY EARLY DISMISSAL PROCEDURES

The decision to dismiss students early due to an emergency situation is made by the administrator with input from the principal. If students are dismissed early, parents will be informed using Emergency Contact Cards, when weather hinders student departure, shelter and food will be provided. Students will be housed in the cafeteria, gym or conference room.

Our "**Crisis Response Procedures,**" include information regarding temporary movement to an alternative location if we need to evacuate our building.

HAZARDOUS CHEMICALS AND EQUIPMENT

Staff members are expected to follow safety precautions and standard procedures in the handling and storage of all potentially hazardous chemicals and equipment. The safety of students and other staff members is to be the primary concern at all times.

All staff will wear plastic gloves when blood or other bodily fluids are present.

All chemicals and equipment that produce a potential hazard are placed in special containers to be discarded by the engineer.

DEATH OR LIFE THREATENING CRISIS

Staff members are encouraged to maintain a caring but orderly atmosphere. Continue a business as usual attitude, so as not to bring about a potential for hysteria.

BOMB THREAT OR OTHER LIFE THREATHENING SITUATIONS IN THE BUILDING

- Report suspicious packages or objects to school administrator and/or principal
- All staff and students will be directed by the signal 3 Whistles – Code Red Evacuate.
- Staff and students will exit the building using the North Doors. Non-teacher Personnel will check to see if the building is cleared. The staff and students are to travel west to 60th Street North to Thoreau School. Enter the building using the main entrance. Proceed to the gym. Remain there until an all-clear signal is given via the P.A. System at Thoreau School. The same route used to go to Thoreau will be used to return the students back to King's Academy Christian School.
- Security Personnel will verify that the building is safe and secure to re-enter.

GUN THREAT

Contact Police (911). Lock doors. Keep students away from windows and doors. Locate a safe sheltered area for the students (e.g. under tables and/or desks) near walls away from suspected intruder. Maintain a quiet and calm atmosphere.

Crisis Response Procedures

The principal and the Crisis Response Team (CRT) will meet in one of several predetermined school corridors (depending on the location of the crisis) to assess the impact of the event in order to predict the amount and the intensity of help needed. The secretary will bring all pertinent information about the students and staff (in the form of a folder) to the meeting location. A predetermined "building sweeper" will then evaluate the corridors of the building to make a general assessment of any safety issues/concerns. In the event that the building becomes uninhabitable, the principal and the CRT will meet at a predetermined location outside of the building.

A. Non-life threatening situations will be handled in house and in accordance with instructions on the emergency contact card. First-aid will be administered (e.g. washing and applying band-aides to broken skin, cold compresses to nose bleeds, etc.). Parents will be notified and an incident report will be recorded in the safety log.

***Note: All staff will wear plastic gloves when blood or other bodily fluids are present. ***

B. Crisis, emergency, sudden death
   - Crisis team will be mobilized (List 1)
   - Call 911 for the Milwaukee Police Department (use only for violent or life threatening situations.)
   - Ministerial support teams will be summoned to the counseling rooms for spiritual and physical support including the health nurse.
   - A designated person will contact the parents. Designees will manage parent access to the building and take them to the cafeteria, gym or conference room. Support persons will advise and or comfort parents.
   - The secretary will notify parents or guardians to pick up students using the emergency contact cards on file.
   - The secretary will also supervise and handle all incoming calls and phone access.
   - A designated person will prepare a written statement to be read to the students by the teacher or administrator.

C. Teachers are encouraged to maintain a caring, but orderly atmosphere. Continue a "**business as usual**" attitude, so as not to bring about a potential for hysteria.
   - Take students to counseling rooms.
   - Comfort students so as to avoid trauma or anxiety (e.g. video games, movies, etc.).
   - Unite parent(s) or guardian(s) with children.

D. Staff will get assistance for themselves to help deal with their own feelings of grief, trauma or anxiety.
   - Pastor or ministerial support team, which includes health nurses, will help staff cope with their feelings.

E. Crisis Team will meet at the end of the day to do the following:
   1. Receive a message from the Principal/Administrator.
   2. Discuss and review the effectiveness of the response procedures and make suggestions or deletions to better facilitate the plan.
   3. Designate people to perform follow-up interventions that may include: (a) a parent contact person to check on the people involved in the incident, (b) make decisions as to how the team can be of further support and (c) discuss plans for the return of students the next day if possible.

EVACUATION PLAN/EXTREME CRISIS SITUATION

All staff and students will be directed by the signal of **3 bells and Code-Red Evacuate sound**. Staff and students will exit the building using the North Doors. Non-teacher Personnel will check to see if the building is cleared.

The staff and students are to travel west to 60th Street, North to Thoreau School. The students will enter Thoreau using the main entrance, and then proceed to the gym until an "all clear signal" is given, via the P.A. System at Thoreau, to return to King's Academy Christian School or other locations if necessary.

*In the event that the students/staff have to stay over night, (at King's Academy Christian School) the chief and his staff will provide pre-packaged food (peanut butter and jelly or other fare for those allergic to peanut butter) and bottled water.

CRISIS PLAN CHECKLIST FOR SCHOOL ADMINISTRATORS

- ❑ 1. Verify information (death, crisis, emergency).

- ❑ 2. Call the police (911) and alert school safety personnel to secure building.
  (If crisis event involves violence or life-threatening circumstances)

- ❑ 3. Call crisis response team members and schedule meeting. (Resource List 1)

- ❑ 4. Notify all school staff of crisis or emergency situation. (Resource List 2)

- ❑ 5. Meet with the school crisis response team to:
  - assess impact of event on students/staff/community;
  - determine need for additional help and support from response team, Supportive Services crisis response team, etc.;
  - plan how students will be informed of event and prepare a written statement to be read by teachers or by crisis response team members in individual classrooms.

- ❑ 6. Implement the following procedures, if appropriate:
  - set-up and organize the Crisis Control Center;
  - designate a parent/family waiting area away from main office;
  - designate information control person to manage all information, questions, media requests, and rumor control;
  - review media policy (do not permit media into the school building during the crisis);
  - set up emergency health center;
  - designate counseling rooms and assign crisis response team members to those rooms;
  - designate waiting room(s) for students;
  - assign school staff for security duties and to escort students;
  - assign crisis response team members to assist with classroom discussions, if needed;
  - establish procedures for sending students home, if needed.

- ❑ 7. Notify teachers of procedures to follow to get assistance for students including:
  - reading written announcement to students;
  - making a list of students for counseling and sending list to control center;
  - sending students to and from counseling rooms;
  - facilitating classroom discussions;
  - accessing support or counseling for him or herself.

- ❑ 8. Hold staff meeting at close of day or after event to:
  - thank school staff for their efforts;
  - determine follow-up plan of action;
  - review facts of crisis and role of the faculty in responding to this crisis;
  - allow staff an opportunity to share their experiences and suggestions;
  - distribute any pertinent information: e.g., hospital reports, funeral arrangements.

- ❑ 9. Meet with crisis response team at end of the day to:
  - debrief regarding response plan effectiveness;
  - decide need for continued involvement of response team, Supporting Services Crisis response team, School Safety personnel;
  - designate personnel to provide follow-up intervention;
  - decide need for continued substitutes for crisis response team members and teachers;
  - contact parents of seriously distraught students.

CRISIS PLAN VERIFICATION FORM

School: **KING'S ACADEMY CHRISTIAN SCHOOL**	School Year: **2009-2010**

1. List the school's table of leadership:

First	**John McVicker**
Second	**Marilynn McVicker**
Third	**Laurel Nobles**
Fourth	**Rev. Eric Brown**
Fifth	**Sylvia Summers**
Sixth	**Claudia Steward**

2. List the school's crisis response team members:

John McVicker	Pastor
Marilynn McVicker	Director of Youth Services
Laurel Nobles	Administrator
Rev. Eric Brown	Assistant Administrator
Ahmie-Woma Farkas	QLC Building Director
La'Kisha King	Administrative Assistant
Claudia Steward	Teacher
Sylvia Summers	Teacher

3. List the following information from the school crisis plan:

   Counseling Rooms: **Library**
   Crisis Control Center: **Conference Room** Parent Room: **Cafeteria** Waiting Room: **Cafeteria**

4. List the following information from the school's evacuation plan:
   Evacuation site: **Henry David Thoreau School 7878 N. 60th** Phone: **262-236-1806**

   _____
   Thoreau Principal Signature

5. List the following information from the school's emergency closing procedures:
   - Location(s) for student's overnight stay: **Cafeteria**
   - Emergency contact information has been updated: (Y) N

6. Verification:
   - A school crisis plan has been completed for the **2009-2010** school year.
   - Staff in-service for this year's school crisis plan was conducted on _____.

Principal's Signature:	Date:

MAJOR ROLE RESPONSIBILITIES in a CRISIS or CONTINGENCY

Note: General responsibilities are listed for each major school role. Record the names of the persons who are assigned these responsibilities in the school. Add or subtract responsibilities, which are appropriate for each individual school.

PRINCIPAL

1. Evaluate seriousness of the problem.

   Laurel Nobles / Rev. Eric Brown — Primary Person Responsible
   Ahmie-Woma Farkas — Backup Person Responsible

2. Make decision for building level response (e.g. contact crisis response team members).

   Laurel Nobles / Rev. Eric Brown — Primary Person Responsible
   Ahmie-Woma Farkas — Backup Person Responsible

3. Carry out crisis response plan.

   Laurel Nobles / Rev. Eric Brown — Primary Person Responsible
   Ahmie-Woma Farkas — Backup Person Responsible

4. Make decision regarding need for additional resources or personnel.

   Laurel Nobles — Primary Person Responsible
   Rev. Eric Brown — Backup Person Responsible

5. Oversee and coordinate personnel supervision (including additional personnel).

   Laurel Nobles — Primary Person Responsible
   Rev. Eric Brown — Backup Person Responsible

6. Handle ALL MEDIA CONTACTS or designate an information control person.

   Laurel Nobles — Primary Person Responsible
   Sena Williams /Pastor — Backup Person Responsible

7. Other: Organize and supervise students staying overnight in case of a severe weather emergency.

   Laurel Nobles / Rev. Eric Brown — Primary Person Responsible
   Sena Williams — Backup Person Responsible

8. Other:

   La'Kisha King — Primary Person Responsible
   Shannon McCoy — Backup Person Responsible

ASSISTANT PRINCIPAL [if assigned]

1. Assist principal in implementing crisis plan.

   Rev. Eric Brown — Primary Person Responsible
   Claudia Steward — Backup Person Responsible

2. Assume supervision of student control.

   La'Kisha King — Primary Person Responsible
   Shannon McCoy — Backup Person Responsible

3. Assist principal with supervision of personnel.

   Rev. Eric Brown — Primary Person Responsible
   Shannon McCoy — Backup Person Responsible

4. Other: _____

   _____ — Primary Person Responsible
   _____ — Backup Person Responsible

Head Secretary

1. Coordinate duties of office staff.

   La'Kisha King — Primary Person Responsible
   Shannon McCoy — Backup Person Responsible

2. Call for substitute teachers or additional personnel as directed by an administrator.

   La'Kisha King — Primary Person Responsible
   Shannon McCoy — Backup Person Responsible

3. Supervise removal of student monitors from main office area during crisis.

   Tanya Evers — Primary Person Responsible
   Karen Rogers — Backup Person Responsible

4. Supervise handling and referral of in-coming calls. Limit access to telephones in the building.

   La'Kisha King — Primary Person Responsible
   Shannon McCoy — Backup Person Responsible

5. Control bells and PA system as directed by administrator(s).

   La'Kisha King — Primary Person Responsible
   Shannon McCoy — Backup Person Responsible

6. Other: **Tanya Evers**

   _____ — Primary Person Responsible
   _____ — Backup Person Responsible

OTHER OFFICE STAFF

1. Handle/refer all incoming calls.

La'Kisha King	**Shannon McCoy /Sena Williams**
Primary Person Responsible	Backup Person Responsible

2. Other duties as assigned.

- Student/Staff Counter

La'Kisha King	**Shannon McCoy /Tanya Evers**
Primary Person Responsible	Backup Person Responsible

- Student Transportation

La'Kisha King	**Sylvia Summers**
Primary Person Responsible	Backup Person Responsible

- _____

_____	_____
Primary Person Responsible	Backup Person Responsible

CRISIS RESPONSE TEAM

1. If called, meet immediately with principal.
2. Review school crisis response plan.
3. Assist principal and school staff in implementing crisis response plan.
4. Provide crisis counseling for students and staff.
5. Provide follow-up support services for students and staff after immediate crisis or emergency is over.

Laurel Nobles
Primary Person Responsible For Contacting Crisis Team

Rev. Eric Brown/Sena Williams
Backup Person Responsible For Contacting Crisis Team

TEACHERS and SUPPORT STAFF

1. Remain in or move to assigned area.

2. Conduct immediate student supervision.

   Robert Beaumier
   Primary Person Responsible For Contacting Staff Members

   Burdean Black
   Backup Person Responsible For Contacting Crisis Members

3. Perform special teacher assignments:

   Jacqueline Glover — Primary Person Responsible
   Jacqueline Dixson — Backup Person Responsible

   - Duties as assigned by the principal

   Claudia Steward — Primary Person Responsible
   Kimberly Jones — Backup Person Responsible

   - Liaison to students

   Connie Evers — Primary Person Responsible
   Claudia Steward — Backup Person Responsible

TEACHER AIDES AND SECURITY AIDES

1. Assist teachers and/or administrator(s) in supervising hallways, entrances, etc.

   Wanetta Hazelwood — Primary Person Responsible
   Emily Peterson — Backup Person Responsible

2. Escort students to and from counseling rooms, if needed.

   Debra Moore — Primary Person Responsible
   Wanetta Hazelwood — Backup Person Responsible

3. Perform communication duties as needed.

   Diane Shoates — Primary Person Responsible
   Emily Peterson — Backup Person Responsible

4. Perform special security assignments:

   Emily Peterson — Primary Person Responsible
   Diane Shoates — Backup Person Responsible

   - Provide Counseling and/or grief support

   Rev. Eric Brown — Primary Person Responsible
   _____ — Backup Person Responsible

- Student/Staff health and well-being

Nursing Staff	**La'Kisha King**
Primary Person Responsible	Backup Person Responsible

- _____

_____	_____
Primary Person Responsible	Backup Person Responsible

Building /Maintenance Staff

1. Check building for damage and report such information to principal.

   Don Freeman _____ **Tasha Hendrix** _____
   Primary Person Responsible — Backup Person Responsible

2. Make emergency repairs as practical.
   Don Freeman _____ **Tasha Hendrix** _____
   Primary Person Responsible — Backup Person Responsible

3. Notify the Department of Insurance and Risk Management about building damage.

   Anita Peterson _____ **Sharon Jewell** _____
   Primary Person Responsible — Backup Person Responsible

4. Other: Have supply of blankets on hand for overnight emergencies.

   Sylvia Summers _____ **Stephanie Jackson** _____
   Primary Person Responsible — Backup Person Responsible

5. Other: _____

   _____ _____
   Primary Person Responsible — Backup Person Responsible

CAFETERIA STAFF

1. Monitor food service and cafeteria areas.
2. Continue food program responsibilities unless otherwise directed by principal.
3. Report problems to the principal.
4. Other: Consult with school administrator so that a plan is available for obtaining food and feeding students during an overnight stay due to a severe weather emergency.
5. Other:_____

Curtis Mallory
Primary Person Responsible

Mary Harris/Theresa Bridges
Backup Person Responsible

SCHOOL NURSE / HEALTH DESIGNEE (WHEN AVAILABLE)

1. Administer first aid as needed.
2. Advise principal of extend and degree of injuries serviced.
3. Complete documentation of first-aid given to students or staff.
4. Administer prescription medication.

Franchesca Vash or Nursing Staff
School Nurse or Primary Person Responsible for Health Services

All Staff
Back-up Person Responsible for Health Services

STUDENTS

1. Report rumors to their teacher.
2. Report incidents to their teacher.
3. Follow direction of supervising adults.

Agil Malone
Primary Person Responsible for Student Management

Armani Smith
Back-up Person Responsible for Student Management

ADDITIONAL STAFF, PARENTS OR VISITORS COMING TO BUILDING

1. Report to school office.
2. Follow administrative directives.
3. Assist where requested.

Shannon McCoy
Primary Person Responsible for Visitors

Claudia Steward/Sylvia Summers
Back-up Person Responsible for Visitors

State of Wisconsin

DEPARTMENT OF REGULATION AND LICENSING
Committed to Equal Opportunity in Employment and Licensing

Credential
CHARITABLE ORGANIZATION

No. 6796 - 800

Expires: 07/31/2010

KING'S ACADEMY CHRISTIAN SCHOOL INC
7798 N 80TH ST
MILWAUKEE WI 53223

The person whose name appears on this document has complied with the provisions of the Wisconsin Statutes and holds the credential specified above.

CH. 440.11, WIS. STATS., REQUIRES YOU TO NOTIFY THE DEPARTMENT OF A NAME OR ADDRESS CHANGE WITHIN 30 DAYS. PLEASE SUBMIT TO P.O. BOX 8935, MADISON, WI 53708-8935 OR VIA THE WEB AT http://drl.wi.gov.

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State of Wisconsin

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CHARITABLE ORGANIZATION

No. 6798 - 800

Expires: 07/31/2010

KING'S ACADEMY CHRISTIAN SCHOOL INC
7798 N 60TH ST
MILWAUKEE WI 53223

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MILWAUKEE WI 53223

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No. 6796 - 800

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MILWAUKEE WI 53223

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Credential
CHARITABLE ORGANIZATION

No: 6796 - 800 **Expires: 07/31/2007**

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MILWAUKEE WI 53223

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State of Wisconsin

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CHARITABLE ORGANIZATION

No: 6796 - 800 **Expires: 07/31/2007**

KING'S ACADEMY CHRISTIAN SCHOOL INC
7798 N 60TH ST
MILWAUKEE WI 53223

The named person has complied with Wisconsin Statutes and holds the credential specified above.

Signature:

State of Wisconsin

DEPARTMENT OF REGULATION AND LICENSING
COMMITTED TO EQUAL OPPORTUNITY IN EMPLOYMENT AND LICENSING

Credential
CHARITABLE ORGANIZATION

No: 6796 - 800 Expires: 07/31/2004

KING'S ACADEMY CHRISTIAN SCHOOL INC
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MILWAUKEE WI 53223

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CHARITABLE ORGANIZATION

No: 6796 - 800 Expires 07/31/2005

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MILWAUKEE WI 53223

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CHARITABLE ORGANIZATION

No: 6796 - 800 Expires 07/31/2006

KING'S ACADEMY CHRISTIAN SCHOOL INC
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Credential
CHARITABLE ORGANIZATION

No: 6796 - 800

Expires: 07/31/2001

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MILWAUKEE WI 53223

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Credential
CHARITABLE ORGANIZATION

No: 6796 - 800

Expires: 07/31/2002

KING'S ACADEMY CHRISTIAN SCHOOL INC
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MILWAUKEE WI 53223

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State of Wisconsin

DEPARTMENT OF REGULATION AND LICENSING
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Credential
CHARITABLE ORGANIZATION

No: 6796 - 800

Expires: 07/31/2003

KING'S ACADEMY CHRISTIAN SCHOOL INC
7798 N 60TH ST
MILWAUKEE WI 53223

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Attachments listed below are located in Book Number 4, Section IV

Parent Handbook (Attachment S)

Personnel Manual (Attachment E)

Staff/Operations Manual (Attachment E)

Kings Academy School

Accounting Policies and Procedures

7798 North 60th Street
Milwaukee, WI 53223

Accounting Policies and Procedures

Introduction

This Accounting Policies and Procedures Manual was created to establish procedures and guidelines for the financial management of King's Academy School. These guidelines will clearly define processes and assign responsibility to accounting functions within this organization. These procedures, if followed properly by the staff and management, will assure that funds, which are intended for the specific use in this program, will be administered and used solely for that purpose.

Internal Controls

Internal Controls are a required part of any organization's operating system. They should be designed to protect the organization as well as the employees. Internal Controls affect every aspect of the operations of the organization, including but not limited to, the assets, liabilities, revenues and expenses. A sound system of internal controls provides the assurance that business decisions being made are based on reliable financial information.

The internal control system is designed to:

Protect its resources against waste, fraud and inefficiency.
Ensure accuracy and reliability in accounting and operating data.
Encourage compliance with established policies.

Internal Controls fall into two categories: administrative controls and accounting controls. Administrative controls are measures that increase operational efficiency and compliance with policies in all parts of the organization. Accounting controls are measures which increase the reliability of the financial statements and the supporting accounting documents. This manual addresses the accounting controls of King's Academy School.

Accounting Controls

Accounting controls maintain a plan under which employees' duties are arranged and records and procedures are designed to make it possible to create valid accounting control over assets, liabilities, revenues and expenses.

The accounting control process consists of:

Division of responsibility among different employees for related functions.
Clear establishment of each employee's responsibilities and duties.
Separation of the responsibility for operation, acquisition, and custody of assets.

The division of duties within an organization should be designed so that no person handles a transaction completely from beginning to end. When duties are divided, the work of one employee serves to verify that of another and any errors can be detected promptly. Rotation of duties and responsibilities will strengthen internal control. Although it may be proper to assume that all employees are honest, it is still essential to provide proper accounting data and information with a minimum of human error and by removing sources that could potentially lead to employee abuse.

Sufficient internal control includes management's involvement in the accounting process through measures such as:

Management level staff review and approve bank reconciliations and monthly financial reports.
Management level staff verification of invoices prior to payment.
Serial numbers on checks to track documents.
The creation of documentary evidence to verify an expense before it is paid.

Accounting Department Overview

A. Receipts

Adequate control over receipt of cash must be maintained to ensure accurate recording and safeguarding of funds. The accounting procedures described in this manual provides for the proper receipt of, and accounting for, all funds received.

The process for deposits is outlined on **Attachment A** of this document.

B. Disbursements

Disbursements are to be made to satisfy obligations incurred by the school for the purpose of operating its programs. Disbursements are made by check. Checks are processed only after proper authorization has been received from management.

- Check Authorization

  All incoming invoices are approved by the administrator and sent to the finance office for payment.

  The invoice is reviewed by the financial manager. Any questions or concerns are addressed with the administrator, and, once resolved, the request is given to finance office for processing.

  Checks requested by the school are sent to the administrator for approval with all required backup documentation. Upon approval by the

administrator, the request is forwarded to the financial manager for review. Any questions or concerns are addressed with the administrator, and, once resolved, the request is given to the finance office for processing.

Checks are processed using the accounts payable system, Automated Church Systems (ACS) software.

Detailed steps to processing checks using this system is outlined in **Attachment B.**

- Handling of Checks

All checks will be pre-numbered and used in sequence.
Checks will be made payable to specified payees and never to cash.
Blank checks will be kept in the secured safe in the finance office.
Signature on checks are limited to the financial manager and the finance office.
Two signatures are required on all checks.

In no event will checks be prepared unless these procedures are followed.

C. Bank Reconciliation

Bank accounts represent an organization's most liquid assets. Transactions in the bank account must be reviewed for accuracy.

King's Academy requires that each cash account which has a balance be reconciled to the general ledger accounting system or the books of the school monthly. The reconciliation shall be performed by one of the three financial assistants. Final review and approval will be made by the financial manager.

The objectives of the bank reconciliation are:

1. To ensure that all transactions in the bank statement are also reflected in the general ledger accounts.
2. To investigate any differences in amounts or any transactions that are not included in the general ledger before making any changes.
3. To reconcile to zero the bank statement to the general ledger balance.
4. To review uncleared transactions in the bank reconciliation report. Checks that have not cleared within six months from issue date should be investigated.

D. Dishonored checks

King's Academy's policy on dishonored checks is as follows:

The person who wrote the check must be contacted in writing once notice is received. The written notice will include all fees associated with the dishonored check. Financial manager will determine when this debt is considered uncollectible.

E. Purchasing

All purchase requests must be sent by administrator to the financial manager for approval. The financial manager, with the assistance of the administrator will determine:

If funds are available in the budget for the expenditure
If the expenditure is allowable under the grant (if applicable)
If the expenditure is necessary for the program

All packing slips, receipts or paperwork will be signed by the administrative office staff and dated by the person. These documents will be forwarded to the finance office.

The finance office will compare the documents with invoices received for accuracy.

Once the invoices are approved they will be processed through the check system.

F. Payroll

The board hires the Administrator

The administrator recommends for approval the hiring of all other employees. The administrative team reviews all hiring documentation for each prospective employee and makes the final determination of hiring the individual.

The financial manager will be responsible for ensuring that new employees complete the following:

W-4 form (Federal exemption)
State withholding exemption
Form I-9

These documents are necessary to set up the employee in the payroll system. They are also necessary to have in the employee's file. They should be collected no later than the first day of employment.

The financial manager will also be responsible for providing to all new employees the following:

Insurance information

The administrator will be responsible for providing to all new employees the following:

Staff Handbook

The financial manager is responsible for keeping all personnel records in a confidential manner so that they are inaccessible to other employees or the public. These records are to remain inaccessible even after employment ceases.

Payroll is paid on a weekly basis. Checks are available for pickup in the administrative office of the school on Tuesday mornings after 9:00 a.m. Electronic deposits are prepared timely to ensure funds are accessible in the employee's bank account on Tuesday morning as well.

Please note that each bank has a different process system for making funds available to its customers, therefore, King's Academy can not guarantee that all processes by the bank are done to ensure funds are available to the employees on each payday.

Payroll advances are at the discretion of the financial manager and will be dealt with on a case by case basis.

Payroll is processed using the Payroll module of the Automated Church System (ACS) software.

Detailed steps to processing payroll using this system are outlined in **Attachment C** of this document.

Payroll Taxes

The financial manager will be responsible for processing all payroll tax reports monthly, quarterly and yearly, as well as employee W-2 forms, independent contractor's 1099 forms as well as any other federal and state filings as they come due.

G. Budgeting

Budgeting is an integral part of any organization because it essentially translates the organizational goals and objectives into financial terms. A budget should be designed and prepared to direct the most efficient and practical use of the organization's financial resources. The main budget of the organization presents the revenues and expenses for the operation of the fiscal year.

Budgets are set annually. The administrator begins the budgeting process in Mid-May of each year, by discussing with her staff the future needs of the school. This discussion is

then related via written request to the financial manager for consideration. The financial manager uses past activities coupled with future year's goals and objectives to prepare the budget for the fiscal year. Once complete the first draft of the budget is presented to the administrative team for detailed discussion and review, recommended changes are discussed and made based on a majority decision of the administrative team. Once all changes have been made to the draft, a final review by the administrative team is conducted before the budget is presented to the board for final approval.

The financial manager presents the budget to the board for final approval. Any changes recommended by the board require majority approval before changes can be made.

Once final approval has been voted on by the board, the chairman of the board signs the budget and the budget is adopted and can be implemented by the school.

H. Audit

An audit is an assessment of the organization's financial condition by an independent organization to render an opinion on the integrity of the organization's finances.

The board approves the outside agency to conduct the audit. These audits are conducted on an annual basis.

The financial manager, at each board meeting, will prepare and present an actual to budget report highlighting and explaining any material variances.

The financial manager will use this report in the monthly meetings with the administrator. These meetings are conducted to monitor the budget and to keep the administrator informed on all financial activity being generated by the school.

I. Insurance

King's Academy is committed to the establishment and maintenance of a safe work environment for all employees and for the compliance with all applicable government safety and health regulations. Insurance, risk avoidance, risk reduction are ways that King's Academy can avoid unnecessary costs. In general, all insurance requirements must be secured and renewed as needed. The steps outlined below will ensure that all insurance requirements are met.

> The insurance polices will be carefully reviewed by the administrative team and financial manager.
>
> At least the minimum required coverage will be maintained for property and liability insurance and for directors and officers liability and other required coverage such as worker's compensation.

The financial manager will be responsible for keeping records of all losses and will provide this information to the board on an annual basis.

Information pertaining to new or expanded programs will be provided to the insurance company immediately so that a reassessment of our insurance can be done to ensure that we maintain adequate coverage at all times.

J. General Ledger and Chart of Accounts

King's Academy uses the Automated Church Systems software (ACS) for all of its financial activity. This software has modules for Accounts Receivable, Accounts Payable and Payroll. It utilizes a double entry accounting systems where it can generate and fulfill all accounting reports and requirements.

The general ledger is defined as a group of accounts that supports the information shown in the major financial statements. The general ledger is the foundation for the accumulation of data and reports.

The chart of accounts is the basis for the general ledger and therefore the basis for the accounting system. General ledger accounts are used to keep track of transactions and how these transactions affect each asset, liability, revenue, expense and net asset account. The chart of accounts is ultimately controlled by the financial manager. The financial manager's responsibility includes handling the account maintenance such as the addition and deletion of accounts. The financial manager ensures that the chart of accounts meets the organization financial needs. The chart of accounts should be maintained to a minimum to facilitate generating concise financial reports easy to read and understand.

K. Other

Changes to this document will be made regularly as deemed necessary to ensure the most up to date accounting polices and procedures are presented.

Deposits

I. Preparing a deposit

a. After collecting on monies from the week financial assistant must then prepare a deposit by doing the following:

i. Deposit Detail Form

1. With the sort form the financial assistant will break each component of the deposit.

a. List each check and the amount individually.

i. Add all check and write down the total

b. Break down currency in $1s, $2s, $5s, $10s, $20s, $50, and $100s

i. Add all currency and write down the total

c. Break down any coins in $0.01, $0.05, $0.10, $0.25, $0.50, and $1.00

i. Add all coins and write down the total

ii. Sort Form

1. With this form the financial assistant will categorize the funds received into the following categories:

a. A = Aftercare
b. L = Lunch
c. B = Transportation
d. T = Tuition
e. O = Miscellaneous
f. F = Field Trips
g. FR = Fund Raiser (Fundraising of PTO should not be included in King's Academy general deposits.)

iii. Deposit Form

1. With this form the financial assistant gives the details behind any monies received.

a. When using the Other (O) code the financial assistant must explain where those monies have come from or what they pertain to.

iv. Bank Deposit Slip

1. When filling out the deposit slip the following information must be filled in:

a. Date
b. Name of company

i. King's Academy

c. Address

i. 7798 North 60th Street; 53223

d. Account

i. North Milwaukee State Bank = 1065629
ii. M & I Bank = 3972617

e. Currency as shown on the Sort Form
f. Coins as shown on the Sort Form
g. Checks as shown on the Sort Form

h. Total of Deposit
i. Endorse all check and money orders by stamp. (Make sure that the deposit slip matches the deposit stamp.)
    i. Each bank account has its own depositing stamp which reads as followed:
        1. Pay To The Order Of; M & I Bank; For Deposit Only; King's Academy; 3972617
        2. Pay To The Order Of; North Milwaukee State Bank; For Deposit Only; King's Academy; 1065629

v. Make a copy of the bank deposit slip.
vi. Make a copy of all checks and money orders.
vii. Bind the deposit in the following order
    1. Copy of bank deposit slip
    2. Deposit Form
    3. Sort Form
    4. Deposit Detail Form
    5. Copies of checks and money orders
    6. Any additional information that accompanied any checks.

II. Making the deposit
a. All deposits must be taken to the bank in a closed envelope or deposit bag.
b. All deposits made before 4:00pm will post to the account on the same business day.
c. All deposits made after 4:00pm will post to the account on the next business day.

III. Posting the Deposit in ACS Financial Suites
a. All tuition payment are posted in Accounts Receivable using the following steps:
    i. Click "Enter/Post Payments"
    ii. Click "Add/Edit Payments"
    iii. Click "Add"
    iv. Click on drop down arrow in the customer field to locate customer
    v. Choose a customer
    vi. Make sure that the Post Month/Year matches the deposit month/year
    vii. Reference Number is the check number or money order number
    viii. Payment Amount is the amount that the customer paid
    ix. Payment date is the date that the deposit is made
    x. Description is what the payment was made for
    xi. Revenue Center is what area is this payment being applied.
    xii. Click "OK"
b. All additional funds are posted to the general ledger using the following steps:
    i. Click "Enter/Post Transactions"
    ii. Click "Add/Edit Transactions"
    iii. Click "Add"
    iv. Transaction Source is the Deposit (DEP)
    v. Checking Account
        1. North Milwaukee State Bank
        2. M & I Bank

vi. Month & Year should match the month and year of deposit
vii. Reference Number – Click Next
viii. Date should match date of deposit
ix. Credits – Click Split
    1. Search for each area that the deposit applies
x. Click "OK"

King's Academy • 7798 North 60th Street • Milwaukee, WI 53223 • Ph: (414) 371-9100

Deposit Form

Name: _____ **Date:** _____

Deposit: _____

Total Amount of Currency: $ _____

Total Amount of Coins: $ _____

Total Amount of Checks: $ _____

Deposit Code	Check #	Amount	From	Reason	Child/ren

A:$** _____ **; L:$ _____ **; B:$** _____ **; T:$** _____ **; O:$** _____ **; F:$** _____ **; FR:$** _____

Total Deposit: $ _____

Verifying Signature: _____

Verifying Signature: _____

A = After Care, F = Field Trip, L = Lunch, T = Tuition, B = Transportation, FR = Fund Raiser (Not Associated w/ PTO), and O = Other (Explanation is needed)

King's Academy
7798 North 60th Street
Milwaukee, WI 53223
Ph: (414) 371-9100

Sort Form

Date: _____

Amount	A	B	L	T	O	F	FR	Totals
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -

King's Academy
7798 North 60th Street
Milwaukee, WI 53223
Phone: (414) 371-9100

Deposit Detail Form

Date: _____

Check #	Amount	Cash	Amount	Coins	Amount
	$ -	$ 100.00	$ -	$ 1.00	$ -
	$ -	$ 50.00	$ -	$ 0.50	$ -
	$ -	$ 20.00	$ -	$ 0.25	$ -
	$ -	$ 10.00	$ -	$ 0.10	$ -
	$ -	$ 5.00	$ -	$ 0.05	$ -
	$ -	$ 2.00	$ -	$ 0.01	$ -
	$ -	$ 1.00	$ -		
	$ -				
	$ -				
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	$ -				
	$ -				
	$ -				
	$ -				
	$ -				
	$ -				
	$ -				
	$ -				
	$ -				
Total:	$ -	*Total:*	$ -	*Total:*	$ -
		Grand Total:	$ -		

Accounts Payable

I. Paying invoices, check request, and check reimbursements

a. Receiving invoices, check requests, and check reimbursements

i. All invoices, check request, and check reimbursements are given to the Financial Manager to be authorized

ii. The Financial Manager then place all invoices, check request, and check reimbursements in the King's Academy bend for processing.

iii. Then all items removed, review, and sort by due date by accounts payable.

1. Items that are due immediately are set-up for processing and all other items are place back in the bend for the following week.
2. Bills are processed every Wednesday.

b. Processing items using ACS Financial Suites

i. Click "Accounts Payable Tab"

ii. Click "Enter/Post Invoices"

iii. Click "Add/Edit Invoices"

iv. Click "Add"

v. Click on the drop down arrow in the Vendor Code field to get a list of all current vendors, choose vendor, and click "Ok"

1. If a vendor is not list you would click "Add"
2. In the Vendor Code field type in a letter and/or number combination the that will stand for that vendor
3. Type Name of Vendor
4. Click on the drop down arrow in the "Vender Type" field and choose one of the current options
5. Enter the Social Security Number
6. Enter the Federal Tax ID Number
7. Under the Address Tab
   a. Enter the Address
   b. Enter Zip Code
   c. Enter City/State
   d. Enter Country
8. Under the Phone Tab
   a. Enter Business Number
   b. Enter Extension (if necessary)
   c. Enter Fax Number
   d. Enter Extension (if necessary)
   e. Enter e-mail address
9. Under the Account Tab
   a. Enter the General Ledger Checking Account
   b. Enter the General Ledger Expense Account

c. Enter the Vendor Account Number
d. Put a check in the "Use Vendor Account number as memo?"

10. Under the Notes Tab
    a. Enter any additional information
11. Under the Contact Tab
    a. Click "Add Contact" to enter the vendor's contact person information
12. Under the Payment Type Tab
    a. Choose how the payment will be made from the following:
        i. Check
        ii. Online
        iii. ACH

vi. Invoice Number – Click "Next"
vii. Enter Due Date
viii. Enter Invoice Amount
ix. Enter Discount Date (if necessary)
x. Enter Discount Amount (if necessary)
xi. Enter Invoice Date
xii. Enter Partial Amount (if necessary)
xiii. Enter any additional information in the "Memo" field

c. Printing Checks
    i. Verify that the checks listed in the system matches the checks that are being pulled from the safe for printing.
    ii. Print and sign checks
    iii. Detach the lower portion of the check and staple to the invoice, check request, or check reimbursement
    iv. Place remaining portion of the check in the appropriate envelopes for which the checks have been cut.
    v. Items are then stamped "PAID" and set aside for filing
d. Filing Check
    i. Take all items that have been stamped "PAID" and file in the appropriate vendor folders.
        1. If there is no vendor folder account payable then creates one for that vendor
e. Mailing or Delivering Payments
    i. Items are then separated by mail or delivery
        1. Mailed items are then stamped on Monday and sent to the post office
        2. Delivered items are given to the Financial Assistant to be handed out.

King's Academy
7798 North 60th Street
Milwaukee, WI 53223
Ph: (414) 371-9100

Check Request

Name:_____ **Date:**_____

Date Check Needed:_____ **Amount of Check: $**_____

Check Made Payable to:

Name:_____

Address:_____

City, State, & Zip:_____

Reason Check is Needed:_____

_____

_____

Additional Comments:_____

_____

_____

Check mailed by office _____ Yes _____ No

NOTE: Check request should be returned at least 7 days before check is needed. All receipts should be returned at least 3 day after your purchase to Tanya Evers in the Finance Office.

Finance Office Use Only

Administrator's Initials of Approval: _____

Principal's Initials of Approval: _____

Financial Analyst Initials: _____

Account #: _____

Date Approved: _____

Request For Reimbursement

King's Academy

Date: _____

Name: _____

Grade: _____

Amount to be Reimbursed: $_____

Please state reason for reimbursement (why wasn't a check issued for this transaction?)

_____

_____

Reason for purchase: (function, activity) _____

_____

_____

Date of purchase: _____ Date of function: _____

Signature: _____

Picked up by: _____ Mail Check: _____ Yes _____ No

List the name or organization the check should be made payable to:

Name or Company Name: _____

Address: _____

Attn: _____

City: _____ State: _____ Zip Code: _____

Telephone: _____

Additional Comments: _____

_____

_____

Please do not write below this line, Finance office use only

Administrator's Initials of Approval: _____

Financial Analyst Initials: _____

Date Approved: _____

Check #: _____

Receipt Received: _____ ***Yes*** _____ ***No***

Payroll

I. Receiving payroll
   a. The Financial Assistant e-mails payroll the Accounts Payable no later than 3:00pm on Friday.

II. Processing Payroll/ACS Financial/KACS Suite
   a. Click Payroll
   b. Enter/Post Payroll
   c. Enter Time Sheets
   d. Recall Direct Deposit/Hard Copy
   e. Batch
   f. Close Batch
   g. Process Payroll Journal
   h. Place checks in Printer
   i. Print Payroll Checks
   j. Post Payroll Checks

III. Processing Hard Checks
   a. Checks are cut on Friday after e-mail has been received by the Financial Assistant
   b. Verify that the checks listed in the system matches the checks that are being pulled from the safe for printing.
   c. Print and sign checks
   d. Detach the lower portion of the check and place in the employees file
   e. Place remaining portion of the check in a windowed security envelope
   f. Place check in safe until Monday night

IV. Processing Electronic Checks
   a. Print electronic check and give them to the Financial Manager for final approval and direct deposit processing

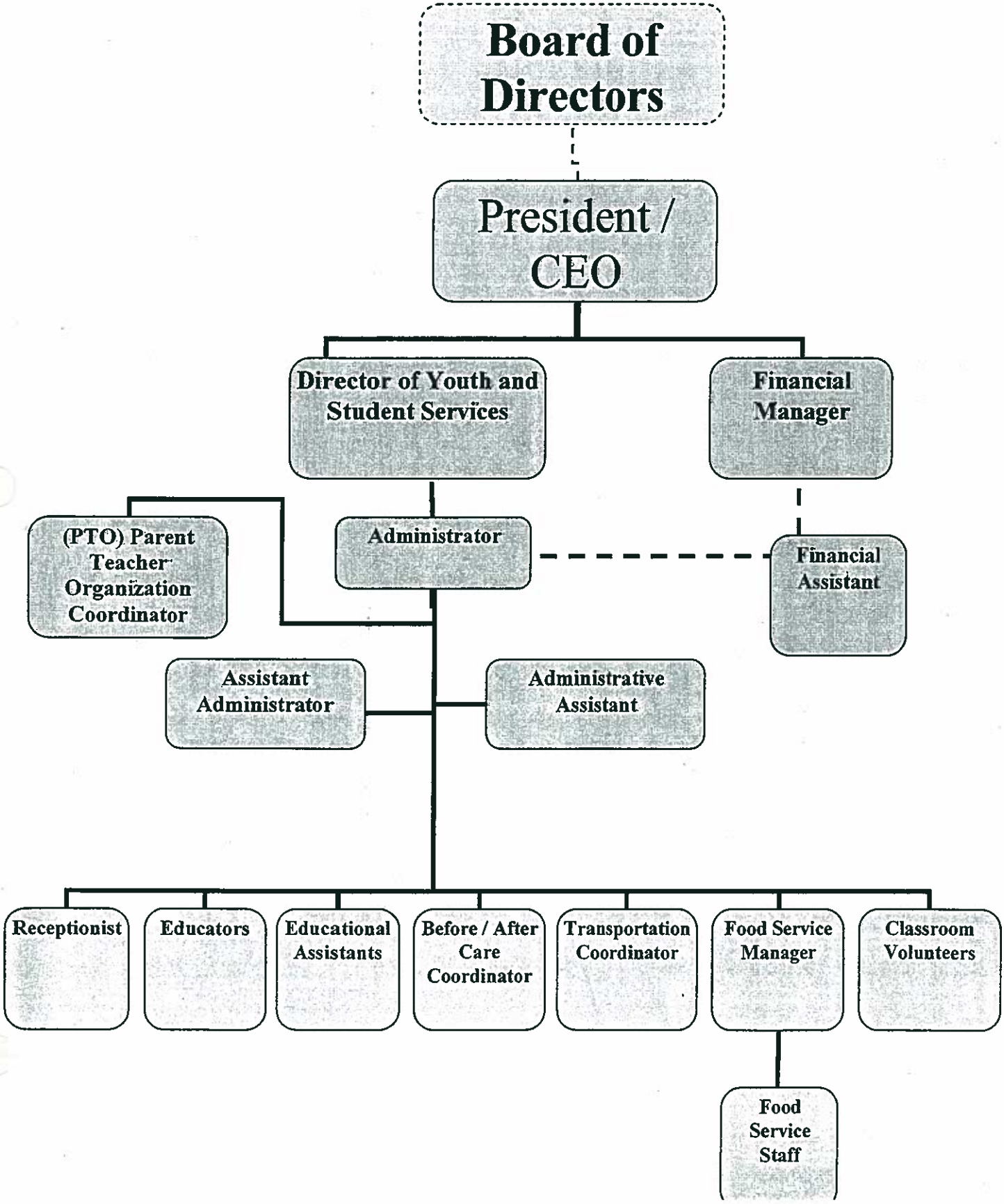
V. Delivering Hard and Electronic Check
   a. All checks are delivered to the Financial Assistant on Monday nights.
   b. Checks are then given the employees on payday, which is Tuesdays.

King's Academy
Weekly Payroll Timesheet

Date: _____

Last Name	First Name	M	T	W	R	F	Corrections	Lunch	Regular Hours	Total hours Minus Lunch	Comments
	Total:										

Organizational Chart



Attachments listed below are located in Book Number 4, Section IV

Parent Handbook (Attachment S)

Personnel Manual (Attachment E)

Staff/Operations Manual (Attachment E)

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

University of Wisconsin-Whitewater
MS Degree, December 1993
Major: Business Education-Post Secondary

National Louis University, Milwaukee, WI
MAT Degree, June 2005
License MCEA; Grades 1-6

University of Wisconsin-Whitewater
BS Degree, December 1990
Major: Economics
Minor: Business Management

PROFESSIONAL PREPARATION

Principalship Practicum — **Spring 2007**
King's Academy Christian School — Milwaukee, WI
Evelyn Jones – Supervisor / Advisor

Student Teaching / Internship (Grade 3) — **Fall 2004**
King's Academy Christian School — Milwaukee, WI
Evelyn Jones - Cooperating Teacher / Principal

Practicum 2 (Grade 2) — **Fall 2003**
William Bruce Elementary School — Milwaukee, WI
Rachel Wagoner - Cooperating Teacher

Special Education Practicum (Various Grades) — **Spring 2003**
*Henry David Thoreau Elementary School — Milwaukee, WI
Karolyn Winston & Kim Stoke - Coop Teachers
*William Bruce Elementary School — Milwaukee, WI
P. Stevens, K. Mendoza, M. Temple, D. Kulinski - Coop Teachers

Practicum 1 (Grade 6) — **Fall 2002**
Henry David Thoreau Elementary School — Milwaukee, WI
Beth Schefelker - Cooperating Teacher

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 rrecommending 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

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

UNIVERSITY OF WISCONSIN SYSTEM

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

UNIVERSITY OF WISCONSIN 1868 WHITEWATER

James R. 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.

UNIVERSITY OF WISCONSIN 1866

President of the Board

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.

UNIVERSITY OF WISCONSIN 1848

President of the Board

President, University of Wisconsin System

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 of the University

Provost

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) 777 REGULAR EDUCATION

— *end 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.

THE STATE OF WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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 Burmaster

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**

cator License Lookup Introduction: **dpi.wi.gov/tepdl/lisearch.html**

Anita M. Peterson, MBA

9630 West Greenwood Terrace, Milwaukee, Wisconsin 53224
Home: (414) 760-0543 Cell: (414) 517-7345
anita.peterson@ctkbc.org

Objective To secure a challenging position, in the field of business, finance, mathematics, or other related subjects, in an organization that will benefit from my experience, motivation, and dedication.

Professional Background

2001 – Present

Controller – Christ the King Baptist Church and its Subsidiaries.
Milwaukee, WI.

- Oversee all financial activity related to church, school, and subsidiaries.
- Supervise financial staff for church, school, and subsidiaries.
- Manage and oversee financial process for two major construction projects currently underway for church, school and subsidiaries.
- Generate periodic internal financial statements and reports for church, school and each subsidiary.
- Continually review and analyze all income and expense related activity.
- Prepare annual budget for church, school, and other subsidiaries.
- Prepare all reports necessary for external audit for church, school, and subsidiaries.
- Perform periodic internal audits.
- Assist in the financial planning of all church events.
- Administer and oversee all health related benefits for church, school and subsidiaries.
- Maintain, update, and generate payroll activity for church, school and subsidiaries.
- Calculate and remit monthly federal and state tax withholdings.
- Prepare accurately and on a timely basis all governmental reporting for the church, school and subsidiaries.
- Maintain financial contribution database for church membership.
- Oversee monthly bank account reconciliation for church, school, and subsidiaries.
- Annually present financial condition of church, school, and subsidiaries to congregation.
- Serve as financial advisor to Senior Pastor.
- Other Miscellaneous duties.

- Assist in preparation of projections for all subsidiaries.
- Continuous contact with State Insurance Departments related to renewal and maintenance of state licenses.
- Perform in supervisory capacity in the absence of Vice President
- Other miscellaneous duties.

1985-1990

Accountant – Mortgage Guaranty Insurance Corporation.
Milwaukee, WI.

- Prepare and analyze monthly, quarterly and annual statutory financial statements for an insurance subsidiary.
- Continuous contact with servicers related to premium collection and other pertinent issues.
- Analyze all general ledger accounts for an insurance subsidiary.
- Other miscellaneous duties.

Education

2004 **MBA** – University of Wisconsin –Milwaukee,
Milwaukee, WI. GPA 3.700, Graduated

2000 **B.A., Business – Finance** – University of Wisconsin – Milwaukee,
Milwaukee, WI. GPA: 3.400, Major GPA 3.900. Graduated – Cum Laude.

Other Information

- Active member of Christ the King Baptist Church
- Active Member of Alpha Kappa Alpha Sorority, Inc.
- Member of Black Alliance for Educational Options (BAEO)
- Milwaukee Chapter – Black Alliance for Educational Options (MCBAEO) – Board Member
- CEO Leadership Academy – Board Member
- King's Academy Christian School – Board Member
- Christ the King Baptist Church – Board Member

References

- Upon request

University of Wisconsin-Milwaukee

THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
ON THE NOMINATION OF THE FACULTY OF

THE GRADUATE SCHOOL

HAS CONFERRED UPON

Anita Marie Peterson

THE DEGREE OF

Master of Business Administration

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 NINETEENTH DAY OF DECEMBER, TWO THOUSAND FOUR.

PRESIDENT OF THE BOARD OF REGENTS

PRESIDENT, UNIVERSITY OF WISCONSIN SYSTEM

CHANCELLOR, UNIVERSITY OF WISCONSIN-MILWAUKEE

University of Wisconsin-Milwaukee

THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
ON THE NOMINATION OF THE FACULTY OF

SHELDON B. LUBAR SCHOOL OF BUSINESS

HAS CONFERRED UPON

Anita Marie Peterson

THE DEGREE OF

Bachelor of Business Administration

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 SEVENTEENTH DAY OF DECEMBER, TWO THOUSAND.

PRESIDENT OF THE BOARD OF REGENTS

PRESIDENT, UNIVERSITY OF WISCONSIN SYSTEM

CHANCELLOR, UNIVERSITY OF WISCONSIN-MILWAUKEE

REPLACEMENT FOR DIPLOMA ISSUED DECEMBER 17, 2000

RitzHolman
CPAs

September 10, 2009

To the Board of Directors
King's Academy Christian School

We have audited the financial statements of King's Academy Christian School for the year ended June 30, 2009, and have issued our report thereon dated September 10, 2009. Professional standards require that we provide you with the following information related to our audit.

As stated in our engagement letter dated November 12, 2008, our responsibility, as described by professional standards, is to plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement and are fairly presented in accordance with U.S. generally accepted accounting standards. Because an audit is designed to provide reasonable, but not absolute, assurance and because we did not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us.

As part of our audit, we considered the internal control of King's Academy Christian School. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

Management has the responsibility for selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by King's Academy Christian School are described in Note A to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the audit year. We noted no transactions entered into by the Organization during the year that were both significant and unusual, and of which, under professional standards, we are required to inform you, or transactions for which there is a lack of authoritative guidance or consensus.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were: accounts receivable and accounts payable.

Management's estimate of the accounts receivable and accounts payable is based on amounts noted through September 10, 2009. We evaluated the key factors and assumptions used to develop accounts receivable and accounts payable in determining that it is reasonable in relation to the financial statements taken as a whole.

Ritz Holman LLP
Serving businesses, nonprofits, individuals and trusts

Two Plaza East, Suite 550
330 East Kilbourn Avenue
Milwaukee, WI 53202

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f. 414.271.7464
ritzholman.com

Member of the American Institute of Certified Public Accountants, Wisconsin Institute of Certified Public Accountants

For purposes of this letter, professional standards define an audit adjustment as a proposed correction of the financial statements that, in our judgment, may not have been detected except through our auditing procedures. An audit adjustment may or may not indicate matters that could have a significant effect on the Organization's financial reporting process (that is, cause future financial statements to be materially misstated). In our judgment, none of the adjustments we proposed, whether recorded or unrecorded by the Organization, either individually or in the aggregate, indicate matters that could have a significant effect on the Organization's financial reporting process.

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

We encountered no significant difficulties in dealing with management in performing and completing our audit.

This information is intended solely for the use of the Board of Directors and management of King's Academy Christian School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Ritz Holman LLP

RITZ HOLMAN LLP
Certified Public Accountants

KING'S ACADEMY CHRISTIAN SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2009

(With Summarized Totals for the Year Ended June 30, 2008)

RitzHolman
CPAs

KING'S ACADEMY CHRISTIAN SCHOOL

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RitzHolman
CPAs

Independent Auditor's Report

Board of Directors
King's Academy Christian School

We have audited the accompanying balance sheet of King's Academy Christian School (a nonprofit organization) as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of King's Academy Christian School's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the Organization's 2007 financial statements and, in our report dated September 30, 2008, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of King's Academy Christian School as of June 30, 2009, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Our audit was performed for the purpose of forming an opinion on the basic financial statements of King's Academy Christian School taken as a whole. The accompanying schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Ritz Holman LLP
RITZ HOLMAN LLP
Certified Public Accountants

Milwaukee, Wisconsin
September 10, 2009

Ritz Holman LLP
Serving businesses, nonprofits, individuals and trusts.

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330 East Kilbourn Avenue
Milwaukee, WI 53202

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f. 414.271.7464
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Member of the American Institute of Certified Public Accountants, Wisconsin Institute of Certified Public Accountants

KING'S ACADEMY CHRISTIAN SCHOOL
BALANCE SHEET
JUNE 30, 2009
(With Summarized Totals at June 30, 2008)

ASSETS

	2009	2008
CURRENT ASSETS		
Cash and Cash Equivalents	$ 145,722	$ 142,601
Net Accounts Receivable	117,272	111,001
Prepaids	—	3,779
Total Current Assets	$ 262,994	$ 257,381
FIXED ASSETS		
Equipment	$ 149,075	$ 147,766
Less: Accumulated Depreciation	(105,931)	(86,300)
Net Fixed Assets	$ 43,144	$ 61,466
TOTAL ASSETS	$ 306,138	$ 318,847

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts Payable	$ 59,158	$ 28,771
Accrued Payroll	64,230	66,119
Current Portion of Long-Term Payable	40,280	87,996
Total Current Liabilities	$ 163,668	$ 182,886
LONG-TERM LIABILITIES		
Loan Payable	$ 122,655	$ 173,298
Less: Current Portion of Long-Term Payable	(40,280)	(87,996)
Total Long-Term Liabilities	$ 82,375	$ 85,302
Total Liabilities	$ 246,043	$ 268,188
NET ASSETS		
Unrestricted	$ 60,095	$ 50,659
Total Net Assets	$ 60,095	$ 50,659
TOTAL LIABILITIES AND NET ASSETS	$ 306,138	$ 318,847

The accompanying notes are an integral part of these financial statements.

KING'S ACADEMY CHRISTIAN SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2009
(With Summarized Totals for the Year Ended June 30, 2008)

	Unrestricted	
	2009	2008
REVENUE		
MPCP Tuition Payments	$ 1,137,065	$ 1,109,722
Private Tuition Payments	24,333	45,254
Donations	110,086	6,374
Lunch Program Revenue	49,503	45,610
Scholarships	17,250	29,875
Transportation Revenue	95,667	90,910
Field Trip Revenue	2,605	2,950
Fund-Raisers	2,653	4,650
Interest Income	731	---
Gain on Sale of Fixed Asset	---	6,141
Miscellaneous Revenue	1,009	1,447
Total Revenue	$ 1,440,902	$ 1,342,933
EXPENSES		
Program Services	$ 1,210,796	$ 1,184,507
Management and Supporting Services	168,132	173,365
Fund-Raising	45,538	35,666
Total Expenses	$ 1,424,466	$ 1,393,538
CHANGE IN NET ASSETS	$ 16,436	$ (50,605)
Net Assets, Beginning of Year - Before Prior Period Adjustment	$ 50,659	$ 101,264
Prior Period Adjustment	(7,000)	---
Net Assets, Beginning of Year - After Prior Period Adjustment	$ 43,659	$ 101,264
NET ASSETS, END OF YEAR	$ 60,095	$ 50,659

The accompanying notes are an integral part of these financial statements.

KING'S ACADEMY CHRISTIAN SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2009
(With Summarized Totals for the Year Ended June 30, 2008)

	2009	2008
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	$ 16,436	$ (50,605)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities		
Depreciation	19,631	20,917
Gain on Sale of Fixed Asset	—	(6,141)
Prior Period Adjustment	(7,000)	—
(Increase) Decrease in Accounts Receivable	(6,272)	1,602
(Increase) Decrease in Prepaids	3,779	4,087
Increase (Decrease) in Accounts Payable	30,387	(4,464)
Increase (Decrease) in Accrued Payroll	(1,889)	16,528
Net Cash Provided (Used) by Operating Activities	$ 55,072	$ (18,076)
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds From Sale of Fixed Asset	$ —	$ 20,000
Purchase of Fixed Assets	(1,308)	(2,240)
Depreciation Adjustment for Financial Information Report	—	(2,136)
Net Cash (Used) Provided by Investing Activities	$ (1,308)	$ 15,624
CASH FLOWS FROM FINANCING ACTIVITIES		
Proceeds From Loan Payable	$ 158,607	$ 90,000
Payments on Loan Payable	(209,250)	(51,507)
Net Cash (Used) Provided by Financing Activities	$ (50,643)	$ 38,493
Net Increase in Cash and Cash Equivalents	$ 3,121	$ 36,041
CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR	142,601	106,560
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ 145,722	$ 142,601
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Interest Paid	$ 7,849	$ 8,004

The accompanying notes are an integral part of these financial statements.

KING'S ACADEMY CHRISTIAN SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

JUNE 30, 2009

NOTE A - Summary of Significant Accounting Policies

School

King's Academy Christian School is operated exclusively for charitable and educational purposes as a not-for-profit School exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code, and is considered to be other than a private foundation. The mission of the school is to educate children with a Christ-centered curriculum that will prepare them to live Christian lives and will enable them to contribute positively in our society.

Accounting Method

The financial statements of the School have been prepared on the accrual basis of accounting.

Basis of Presentation

Financial Statement presentation follows the recommendations of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards SFAS No. 117, Financial Statements of Not-for-Profit Schools. Under SFAS No. 117, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Assets of the restricted classes are created only by donor-imposed restrictions.

Contributions

King's Academy Christian School accounts for contributions in accordance with the recommendations of the Financial Accounting Standards Board in SFAS No. 116, Accounting for Contributions Received and Contributions Made. In accordance with SFAS No. 16, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence or nature of any donor restrictions.

Restricted and Unrestricted Revenue

Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Cash and Cash Equivalents

For purposes of the statement of cash flows, cash and cash equivalents include all highly liquid debt instruments with original maturities of three months or less.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

NOTE A - Summary of Significant Accounting Policies (continued)

Fixed Assets
Fixed Assets are recorded at cost. Depreciation is provided over the estimated useful lives of the assets using the straight-line method. The Organization capitalizes assets of $1,000 or more.

Allowance for Uncollectible Accounts
An allowance for uncollectible accounts was created for uncollectible tuition. The allowance is based on 10% of tuition receivable. The balance in the allowance account was $4,769.

NOTE B - Comparative Financial Information

The financial information shown for the year 2008 in the accompanying financial statements is included to provide a basis on comparison with 2009 and represents summarized totals only.

NOTE C - Net Accounts Receivable

Accounts Receivable consists of the following at June 30, 2009:

Source	Amount
Tuition	$ 47,688
Lunch Program	7,304
Christ the King Development	67,049
Total	$122,041
Less: Allowance for Doubtful Accounts	(4,769)
Net Accounts Receivable	$117,272

NOTE D - Loan Payable

The Organization has a loan payable with Christ the King Baptist Church, a related party. It carries an interest rate of 6.0% and is due June 30, 2010. The balance of the loan payable at June 30, 2009 was $122,655.

Future minimum payments are as follows:

2010	$40,280
2011	$56,597
2012	$25,778

NOTE E - Related Parties

The Organization leased space from the board members' church. During the fiscal year rent expense for the Organization was $133,244.

The Principal is also a voting board member. The Principal's contract was $46,000 for the school year.

NOTE F - Prior Period Adjustment

It was discovered that an expense from a prior period had been paid and recorded by CTK Development. In actuality, this expense was incurred by the School, creating a payable for the School. An adjustment of $7,000 was made to net assets recording the prior year expense.

NOTE G - Subsequent Events

The Organization has evaluated events and transactions occurring after June 30, 2009, the date of the most recent balance sheet, through the date financial statements are available to be issued, September 10, 2009, for possible adjustment to the financial statements or disclosure and determined that no subsequent events need to be disclosed.

KING'S ACADEMY CHRISTIAN SCHOOL
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2009
(With Summarized Totals for the Year Ended June 30, 2008)

	Program Services	Management and Supporting Services	Fund-Raising	2009	2008
EXPENSES					
Salaries and Wages	$ 615,478	$ 72,409	$ 36,205	$ 724,092	$ 701,810
Payroll Taxes	51,436	6,051	3,026	60,513	58,407
Employee Benefits	94,878	11,162	5,581	111,621	93,786
Professional Fees	24,046	4,243	---	28,289	26,330
Supplies	4,896	864	---	5,760	7,403
Postage	3,477	409	204	4,090	3,204
Printing	7,282	857	428	8,567	6,780
Occupancy	113,257	19,987	---	133,244	129,167
Telephone	1,606	189	94	1,889	1,533
Depreciation	16,686	2,945	---	19,631	20,917
Insurance	13,777	2,431	---	16,208	19,443
Transportation	139,986	24,703	---	164,689	157,837
Technology Expense	6,334	1,118	---	7,452	8,276
Field Trips	6,900	1,218	---	8,118	2,470
Gym/Recreation	1,003	177	---	1,180	1,157
Advertising	1,051	185	---	1,236	800
Lunch Expense	30,581	5,397	---	35,978	26,738
Staff Development	3,489	616	---	4,105	17,662
Dues and Subscriptions	1,070	189	---	1,259	2,348
Interest	6,672	1,177	---	7,849	8,004
Classroom Expense	58,579	10,338	---	68,917	71,966
Bad Debt Expense	---	---	---	---	5,495
Miscellaneous Expense	8,312	1,467	---	9,779	22,005
TOTALS	$ 1,210,796	$ 168,132	$ 45,538	$ 1,424,466	$ 1,393,538

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

In planning and performing our audit of the financial statements of King's Academy Christian School for the year ended June 30, 2009, we considered the Organization's internal control structure to determine our auditing procedures for the purpose of expressing an opinion on the financial statements and not to provide assurance on the internal control structure.

However, during our audit we became aware of the following matters that are opportunities for strengthening internal controls and operating efficiency:

1. It was noted that the Organization does not have a conflict of interest policy. It is recommended that the Organization create a conflict of interest policy.

2. It was noted that the Organization does not maintain a fidelity bond. It is recommended that the Organization consider purchasing a fidelity bond.

3. One out of 29 employees tested had an incomplete Form I-9. It is recommended that all employees have a complete Form I-9 on file.

4. For cash collection, it was noted that two people are not always present to count the cash collected. It is recommended that two people always be present to count cash collected.

This letter does not affect our report dated September 10, 2009, on the financial statements of King's Academy Christian School.

We will review the status of these comments during our next audit engagement. We have already discussed many of these comments and suggestions with various Organization personnel, and we will be pleased to discuss them in further detail at your convenience, to perform any additional study of these matters, or to assist you in implementing the recommendations.

Ritz Holman LLP
RITZ HOLMAN LLP
Certified Public Accountants

September 10, 2009

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MILWAUKEE WI 53202

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Credential
CERTIFIED PUBLIC ACCOUNTANT

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5011 N IDLEWILD AVE
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The named person has complied with Wisconsin Statutes and holds the credential specified above

Signature:

KING'S ACADEMY SCHOOL
Operating Budget 2009-10
Proposed Budget 2010-11

	09-10 Operating Budget	10-11 Proposed Budget	
Student Count	184	193	
Per Pupil Revenue	6442	7775	
Revenue			
Per Pupil Revenue	$ 1,110,601	$ 1,500,575	1
Private Pay	19,500	0	
Scholarships from Ctk	15,000	0	
Lunch	2,992	2,992	
Lunch - Free & Reduced	71,560	71,560	
Transportation Revenue - MPS	36,935	0	
After School Program	0	0	
Donations	10,000	20,000	2
Field Trip Revenue	3,000	3,000	
Miscellaneous Donations	5,000	5,000	
Total Revenue	$ 1,274,588	$ 1,603,127	
Expenses			
Salaries	$ 620,680	$ 718,614	3
Benefits	175,871	202,252	4
Rent	133,872	140,566	5
Classroom Materials	28,000	45,000	6
Property Insurance	13,050	14,355	7
Lunch Program (Food/Milk)	34,831	38,314	8
Office Supplies	10,000	13,000	
Technology Upgrades	9,000	9,000	
Audit Fees	11,700	13,700	
Telephone	1,983	1,983	
Advertising	1,000	1,000	
Transportation Expense	128,507	141,358	9
Dues & Subscriptions	500	500	
Professional Development	500	30,000	10
Consultant Fees	23,000	23,000	
Postage	2,500	2,500	
Interest Expense	3,000	3,000	
Miscellaneous	8,050	8,050	
Total Expenses	$ 1,206,044	$ 1,406,192	
Net Income before Debt Service	$ 68,544	$ 196,935	
Debt Service Estimate	30,000	60,000	
Net Income after Debt Service	$ 38,544	$ 136,935	
Depreciation Expense Estimate	$ 17,000.00	$ 15,000.00	

King's Academy School
Operating Budget 2009-2010
Proposed Budget 2010-2011

Budget Assumptions

The assumptions outlined below are based in part on historical (actual) data and an estimated inflationary increase.

1. Per pupil revenue for the 2009-10 operating budget is for 164 full-time equivalent students and 14 part-time equivalent students (K4 at 60% of per pupil allocation). There is a 5% projected increase for the 2010-2011 proposed budget.
2. Unrestricted donations from Christ the King Baptist Church and its church members to be used for general operations.
3. Increased salaries by an average of 5%.
4. Increased benefits by an average of 15%.
5. Increased rent by an average of 5%.
6. Includes purchase of new curriculum for the 2010-2011 school year.
7. Increased property insurance by 10%.
8. Increased lunch expense by 10%.
9. Increased transportation expense by 10%
10. Increased funding for professional development for staff.

King's Academy currently has a Line of Credit with Christ the King Baptist Church. This line is its source of cash as needed to adequately cover any shortfalls that may occur during the fiscal year.

KING'S ACADEMY SCHOOL
Projected Cashflow Summary
2010-2011

	Total Year	July	August	September	October	November	December	January	February	March	April	May	June	Total
Revenue														
Per Pupil Revenue	$ 1,500,575	$ -	$ -	$ 375,144	$ -	$ -	$ 375,144	$ -	$ 375,144	$ -	$ -	$ -	$ 375,144	$ 1,500,575
Private Pay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Scholarships from Ctk	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lunch	2,992	0	0	299	299	299	299	299	299	299	299	299	299	2,992
Lunch - Free & Reduced	71,560	0	0	0	7,951	7,951	7,951	7,951	7,951	7,951	7,951	7,951	7,951	71,560
Transportation Revenue - MPS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
After School Program	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Donations	20,000	0	0	5,000	0	0	5,000	0	0	5,000	0	0	5,000	20,000
Field Trip Revenue	3,000	0	0	300	300	300	300	300	300	300	300	300	300	3,000
Miscellaneous Donations	5,000	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Total Revenue	$ 1,603,127	$ 417	$ 417	$ 381,160	$ 8,967	$ 8,967	$ 389,111	$ 8,967	$ 384,111	$ 13,967	$ 8,967	$ 8,967	$ 389,111	$ 1,603,127
Expenses														
Salaries	$ 718,614	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 718,614
Benefits	202,252	16,854	16,854	16,854	16,854	16,854	16,854	16,854	16,854	16,854	16,854	16,854	16,854	202,252
Rent	140,566	11,714	11,714	11,714	11,714	11,714	11,714	11,714	11,714	11,714	11,714	11,714	11,714	140,566
Classroom Materials	45,000	30,000	7,500	750	750	750	750	750	750	750	750	750	750	45,000
Property Insurance	14,355	1,196	1,196	1,196	1,196	1,196	1,196	1,196	1,196	1,196	1,196	1,196	1,196	14,355
Lunch Program (Food/Milk)	38,314	0	3,483	3,483	3,483	3,483	3,483	3,483	3,483	3,483	3,483	3,483	3,483	38,314
Office Supplies	13,000	1,000	3,000	900	900	900	900	900	900	900	900	900	900	13,000
Technology Upgrades	9,000	750	750	750	750	750	750	750	750	750	750	750	750	9,000
Audit Fees	13,700	0	0	0	0	0	6,000	0	0	0	0	0	7,700	13,700
Telephone	1,983	165	165	165	165	165	165	165	165	165	165	165	165	1,983
Advertising	1,000	0	0	0	0	0	0	500	0	0	500	0	0	1,000
Transportation Expense	141,358	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	141,358
Dues & Subscriptions	500	0	0	250	0	0	0	250	0	0	0	0	0	500
Professional Development	30,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000	10,000	1,000	1,000	1,000	1,000	30,000
Consultant Fees	23,000	0	0	0	0	0	11,500		0	0	0	0	11,500	23,000
Postage	2,500	208	208	208	208	208	208	208	208	208	208	208	208	2,500
Interest Expense	3,000	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Miscellaneous	8,050	671	671	671	671	671	671	671	671	671	671	671	671	8,050
Total Expenses	$ 1,406,192	$ 135,473	$ 118,456	$ 109,856	$ 109,606	$ 109,606	$ 127,106	$ 119,356	$ 118,606	$ 109,606	$ 110,106	$ 109,606	$ 128,806	$ 1,406,192
Cashflow before Debt Service	$ 196,935	$ (135,057)	$ (118,040)	$ 271,303	$ (100,639)	$ (100,639)	$ 262,005	$ (110,389)	$ 265,505	$ (95,639)	$ (101,139)	$ (100,639)	$ 260,305	$ 196,935
Debt Service Estimate	60,000	0	0	15,000	0	0	15,000	0	15,000	0	0	0	15,000	60,000
Cashflow	$ 136,935	$ (135,057)	$ (118,040)	$ 256,303	$ (100,639)	$ (100,639)	$ 247,005	$ (110,389)	$ 250,505	$ (95,639)	$ (101,139)	$ (100,639)	$ 245,305	$ 136,935

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September 10, 2009

To the Board of Directors
King's Academy Christian School

We have audited the financial statements of King's Academy Christian School for the year ended June 30, 2009, and have issued our report thereon dated September 10, 2009. Professional standards require that we provide you with the following information related to our audit.

As stated in our engagement letter dated November 12, 2008, our responsibility, as described by professional standards, is to plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement and are fairly presented in accordance with U.S. generally accepted accounting standards. Because an audit is designed to provide reasonable, but not absolute, assurance and because we did not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us.

As part of our audit, we considered the internal control of King's Academy Christian School. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

Management has the responsibility for selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by King's Academy Christian School are described in Note A to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the audit year. We noted no transactions entered into by the Organization during the year that were both significant and unusual, and of which, under professional standards, we are required to inform you, or transactions for which there is a lack of authoritative guidance or consensus.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were: accounts receivable and accounts payable.

Management's estimate of the accounts receivable and accounts payable is based on amounts noted through September 10, 2009. We evaluated the key factors and assumptions used to develop accounts receivable and accounts payable in determining that it is reasonable in relation to the financial statements taken as a whole.

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For purposes of this letter, professional standards define an audit adjustment as a proposed correction of the financial statements that, in our judgment, may not have been detected except through our auditing procedures. An audit adjustment may or may not indicate matters that could have a significant effect on the Organization's financial reporting process (that is, cause future financial statements to be materially misstated). In our judgment, none of the adjustments we proposed, whether recorded or unrecorded by the Organization, either individually or in the aggregate, indicate matters that could have a significant effect on the Organization's financial reporting process.

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

We encountered no significant difficulties in dealing with management in performing and completing our audit.

This information is intended solely for the use of the Board of Directors and management of King's Academy Christian School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Ritz Holman LLP

RITZ HOLMAN LLP
Certified Public Accountants

KING'S ACADEMY CHRISTIAN SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2009

(With Summarized Totals for the Year Ended June 30, 2008)

RitzHolman
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KING'S ACADEMY CHRISTIAN SCHOOL

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Independent Auditor's Report

Board of Directors
King's Academy Christian School

We have audited the accompanying balance sheet of King's Academy Christian School (a nonprofit organization) as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of King's Academy Christian School's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the Organization's 2007 financial statements and, in our report dated September 30, 2008, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of King's Academy Christian School as of June 30, 2009, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Our audit was performed for the purpose of forming an opinion on the basic financial statements of King's Academy Christian School taken as a whole. The accompanying schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Ritz Holman LLP
RITZ HOLMAN LLP
Certified Public Accountants

Milwaukee, Wisconsin
September 10, 2009

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KING'S ACADEMY CHRISTIAN SCHOOL
BALANCE SHEET
JUNE 30, 2009
(With Summarized Totals at June 30, 2008)

ASSETS

	2009	2008
CURRENT ASSETS		
Cash and Cash Equivalents	$ 145,722	$ 142,601
Net Accounts Receivable	117,272	111,001
Prepaids	—	3,779
Total Current Assets	$ 262,994	$ 257,381
FIXED ASSETS		
Equipment	$ 149,075	$ 147,766
Less: Accumulated Depreciation	(105,931)	(86,300)
Net Fixed Assets	$ 43,144	$ 61,466
TOTAL ASSETS	$ 306,138	$ 318,847

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts Payable	$ 59,158	$ 28,771
Accrued Payroll	64,230	66,119
Current Portion of Long-Term Payable	40,280	87,996
Total Current Liabilities	$ 163,668	$ 182,886
LONG-TERM LIABILITIES		
Loan Payable	$ 122,655	$ 173,298
Less: Current Portion of Long-Term Payable	(40,280)	(87,996)
Total Long-Term Liabilities	$ 82,375	$ 85,302
Total Liabilities	$ 246,043	$ 268,188
NET ASSETS		
Unrestricted	$ 60,095	$ 50,659
Total Net Assets	$ 60,095	$ 50,659
TOTAL LIABILITIES AND NET ASSETS	$ 306,138	$ 318,847

The accompanying notes are an integral part of these financial statements.

KING'S ACADEMY CHRISTIAN SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2009
(With Summarized Totals for the Year Ended June 30, 2008)

	Unrestricted	
	2009	2008
REVENUE		
MPCP Tuition Payments	$ 1,137,065	$ 1,109,722
Private Tuition Payments	24,333	45,254
Donations	110,086	6,374
Lunch Program Revenue	49,503	45,610
Scholarships	17,250	29,875
Transportation Revenue	95,667	90,910
Field Trip Revenue	2,605	2,950
Fund-Raisers	2,653	4,650
Interest Income	731	—
Gain on Sale of Fixed Asset	—	6,141
Miscellaneous Revenue	1,009	1,447
Total Revenue	$ 1,440,902	$ 1,342,933
EXPENSES		
Program Services	$ 1,210,796	$ 1,184,507
Management and Supporting Services	168,132	173,365
Fund-Raising	45,538	35,666
Total Expenses	$ 1,424,466	$ 1,393,538
CHANGE IN NET ASSETS	$ 16,436	$ (50,605)
Net Assets, Beginning of Year - Before Prior Period Adjustment	$ 50,659	$ 101,264
Prior Period Adjustment	(7,000)	—
Net Assets, Beginning of Year - After Prior Period Adjustment	$ 43,659	$ 101,264
NET ASSETS, END OF YEAR	$ 60,095	$ 50,659

The accompanying notes are an integral part of these financial statements.

KING'S ACADEMY CHRISTIAN SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2009
(With Summarized Totals for the Year Ended June 30, 2008)

	2009	2008
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	$ 16,436	$ (50,605)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities		
Depreciation	19,631	20,917
Gain on Sale of Fixed Asset	—	(6,141)
Prior Period Adjustment	(7,000)	—
(Increase) Decrease in Accounts Receivable	(6,272)	1,602
(Increase) Decrease in Prepaids	3,779	4,087
Increase (Decrease) in Accounts Payable	30,387	(4,464)
Increase (Decrease) in Accrued Payroll	(1,889)	16,528
Net Cash Provided (Used) by Operating Activities	$ 55,072	$ (18,076)
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds From Sale of Fixed Asset	$ —	$ 20,000
Purchase of Fixed Assets	(1,308)	(2,240)
Depreciation Adjustment for Financial Information Report	—	(2,136)
Net Cash (Used) Provided by Investing Activities	$ (1,308)	$ 15,624
CASH FLOWS FROM FINANCING ACTIVITIES		
Proceeds From Loan Payable	$ 158,607	$ 90,000
Payments on Loan Payable	(209,250)	(51,507)
Net Cash (Used) Provided by Financing Activities	$ (50,643)	$ 38,493
Net Increase in Cash and Cash Equivalents	$ 3,121	$ 36,041
CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR	142,601	106,560
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ 145,722	$ 142,601
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Interest Paid	$ 7,849	$ 8,004

The accompanying notes are an integral part of these financial statements.

KING'S ACADEMY CHRISTIAN SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

JUNE 30, 2009

NOTE A - Summary of Significant Accounting Policies

School

King's Academy Christian School is operated exclusively for charitable and educational purposes as a not-for-profit School exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code, and is considered to be other than a private foundation. The mission of the school is to educate children with a Christ-centered curriculum that will prepare them to live Christian lives and will enable them to contribute positively in our society.

Accounting Method

The financial statements of the School have been prepared on the accrual basis of accounting.

Basis of Presentation

Financial Statement presentation follows the recommendations of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards SFAS No. 117, Financial Statements of Not-for-Profit Schools. Under SFAS No. 117, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Assets of the restricted classes are created only by donor-imposed restrictions.

Contributions

King's Academy Christian School accounts for contributions in accordance with the recommendations of the Financial Accounting Standards Board in SFAS No. 116, Accounting for Contributions Received and Contributions Made. In accordance with SFAS No. 16, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence or nature of any donor restrictions.

Restricted and Unrestricted Revenue

Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Cash and Cash Equivalents

For purposes of the statement of cash flows, cash and cash equivalents include all highly liquid debt instruments with original maturities of three months or less.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

NOTE A - Summary of Significant Accounting Policies (continued)

Fixed Assets
Fixed Assets are recorded at cost. Depreciation is provided over the estimated useful lives of the assets using the straight-line method. The Organization capitalizes assets of $1,000 or more.

Allowance for Uncollectible Accounts
An allowance for uncollectible accounts was created for uncollectible tuition. The allowance is based on 10% of tuition receivable. The balance in the allowance account was $4,769.

NOTE B - Comparative Financial Information

The financial information shown for the year 2008 in the accompanying financial statements is included to provide a basis on comparison with 2009 and represents summarized totals only.

NOTE C - Net Accounts Receivable

Accounts Receivable consists of the following at June 30, 2009:

Source	Amount
Tuition	$ 47,688
Lunch Program	7,304
Christ the King Development	67,049
Total	$122,041
Less: Allowance for Doubtful Accounts	(4,769)
Net Accounts Receivable	$117,272

NOTE D - Loan Payable

The Organization has a loan payable with Christ the King Baptist Church, a related party. It carries an interest rate of 6.0% and is due June 30, 2010. The balance of the loan payable at June 30, 2009 was $122,655.

Future minimum payments are as follows:

2010	$40,280
2011	$56,597
2012	$25,778

NOTE E - Related Parties

The Organization leased space from the board members' church. During the fiscal year rent expense for the Organization was $133,244.

The Principal is also a voting board member. The Principal's contract was $46,000 for the school year.

NOTE F - Prior Period Adjustment

It was discovered that an expense from a prior period had been paid and recorded by CTK Development. In actuality, this expense was incurred by the School, creating a payable for the School. An adjustment of $7,000 was made to net assets recording the prior year expense.

NOTE G - Subsequent Events

The Organization has evaluated events and transactions occurring after June 30, 2009, the date of the most recent balance sheet, through the date financial statements are available to be issued, September 10, 2009, for possible adjustment to the financial statements or disclosure and determined that no subsequent events need to be disclosed.

KING'S ACADEMY CHRISTIAN SCHOOL
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2009
(With Summarized Totals for the Year Ended June 30, 2008)

EXPENSES	Program Services	Management and Supporting Services	Fund-Raising	2009	2008
Salaries and Wages	$ 615,478	$ 72,409	$ 36,205	$ 724,092	$ 701,810
Payroll Taxes	51,436	6,051	3,026	60,513	58,407
Employee Benefits	94,878	11,162	5,581	111,621	93,786
Professional Fees	24,046	4,243	—	28,289	26,330
Supplies	4,896	864	—	5,760	7,403
Postage	3,477	409	204	4,090	3,204
Printing	7,282	857	428	8,567	6,780
Occupancy	113,257	19,987	—	133,244	129,167
Telephone	1,606	189	94	1,889	1,533
Depreciation	16,686	2,945	—	19,631	20,917
Insurance	13,777	2,431	—	16,208	19,443
Transportation	139,986	24,703	—	164,689	157,837
Technology Expense	6,334	1,118	—	7,452	8,276
Field Trips	6,900	1,218	—	8,118	2,470
Gym/Recreation	1,003	177	—	1,180	1,157
Advertising	1,051	185	—	1,236	800
Lunch Expense	30,581	5,397	—	35,978	26,738
Staff Development	3,489	616	—	4,105	17,662
Dues and Subscriptions	1,070	189	—	1,259	2,348
Interest	6,672	1,177	—	7,849	8,004
Classroom Expense	58,579	10,338	—	68,917	71,966
Bad Debt Expense	—	—	—	—	5,495
Miscellaneous Expense	8,312	1,467	—	9,779	22,005
TOTALS	$ 1,210,796	$ 168,132	$ 45,538	$ 1,424,466	$ 1,393,538

RitzHolman
CPAs

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

In planning and performing our audit of the financial statements of King's Academy Christian School for the year ended June 30, 2009, we considered the Organization's internal control structure to determine our auditing procedures for the purpose of expressing an opinion on the financial statements and not to provide assurance on the internal control structure.

However, during our audit we became aware of the following matters that are opportunities for strengthening internal controls and operating efficiency:

1. It was noted that the Organization does not have a conflict of interest policy. It is recommended that the Organization create a conflict of interest policy.

2. It was noted that the Organization does not maintain a fidelity bond. It is recommended that the Organization consider purchasing a fidelity bond.

3. One out of 29 employees tested had an incomplete Form I-9. It is recommended that all employees have a complete Form I-9 on file.

4. For cash collection, it was noted that two people are not always present to count the cash collected. It is recommended that two people always be present to count cash collected.

This letter does not affect our report dated September 10, 2009, on the financial statements of King's Academy Christian School.

We will review the status of these comments during our next audit engagement. We have already discussed many of these comments and suggestions with various Organization personnel, and we will be pleased to discuss them in further detail at your convenience, to perform any additional study of these matters, or to assist you in implementing the recommendations.

Ritz Holman LLP
RITZ HOLMAN LLP
Certified Public Accountants

September 10, 2009

Ritz Holman LLP
Serving businesses, nonprofits, individuals and trusts

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ritzholman.com

1400 E Washington Ave
PO Box 8935
Madison WI 53708-8935

WISCONSIN DEPARTMENT OF REGULATION & LICENSING

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Voice: 608-266-2112
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TTY: 608-267-2416

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RITZ HOLMAN BUTALA FINE LLP
330 E KILBOURN AVE STE 550
MILWAUKEE WI 53202

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- This new license has some additional anti-counterfeiting features.
- This new license form allows the Department to send licenses to a mailing address that is different from the physical location of the license.
- Please note the information about our updated website on the enclosed notice.
- Name and address changes can now be submitted online.

State of Wisconsin
DEPARTMENT OF REGULATION AND LICENSING
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Credential
ACCOUNTING FIRM

No. 125 - 003 Expires: 12/14/2009

RITZ HOLMAN BUTALA FINE LLP
330 E KILBOURN AVE STE 550
MILWAUKEE WI 53202

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ACCOUNTING FIRM

No. 125 - 003 Expires: 12/14/2009

RITZ HOLMAN BUTALA FINE LLP
330 E KILBOURN AVE STE 550
MILWAUKEE WI 53202

The named person has complied with Wisconsin Statutes and holds the credential specified above.

Signature:

1400 E Washington Ave
PO Box 8935
Madison WI 53708-8935

WISCONSIN DEPARTMENT OF REGULATION & LICENSING

Email: web@drl.state.wi.us
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FAX: 608-267-0644
TTY: 608-267-2416

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KATY L SOMMER
5011 N IDLEWILD AVE
WHITEFISH BAY WI 53217

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- Please note the information about our updated website on the enclosed notice.
- Name and address changes can now be submitted online.

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CERTIFIED PUBLIC ACCOUNTANT

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CERTIFIED PUBLIC ACCOUNTANT

No. 15861 - 001 Expires: 12/14/2009

KATY L SOMMER
5011 N IDLEWILD AVE
WHITEFISH BAY WI 53217

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Signature:

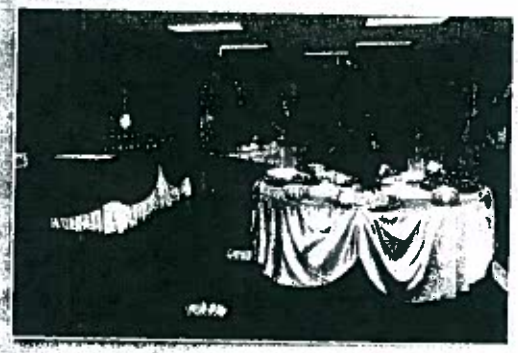
King's Academy Expansion Plan

King's Academy has no plans for expansion within the next 3 years.

FACILITY DESCRIPTION

King's Academy is located at 7798 N. 60th Street in Milwaukee, WI. The school is housed in the 60,000 square foot Quality of Life Center (QLC), owned and operated by CTK Development Corporation. The QLC has a full size gymnasium, library multi-media center, multi-purpose room, fitness center, art and science labs, as well as a game room. The state of the art computer lab has 22 computers including one with the capability to train and instruct to the entire class. Its 24 classrooms are utilized by not only King's Academy, but also by, The Samaritan Project, Inc., a non-profit afterschool tutorial program, the Village Clinic, a community based health and wellness center, and the community café.

The Quality of Life Center encompasses 24 spacious classrooms, a community library, computer and science labs, art and music rooms, a gymnasium, exercise/aerobic area, walking/running track, cafeteria/ banquet facility, bookstore and much more. Since opening its doors in September, 2005, the Quality of Life Center has partnered with King's Academy Christian School. The Academy is a member of the school choice program and serves approximately 200 students grades K4-8. In addition, we offer body sculpting and aerobics classes, open gym, youth basketball games, and youth sexuality classes. We are also partners with Aurora Health Care to offer the part-time services of a nurse practitioner, who provides medical screenings, inoculations, health care information, and referrals to appropriate health care providers. Finally, we are partnered with the Black Health Coalition of Wisconsin as a recipient of health information offered to the African American community.



Samaritan Project

Samaritan offers programs and services for the enrichment, enhancement, enlightenment, and empowerment of individuals. Samaritan's mission is to provide quality educational assistance to all individuals enrolled in the programs through patience, dedication, and positive attitudes. Samaritan is a non-profit organization whose goal is to improve the quality of life and build confidence and self esteem by strengthening the family unit.

Samaritan Project, Inc. is a non profit organization that offers services and programs at no cost to the participants. Samaritan relies exclusively on funding from foundations, philanthropists, and other organizations to support its endeavors.

For more information, or to make a financial contribution to Samaritan Project, Inc., please call (414) 586-4250.

7798 North 60th Street
Milwaukee, WI 53223
(414) 371-9100

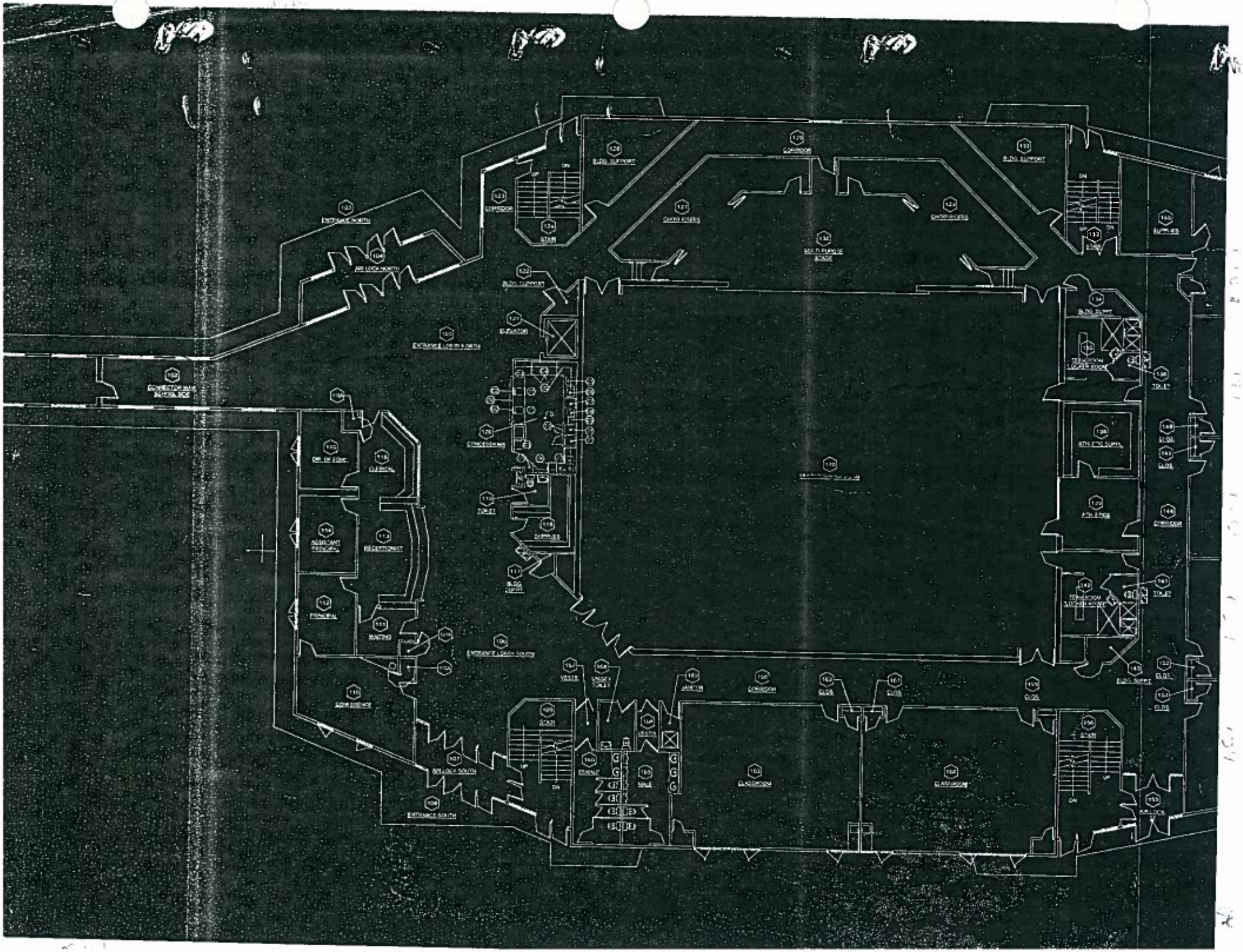
...Empowering Family... ...Enriching Community... The QLC

Presented by

CTK Development Corporation

Managers and Proprietors of the Quality of Life Center

7798 North 60th Street
Milwaukee, WI 53223
(414) 371-9100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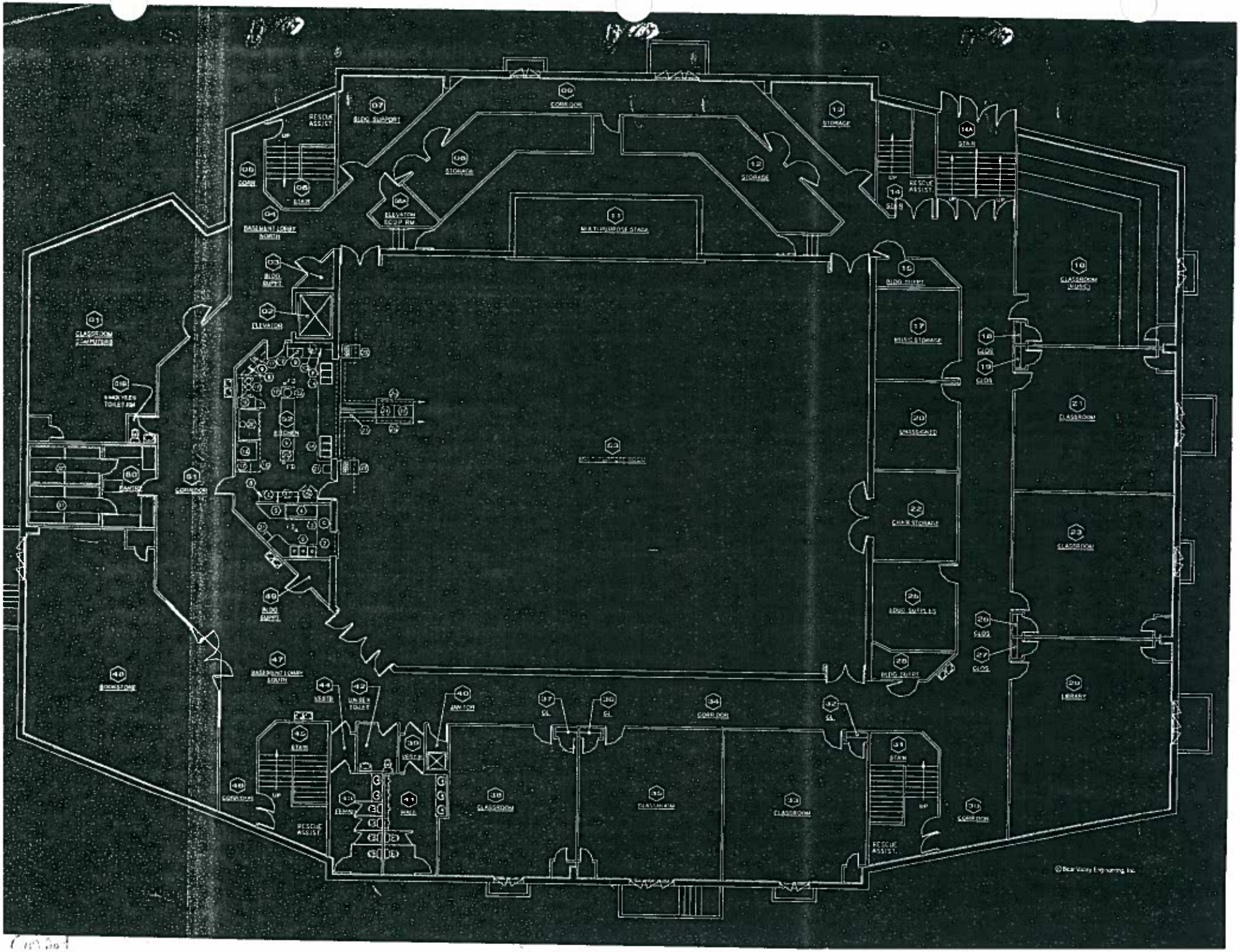
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BANTRY
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KITCHEN
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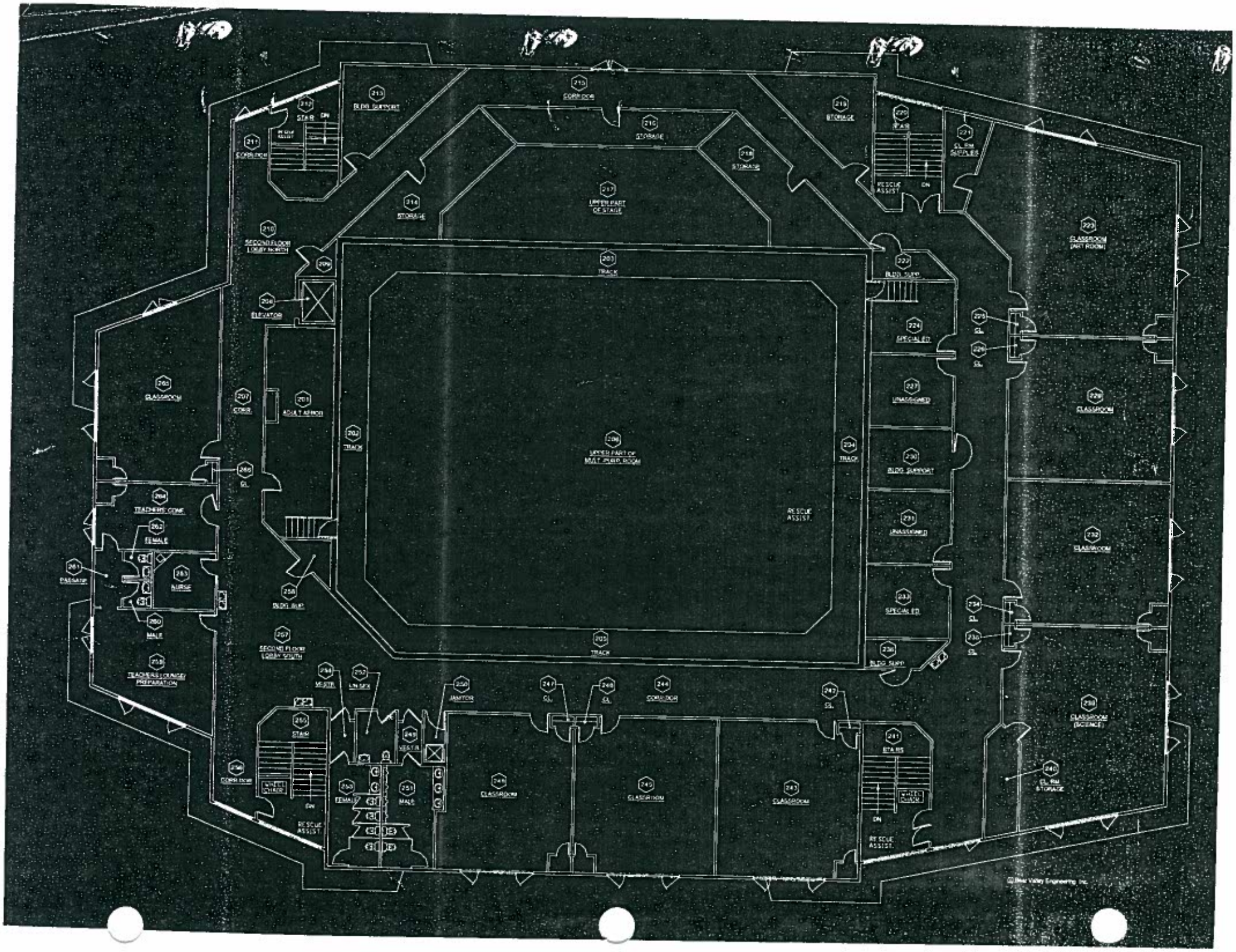
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222 BLDG SUPP
223 CLASSROOM (ART ROOM)
224 SPECIAL ED
225 CL
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228 CLASSROOM
229 TRACK
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231 UNASSIGNED
232 CLASSROOM
233 SPECIAL ED
234 CL
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236 BLDG SUPP
237 TRACK
238 UPPER PART OF MULT. PURP. ROOM
239 TRACK
240 CL RM STORAGE
241 STAIRS
242 CLASSROOM (SCIENCE)
243 CLASSROOM
244 CORRIDOR
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249 CLASSROOM
250 JANITOR
251 MALE
252 FEMALE
253 LIN SPX
254 VESTIB
255 STAIR
256 CORRIDOR
257 SECOND FLOOR LOBBY SOUTH
258 BLDG SUP
259 MALE
260 NURSE
261 FEMALE
262 TEACHERS LOUNGE PREPARATION
263 PASSAGE
264 TEACHERS LOUNGE
265 CL
266 CLASSROOM
267 CORR
268 AQUA TARIUM
269 ELEVATOR
270 SECOND FLOOR LOBBY NORTH
271 CORRIDOR
272 STAIR
273 RESCUE ASSIST.
274 STAIRS
275 RESCUE ASSIST.
276 RESCUE ASSIST.
277 RESCUE ASSIST.
ON
WHEEL CHAIR
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LEASE - REVISED

1. BASIC LEASE PROVISIONS

1.01. Basic Lease Provisions:

A. Landlord and Address:	CTK Development Corporation, Inc. 7798 North 60th Street Milwaukee, Wisconsin 53223
B. Tenant and Address:	King's Academy Christian School, Inc. 7798 North 60th Street Milwaukee, Wisconsin 53223
C. Date of Lease:	September 1, 2008
D. Premises:	See Attached Exhibit A
E. Lease Term:	One (1) Year
F. Renewal Options:	One (1) Period for One (1) Year
G. Commencement Date	September 1, 2008
H. Expiration Date:	August 31, 2009
I. Monthly Rent:	Eleven Thousand One Hundred fifty-eight dollars and 00/100 Dollars ($11,158.00)
J. Permitted Use	Elementary Christian School and all other purposes related thereto.

2. PREMISES AND TERM

2.01. Lease of Premises. Landlord hereby leases to Tenant, and Tenant hereby leases from Landlord, the land and buildings located thereon identified in Section 1.01D above (the "Premises"), including, without limitation, all easements, licenses, rights, privileges and appurtenances thereunto belonging, on and subject to the terms and conditions herein set forth.

2.02. Common Areas. Landlord grants to Tenant and Tenant's students, employees and invitees the right to use, in common with all others to whom Landlord has or may hereafter grant rights to use the same, the Common Areas located within the Building. The term "Common Areas" as used in this Lease shall mean the following, if provided: parking areas, roadways, pedestrian sidewalks, driveways, sidewalks, delivery areas, trash removal areas, computer labs, library, gymnasium, restroom facilities, conference/board room, landscaped areas and all other areas or improvements which may be provided by Landlord for the common use of the tenants in the Building. Such areas and facilities shall be maintained and operated and the expenditures therefore shall be made and performed by the Landlord, in a commercially reasonable manner. Without limiting the foregoing, the Landlord hereby reserves the following rights with respect to the Common Areas, so long as such rights do not affect Tenant's access to use or occupancy of the Leased Premises:

(a) To establish reasonable rules and regulations for the use thereof;

(b) To use or permit the use of such Common Areas by others to whom Landlord may grant or may have granted such rights in such manner as Landlord may from time to time designate, including but not limited to special promotional events;

(c) To close all or any portion thereof as may be deemed necessary by Landlord to make repairs or changes, to prevent a dedication thereof or the accrual of any rights to any person or the public therein; or to discourage non-students use or parking;

(d) To change the layout of such Common Areas, including the right to reasonably add to or subtract from their shape and size, whether by the addition of building improvements or otherwise, provided no changes by the Landlord shall inhibit access to or visibility of the Leased Premises; an

(e) To do such other acts in and to the Common Areas as in Landlord's sole judgment may be desirable.

2.03. Term. The term of this Lease shall commence on the commencement date identified in Section 1.01G above (the "Commencement Date") and expire on midnight of the expiration date identified in Section 1.01H above (the "Expiration Date"), unless sooner canceled or terminated as hereinafter provided. Tenant shall have the option to extend the term of this Lease for an additional one (1) year period, upon the same terms and conditions as in this Lease. Tenant may exercise its option to extend by giving written notice to Landlord at least thirty (30) days prior to the expiration of the initial term. The initial term of this Lease, together with any extension term, is hereinafter called the "term."

3. RENT

3.01. Monthly Rent. Commencing on the Commencement Date, and thereafter on the first day of each and every calendar month during the term of this Lease, Tenant agrees to pay to Landlord at the address of Landlord set forth in Section 1.01A above, in advance, the monthly rent set forth in Section 1.01.I above. Rent for any partial calendar month shall be prorated based on the number of days of Tenant's tenancy.

3.02. Gross Lease. This Lease is and shall be a "gross" lease and any costs and expenses in connection with, arising out of, or with respect to the Premises not specifically stated herein as the responsibility of Tenant shall be the sole responsibility of Landlord and Landlord shall be liable therefore. To the extent that any obligations under this Lease are not expressly made the responsibility of Tenant, Landlord shall pay all costs and expenses of any kind or nature in operating, repairing, replacing and maintaining the Premises.

4. USE AND ENJOYMENT

4.01. Use of Premises. Tenant may use the Premises for the uses identified in Section 1.01J above. Landlord represents and warrants that use of the Premises as contemplated by Tenant is permitted under, and the Premises are in compliance with, all laws, codes, ordinances, regulations and recorded covenants applicable to the Premises. Landlord, at its expense, shall promptly make all alterations or improvements required under any current or future law, code, ordinance, regulation or recorded covenant.

4.02. Quiet Enjoyment. Landlord covenants and agrees that, so long as Tenant shall duly and punctually perform and observe all of its obligations under this Lease, Tenant shall peaceably and quietly have, hold and enjoy the Premises without any hindrance or molestation.

5. UTILITIES AND TAXES

Landlord agrees to pay, when due, all charges and costs for water, sewer, gas, electricity, and any and all other utilities or services from time to time during the Lease tenn furnished to or consumed by Tenant in or upon the Premises. Landlord shall pay directly to the appropriate taxing authority when due and payable all real estate taxes and assessments, whether general or special, levied against the Premises, and all taxes levied or assessed on rents or the receipt of rents which are in addition to or in substitution for the foregoing taxes and assessments. Tenant agrees to pay, when due, all charges and costs for telephone charges and services from time to time during the Lease term furnished to or consumed by Tenant in or upon the Premises.

6. MAINTENANCE

Except as expressly provided in the next succeeding sentence, Landlord shall, at its sole expense, maintain and keep the Premises in good condition and repair, and shall promptly make and perform all maintenance, repairs and replacements thereto, including, without limitation, structural repairs and replacements to the Premises and repairs and replacements to the electrical, plumbing, heating, ventilating and air conditioning systems therein and components thereof. Tenant shall perform general cleaning of the interior of the Premises, but shall have no responsibility for any repairs or replacements to the Premises, except to the extent caused by the negligence or willful misconduct of Tenant, subject to Section 9.04 below.

7. DAMAGE BY FIRE OR OTHER CASUALTY

If, during the term of this Lease, including any time after Tenant may have given notice to terminate this Lease or to extend the term hereof, the entire Premises or such portion thereof as shall render the remaining portion thereof unsuitable for the continued conduct of Tenant's activities thereon, shall be damaged or destroyed by fire or other casualty, then Tenant shall have the right for a period of thirty (30) days thereafter, by giving written notice to Landlord, to terminate this Lease as of the date of such casualty, in which event the rental and all other amounts payable by Tenant hereunder shall, if and as necessary, be apportioned and prorated to the date of such fire or other casualty. If Tenant does not elect to terminate this Lease or if the damage or destruction to the Premises does not render the remaining portion thereof unsuitable for the continued conduct of Tenant's activities thereon, then this Lease shall continue in full force and effect, and Landlord shall promptly commence and pursue diligently to completion whatever repairs to the Premises as are necessary to restore the Premises to the condition the same were in immediately prior to such damage or destruction. All such repairs shall be performed in accordance with all statutes, laws, ordinances, rules and regulations of any governmental authority having jurisdiction over the Premises. Commencing on the date of such damage or destruction and continuing during the period in which Landlord is repairing and restoring the Premises pursuant to this Section, the rent payable by Tenant shall abate in proportion to the area of the Premises of which Tenant is deprived for the period during which Tenant is deprived of such area. Landlord shall be entitled to all insurance proceeds relating to any casualty, excepting those proceeds relating to Tenant's trade fixtures, equipment, and personal property, which proceeds shall be Tenant's sole property.

8. EMINENT DOMAIN

If, during the term of this Lease, the entire Premises shall be taken by any public or quasi-public authority under its power of condemnation or eminent domain (or is sold under threat thereof), this Lease shall terminate as of the date that possession shall be taken by the acquiring authority (or as of the date of sale). If any part of the Premises shall be so taken as to render the remainder thereof unsuitable for the continued conduct of Tenant's activities thereon, Tenant shall have the right to terminate this Lease by written notice to Landlord given within thirty (30) days after the date of such taking. In the event that this Lease shall terminate or be terminated, the rental and all other amounts payable by Tenant hereunder shall, if and as necessary, be apportioned and prorated to the date that possession is taken by the acquiring authority. If this Lease is not terminated, or if the portion of the Premises taken by any public or quasi-public authority under its power of condemnation or eminent domain (or sold under threat thereof) shall not render the remaining portion unsuitable for the continued conduct of Tenant's activities thereon, Landlord shall, to the extent possible, promptly restore the remaining portion of the Premises to the condition the same were in immediately prior to such taking and this Lease shall continue in full force and effect. During the period in which Landlord is repairing and restoring the Premises pursuant to this Section, the rental payable by Tenant shall abate in proportion to the area of the Premises of which Tenant is deprived for the period during which Tenant is deprived of such area. Tenant shall be entitled to seek condemnation proceeds, relocation costs and other amounts allowed under applicable laws.

9. INSURANCE

9.01. Tenant's Insurance. Tenant, at its sole expense, shall carry and keep in force during the Lease term: (i) property insurance covering any and all fixtures, equipment, furnishings and personal property of Tenant from time to time located in the Premises, providing protection on a replacement cost basis against losses caused by fire and other hazards insured under a "Special" Form Causes of Loss, or equivalent form insurance

policy; and (ii) comprehensive general liability insurance, including contractual liability assumed under this Lease, naming Landlord as an additional insured, with a minimum combined single limit of liability of $2,000,000 per occurrence, for property damage and for injuries to or death of persons occurring on the Premises. Such insurance may be in the form of a blanket or umbrella policy as long as the Premises is designated in such policy.

9.02. Landlord's Insurance. Landlord, at its sole expense, shall carry and keep in force during the Lease term: (i) property insurance covering the Premises and the improvements thereto, providing protection on a replacement cost basis against losses caused by fire and other hazards insured under a "Special" Form Causes of Loss, or equivalent insurance policy, with a deductible not exceeding $10,000; and (ii) comprehensive general liability insurance, including contractual liability assumed under this Lease, naming Tenant as an additional insured, with a minimum combined single limit of liability of $2,000,000 per occurrence, for property damage and for injuries to or death of persons occurring in, on or about the Premises.

9.03. General Requirements. All insurance policies required under Sections 9.01 and 9.02 above shall: (a) be written by one or more insurance companies licensed to do business in the State in which the Premises is located; (b) require the insurer to give the other party at least thirty (30) days advance written notice of any cancellation thereof or adverse material change thereto; and (c) be furnished (by way of copy or certificate thereof) to the other party prior to the Commencement Date and upon the request of any party thereafter. All deductibles for insurance required herein shall be at the sole expense of the party carrying such insurance.

9.04. Indemnity. Tenant shall indemnify, defend and hold harmless Landlord from and against any and all losses, costs and expenses (including, without limitation, reasonable attorneys fees) arising out of death or injury to persons or damage to property to the extent caused by the negligence or willful misconduct of Tenant, its employees, agents or contractors, or resulting from the failure of Tenant to perform or observe any of the terms, covenants and conditions of this Lease to be performed or observed by Tenant. Landlord shall indemnify, defend and hold harmless Tenant from and against any and all losses, costs and expenses (including, without limitation, reasonable attorneys' fees) arising out of death or injury to persons or damage to property to the extent caused by the negligence or willful misconduct of Landlord, its employees, agents or contractors, or resulting from the failure of Landlord to perform or observe any of the terms, covenants and conditions of this Lease to be performed or observed by Landlord.

10. DEFAULT

10.01. Default by Tenant. If (i) default be made in the payment of the rental by Tenant and such default shall continue for ten (10) days after Landlord gives Tenant written notice thereof, or (ii) default be made in the performance or observance by Tenant of any other covenants or conditions herein contained and such default shall continue for thirty (30) days after Landlord gives Tenant written notice thereof (or if such default is not of a type that can reasonably be cured within thirty (30) days, then if Tenant fails to promptly commence and in good faith to proceed with due diligence to cure such default), then Landlord may elect to terminate this Lease and declare the term ended, to re-enter the Premises or any part thereof with judicial process and to expel and remove Tenant or any person or persons occupying the same and again to repossess and enjoy the Premises. If any default under this Lease shall remain uncured after the expiration of any applicable cure period, Landlord shall also have the right, at its option, to cure such default by Tenant and obtain from Tenant the costs and expenses incurred by Landlord in curing such default.

10.02. Default by Landlord. If default be made by Landlord in the performance or observance of any of the covenants or conditions herein contained and such default shall continue for thirty (30) days after Tenant gives Landlord written notice thereof (or if such default is not of a type that can reasonably be cured within thirty (30) days, then if Landlord fails to promptly commence and in good faith to proceed with due diligence to cure such default), then Tenant shall have the right, at its option, to immediately terminate this Lease or to cure any default by Landlord and deduct the costs and expenses incurred by Tenant in curing such default from the rental and any other amounts thereafter accruing to Landlord. All amounts expended by Tenant in curing Landlord's defaults shall be paid by Landlord upon demand by Tenant.

10.03. Remedies Not Exclusive. Any right or remedy conferred on Landlord or Tenant under this Lease shall not be deemed to be exclusive of any other right or remedy which might otherwise be available

hereunder, at law or in equity. The rights and remedies hereunder shall be cumulative and may be exercised and enforced concurrently and whenever and as often as occasion therefor arises. The failure of Landlord or Tenant to insist upon strict performance of any of the terms, covenants or conditions herein contained shall not be deemed a waiver of any of its rights or remedies and shall not be deemed a waiver of any subsequent breach or default of any of said terms, covenants and conditions.

11. ALTERATIONS

11.01. Tenant's Alterations. Tenant, at its sole expense, without Landlord's consent, may from time to time make whatever alterations, additions and improvements (collectively "Alterations") to the Premises as Tenant deems necessary or desirable in connection with Tenant's use of the Premises; provided, however, Landlord's prior consent shall be required for any structural Alterations. Any and all Alterations shall be made in compliance with all applicable laws, and, prior to commencing any Alterations, Tenant shall obtain all necessary permits and licenses from the appropriate governmental authorities. Tenant shall indemnify, defend and hold harmless Landlord from and against all statutory liens or claims of liens of any contractor, subcontractor, materialman, laborer or any other party arising in connection with any Alteration to the Premises by Tenant. Any Alteration installed or placed on the Premises by Tenant may be removed by Tenant at any time provided Tenant repairs any damage to the Premises caused by such removal. All Alterations remaining on the Premises after the expiration or earlier termination of this Lease shall be deemed a part of the Premises.

11.02. Tenant's Trade Fixtures. Tenant may furnish, install and maintain on the Premises any and all fixtures (including, without limitation, trade fixtures), equipment and other personal property useful in connection with Tenant's operations on the Premises. Upon the expiration or earlier termination of this Lease, all fixtures, equipment and other personal property installed in or located on the Premises and owned by Tenant may be removed by Tenant, provided Tenant repairs any damage to the Premises resulting from such removal.

12. ENVIRONMENTAL

12.01. Landlord Representations and Warranties. Landlord represents and warrants that, to the best of its knowledge, no leak, spill, release, discharge, emission or disposal of Hazardous Materials (as hereinafter defined) has occurred on the Premises to date and that the soil, groundwater and soil vapor on or under the Premises is free of Hazardous Materials as of the Commencement Date of this Lease.

12.02. Tenant. Tenant shall indemnify, defend and hold harmless Landlord and its officers, employees and agents from and against any and all claims, judgments, damages, penalties, fines, costs, liabilities (including sums paid in settlements of claims) or losses, including reasonable attorneys' fees, consultant fees and expert fees, arising out of the presence of Hazardous Materials on the Premises or in the soil, groundwater or soil vapor on or under the Premises, to the extent caused by Tenant, its employees, agents or contractors during the Lease term.

12.03. Landlord. Landlord shall indemnify, defend and hold harmless Tenant and its officers, employees and agents from and against any and all claims, judgments, damages, penalties, fines, costs, liabilities (including sums paid in settlements of claims) or losses, including reasonable attorneys' fees, consultant fees and expert fees, arising out of the presence of Hazardous Materials now or hereafter on the Premises or in the soil, groundwater or soil vapor on or under the Premises, except to the extent caused by Tenant, its employees, agents or contractors during the Lease term.

12.04. Hazardous Materials. As used herein, the term "Hazardous Materials" means any hazardous or toxic substance, material or waste, including, but not limited to, those substances, materials and wastes listed in the United States Department of Transportation Hazardous Materials Table (49 C.F.R. § 172.01) or by the Environmental Protection Agency as hazardous substances (40 C.F.R. Part 302) and amendments thereto, or such substances, materials and wastes that are or become regulated under any applicable local, state or federal law, rule or regulation, or as defined as "hazardous substances," "hazardous waste" or "extremely hazardous waste" pursuant to any state, federal or local law, rule or regulation, including, without limitation, petroleum, petroleum by-products and asbestos.

13. ACCESS

Landlord, its agents and representatives, shall, upon reasonable prior written notice, be entitled to enter upon the Premises at reasonable times during Tenant's normal business hours for the purpose of examining and inspecting the condition thereof, and exercising any right or power reserved to Landlord under this Lease; provided, however, such entry shall be done in a manner so as not to unreasonably interfere with the conduct of Tenant's activities thereon, and such entry shall only be made if Landlord is accompanied by a responsible employee of Tenant.

14. SURRENDER OF PREMISES; HOLDING OVER

Upon expiration or earlier termination of the Lease term, Tenant shall peaceably surrender the Premises to Landlord. If Tenant remains in possession of the Premises after the termination of this Lease and without the execution of a new lease, Tenant shall be deemed to be occupying the Premises as a tenant from day-to-day, at the same rental as previously in effect under this Lease and subject to all applicable terms, conditions and covenants of this Lease.

15. SIGNS

Tenant shall have the right and privilege of attaching, affixing, painting or exhibiting signs on the Premises, and may maintain in place any signs on the property as of the Commencement Date of the Lease, provided that: (1) any and all signs shall comply with applicable ordinances and rules; (2) such signs shall not materially change the structure of the building; and (3) such signs shall be removed upon the expiration of the Lease term and Tenant shall promptly repair any damage caused by such removal.

16. NOTICES

All notices provided for herein shall be in writing and shall be deemed to have been given (i) three (3) days after being deposited in the United States mail, registered or certified, return receipt requested, postage prepaid, (ii) when received if hand delivered, or (iii) one (1) business day after being deposited with a national overnight delivery service with charges prepaid, addressed to Landlord or Tenant at the respective addresses set in Sections 1.01A and 1.01B above or addressed to any such party at such other address as such party shall hereafter furnish by written notice to the other party hereto in such manner as set forth herein.

17. MISCELLANEOUS

17.01. Attorneys' Fees. In any litigation arising out of this Lease, the prevailing party shall be entitled to all of its actual costs of litigation (including, without limitation, reasonable attorneys' fees) from the nonprevailing party.

17.02. Benefit and Amendment. This Lease and all of the covenants and conditions herein contained shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns. Neither this Lease nor any of the terms, covenants or conditions herein may be modified or amended, except by an agreement in writing duly executed and delivered by both Landlord and Tenant.

17.03. Applicable Law. This Lease shall be governed by and construed under the laws of the State in which the Premises is located.

17.04. Provisions Severable. If any provision of this Lease shall be held or declared to be invalid, illegal or unenforceable under any law applicable thereto, such provision shall be deemed deleted from this Lease without impairing or prejudicing the validity, legality or enforceability of the remaining provisions hereof.

17.05. Waiver of Landlord's Lien; Fixture Disclaimer; Tenant Rights to Collaterally Assign. Notwithstanding any provision of this Lease to the contrary: (a) Landlord hereby waives any lessor's or landlord's liens it may have at law or in equity with respect to Tenant's property and waives and disclaims any interest in the

fixtures and property of Tenant located on the Premises; (b) Tenant may collaterally or otherwise assign this Lease to Tenant's lender (or affiliate of Lender) of which Tenant gives Landlord notice ("Lender"); and (c) Landlord shall give notice to Lender of any Tenant default under this Lease at the same time such default notice is given to Tenant.

17.06. Nondisturbance by Mortgagees. Prior to the Commencement Date, Landlord shall deliver to Tenant a written agreement, in a form reasonably satisfactory to Tenant and executed by any and all existing mortgagees of the Premises (each, a "Mortgagee"), in which Mortgagee agrees that Tenant will not be disturbed in its use and occupancy of the Premises and this Lease will remain in full force and effect as long as Tenant is not in default under this Lease beyond any applicable grace or cure period.

17.07. Joint Parties. If more than one (1) individual or entity is listed as Landlord in Section 1.01A above or Tenant in Section 1.01G above, then the term "Landlord" or "Tenant", as applicable, shall mean all such individuals or entities constituting Landlord or Tenant, which individuals or entities shall be jointly and severally liable for the obligations of Landlord or Tenant, as the case may be, under this Lease.

17.08. Consent. Whenever in this Lease consent or approval is required of Landlord or Tenant, such consent or approval shall not be unreasonably withheld, conditioned or delayed.

17.09. Counterparts. This Lease may be executed in any number of counterparts, each of which shall be deemed an original, and all of which shall, collectively, be deemed a single instrument.

IN WITNESS WHEREOF, Landlord and Tenant have executed this Lease as of the day, month and year first above written.

LANDLORD:

CTK DEVELOPMENT CORPORATION, INC.

By: Sherron H. Jewell

Name Printed: Sherron H. Jewell

Title: Interim Director

TENANT:

KING'S ACADEMY CHRISTIAN SCHOOL, INC.

By: Laurel L. Nobles

Name Printed: Laurel L. Nobles

Title: Administrator

EXHIBIT A

Legal Description of the Premises

LOT 2 OF CERTIFIED SURVEY MAP NO. 7696, BEING A DIVISION OF LOTS 7 AND 8, BLOCK 19, BRADLEY ESTATES, BEING A PART OF THE NORTHWEST ¼ OF SOUTHWEST ¼ OF THE NORTHWEST ¼ OF SECTION 14, TOWNSHIP 8 NORTH, RANGE 21 EAST, IN THE CITY OF MILWAUKEE, MILWAUKEE COUNTY, WISCONSIN.

Also Known As:

7798 North 60th Street
Milwaukee, WI 53223

City of Milwaukee

Department of City Development
(414) 286-8211

This Certificate of Occupancy shall be posted in a conspicuous place in the building or structure, or on the premises. The certificate is issued subject to any conditions listed below.

If this business is a convenience store, filling station, personal service establishment, or restaurant, operation is prohibited between 12 midnight and 5 a.m., unless the business has obtained a 24-hour establishment license from the City of Milwaukee.

Rick Reich
12800 W. Silver Spring Rd.
Butler, WI 53007

City of Milwaukee
Department of
City Development

CERTIFICATE OF OCCUPANCY

Location: 7798 N. 60 **Issued:** September 01, 2005 **#592551**

Issued to: Christ the King Academy

Area: entire building

Use: School, elementary or secondary (Elementary School)

NOT TRANSFERABLE

*Occupancy must conform with provisions of chapters 200 and 295 of the building and zoning code. This certificate affects only the use of the premises and does not permit to conduct a licensed business or one prohibited by law.

CITY OF MILWAUKEE
DEPARTMENT OF NEIGHBORHOOD SERVICES

Code Enforcement - Commercial
841 N. Broadway
Milwaukee, WI 53202

September 11, 2009

CHRIST THE KING BAPTIST CHURCH,INC
W165 N5440 CREEKWOOD CROSSING
MENOMONEE FALLS WI 53051

RE: **7750-7750 N 60TH ST**

Dear Sir or Madam:

The last recorded fire prevention inspection of this property was conducted on January 14, 2009 and was found to be in compliance with all applicable provisions of Comm 14 Fire Prevention, Register, February, 2008, No.626 and 2006 International Fire Code as adopted by City of Milwaukee Ordinance 214-3. This includes the fire safety of the facility and the written fire plan for orderly evacuation of residents.

The State of Wisconsin licenses this facility. The City of Milwaukee issues this form concerning the inspectional status instead of signing any State, Federal or private forms.

If you have any questions, please contact me at [414]-286-2488 during the hours of 7:00am-9:30am and 3:00pm-3:45pm Monday through Friday.

Sincerely,

Robert A. Jones
Inspector
rjones@milwaukee.gov

Recipients:
CHRIST THE KING BAPTIST CHURCH,INC, W165 N5440 CREEKWOOD CROSSING, MENOMONEE FALLS WI 53051

ACORD ™ CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 09/11/2009

PRODUCER Karla M Serrano-Fraitts
Church Mutual Insurance Company
3000 Schuster Lane
Merrill WI 54452
ing from Wisconsin: 1-800-554-2642 Option 1
ing from Outside Wisconsin: 1-800-554-2642 Option 9, then area code 414

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER . THIS CERTIFICATE DOES NOT AMEND , EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

INSURERS AFFORDING COVERAGE	NAIC #
INSURER A: Church Mutual Insurance Company	18767
INSURER B:	
INSURER C:	
INSURER D:	

INSURED
KINGS ACADEMY CHRISTIAN SCHOOL
7798 N 60TH ST
MILWAUKEE WI 53223-4153
Group

COVERAGES

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	ADD'L INSRD	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS	
A		GENERAL LIABILITY	0220748-02-937953	07/01/2008	07/01/2011	EACH OCCURRENCE	$ 1,000,000
		☒ COMMERCIAL GENERAL LIABILITY				DAMAGE TO RENTED PREMISES (Ea. occurrence)	$
		☐ CLAIMS MADE ☒ OCCUR				MED EXP (Any one person)	$ 10,000
						PERSONAL & ADV INJURY	$ 1,000,000
						GENERAL AGGREGATE	$ 3,000,000
		GEN'L AGGREGATE LIMIT APPLIES PER:				PRODUCTS - COMP/OP AGG	$ 1,000,000
		☒ POLICY ☐ LOCATION					$
		☐ PROJECT					
		AUTOMOBILE LIABILITY				COMBINED SINGLE LIMIT (Ea Accident)	$
		☐ ANY AUTO				BODILY INJURY (Per Person)	$
		☐ ALL OWNED AUTOS					
		☐ SCHEDULED AUTOS					
		☐ HIRED AUTOS					
		☐ NON-OWNED AUTOS				BODILY INJURY (Per Accident)	$
						PROPERTY DAMAGE (Per Accident)	$
		GARAGE LIABILITY				AUTO ONLY - EA ACCIDENT	$
		☐ ANY AUTO				OTHER THAN EA ACC	$
						AUTO ONLY: AGG	$
A		EXCESS/UMBRELLA LIABILITY	0220748-81-937954	07/01/2008	07/01/2011	EACH OCCURRENCE	$ 5,000,000
		☒ OCCURRENCE ☐ CLAIMS MADE				AGGREGATE	$ 5,000,000
							$
		☐ DEDUCTIBLE ☒ RETENTION					$
		$ 10,000					$
A		WORKERS COMPENSATION AND EMPLOYER'S LIABILITY	0220748-07-070984	07/01/2009	07/01/2010	☒ WC STATUTORY LIMITS	
						☐ OTHER	
		ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED?				E.L. EACH ACCIDENT	$ 500,000
		If yes, describe under SPECIAL PROVISIONS below				E.L. DISEASE - EA EMPLOYEE	$ 500,000
						E.L. DISEASE - POLICY LIMIT	$ 500,000
A		OTHER Directors, Officers & Trustees Liability with Educator's Liability Employment Practices Liability Sexual Misconduct/Molestation Blanket Bond	0220748-02-937953	07/01/2008	07/01/2011	CLAIMS MADE EACH CLAIM/AGGREGATE	$ 1,000,000 $ 1,000,000/ 500,000
						EACH OCCURRENCE	$ 1,000,000/ 100,00

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT/SPECIAL PROVISIONS

Evidence of liability insurance for Kings Academy Christian School located at 7798 N 60th St, Milwaukee, WI for the policy period. 016

CERTIFICATE HOLDER

City of Milwaukee Common Council
City Clerk of School Review Committee
City Hall Room 205
200 East Wells Street
Milwaukee, WI 53202

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE

IMPORTANT

If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

DISCLAIMER

The Certificate of Insurance on the reverse side of this form does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the certificate holder, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed thereon.

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RitzHolman
CPAs

September 10, 2009

To the Board of Directors
King's Academy Christian School

We have audited the financial statements of King's Academy Christian School for the year ended June 30, 2009, and have issued our report thereon dated September 10, 2009. Professional standards require that we provide you with the following information related to our audit.

As stated in our engagement letter dated November 12, 2008, our responsibility, as described by professional standards, is to plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement and are fairly presented in accordance with U.S. generally accepted accounting standards. Because an audit is designed to provide reasonable, but not absolute, assurance and because we did not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us.

As part of our audit, we considered the internal control of King's Academy Christian School. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

Management has the responsibility for selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by King's Academy Christian School are described in Note A to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the audit year. We noted no transactions entered into by the Organization during the year that were both significant and unusual, and of which, under professional standards, we are required to inform you, or transactions for which there is a lack of authoritative guidance or consensus.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were: accounts receivable and accounts payable.

Management's estimate of the accounts receivable and accounts payable is based on amounts noted through September 10, 2009. We evaluated the key factors and assumptions used to develop accounts receivable and accounts payable in determining that it is reasonable in relation to the financial statements taken as a whole.

Ritz Holman LLP
Serving businesses, nonprofits, individuals and trusts

Two Plaza East, Suite 550
330 East Kilbourn Avenue
Milwaukee, WI 53202

t 414.271.1451
f 414.271.7464
ritzholman.com

Member of the American Institute of Certified Public Accountants, Wisconsin Institute of Certified Public Accountants

For purposes of this letter, professional standards define an audit adjustment as a proposed correction of the financial statements that, in our judgment, may not have been detected except through our auditing procedures. An audit adjustment may or may not indicate matters that could have a significant effect on the Organization's financial reporting process (that is, cause future financial statements to be materially misstated). In our judgment, none of the adjustments we proposed, whether recorded or unrecorded by the Organization, either individually or in the aggregate, indicate matters that could have a significant effect on the Organization's financial reporting process.

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

We encountered no significant difficulties in dealing with management in performing and completing our audit.

This information is intended solely for the use of the Board of Directors and management of King's Academy Christian School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Ritz Holman LLP

RITZ HOLMAN LLP
Certified Public Accountants

KING'S ACADEMY CHRISTIAN SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2009

(With Summarized Totals for the Year Ended June 30, 2008)

RitzHolman
CPAs

KING'S ACADEMY CHRISTIAN SCHOOL

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CPAs

Independent Auditor's Report

Board of Directors
King's Academy Christian School

We have audited the accompanying balance sheet of King's Academy Christian School (a nonprofit organization) as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of King's Academy Christian School's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the Organization's 2007 financial statements and, in our report dated September 30, 2008, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of King's Academy Christian School as of June 30, 2009, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Our audit was performed for the purpose of forming an opinion on the basic financial statements of King's Academy Christian School taken as a whole. The accompanying schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Ritz Holman LLP
RITZ HOLMAN LLP
Certified Public Accountants

Milwaukee, Wisconsin
September 10, 2009

Ritz Holman LLP
Serving businesses, nonprofits, individuals and trusts.

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KING'S ACADEMY CHRISTIAN SCHOOL
BALANCE SHEET
JUNE 30, 2009
(With Summarized Totals at June 30, 2008)

ASSETS

	2009	2008
CURRENT ASSETS		
Cash and Cash Equivalents	$ 145,722	$ 142,601
Net Accounts Receivable	117,272	111,001
Prepaids	---	3,779
Total Current Assets	$ 262,994	$ 257,381
FIXED ASSETS		
Equipment	$ 149,075	$ 147,766
Less: Accumulated Depreciation	(105,931)	(86,300)
Net Fixed Assets	$ 43,144	$ 61,466
TOTAL ASSETS	$ 306,138	$ 318,847

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts Payable	$ 59,158	$ 28,771
Accrued Payroll	64,230	66,119
Current Portion of Long-Term Payable	40,280	87,996
Total Current Liabilities	$ 163,668	$ 182,886
LONG-TERM LIABILITIES		
Loan Payable	$ 122,655	$ 173,298
Less: Current Portion of Long-Term Payable	(40,280)	(87,996)
Total Long-Term Liabilities	$ 82,375	$ 85,302
Total Liabilities	$ 246,043	$ 268,188
NET ASSETS		
Unrestricted	$ 60,095	$ 50,659
Total Net Assets	$ 60,095	$ 50,659
TOTAL LIABILITIES AND NET ASSETS	$ 306,138	$ 318,847

The accompanying notes are an integral part of these financial statements.

KING'S ACADEMY CHRISTIAN SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2009
(With Summarized Totals for the Year Ended June 30, 2008)

	Unrestricted	
	2009	2008
REVENUE		
MPCP Tuition Payments	$ 1,137,065	$ 1,109,722
Private Tuition Payments	24,333	45,254
Donations	110,086	6,374
Lunch Program Revenue	49,503	45,610
Scholarships	17,250	29,875
Transportation Revenue	95,667	90,910
Field Trip Revenue	2,605	2,950
Fund-Raisers	2,653	4,650
Interest Income	731	---
Gain on Sale of Fixed Asset	---	6,141
Miscellaneous Revenue	1,009	1,447
Total Revenue	$ 1,440,902	$ 1,342,933
EXPENSES		
Program Services	$ 1,210,796	$ 1,184,507
Management and Supporting Services	168,132	173,365
Fund-Raising	45,538	35,666
Total Expenses	$ 1,424,466	$ 1,393,538
CHANGE IN NET ASSETS	$ 16,436	$ (50,605)
Net Assets, Beginning of Year - Before Prior Period Adjustment	$ 50,659	$ 101,264
Prior Period Adjustment	(7,000)	---
Net Assets, Beginning of Year - After Prior Period Adjustment	$ 43,659	$ 101,264
NET ASSETS, END OF YEAR	$ 60,095	$ 50,659

The accompanying notes are an integral part of these financial statements.

KING'S ACADEMY CHRISTIAN SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2009
(With Summarized Totals for the Year Ended June 30, 2008)

	2009	2008
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	$ 16,436	$ (50,605)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities		
Depreciation	19,631	20,917
Gain on Sale of Fixed Asset	—	(6,141)
Prior Period Adjustment	(7,000)	—
(Increase) Decrease in Accounts Receivable	(6,272)	1,602
(Increase) Decrease in Prepaids	3,779	4,087
Increase (Decrease) in Accounts Payable	30,387	(4,464)
Increase (Decrease) in Accrued Payroll	(1,889)	16,528
Net Cash Provided (Used) by Operating Activities	$ 55,072	$ (18,076)
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds From Sale of Fixed Asset	$ —	$ 20,000
Purchase of Fixed Assets	(1,308)	(2,240)
Depreciation Adjustment for Financial Information Report	—	(2,136)
Net Cash (Used) Provided by Investing Activities	$ (1,308)	$ 15,624
CASH FLOWS FROM FINANCING ACTIVITIES		
Proceeds From Loan Payable	$ 158,607	$ 90,000
Payments on Loan Payable	(209,250)	(51,507)
Net Cash (Used) Provided by Financing Activities	$ (50,643)	$ 38,493
Net Increase in Cash and Cash Equivalents	$ 3,121	$ 36,041
CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR	142,601	106,560
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ 145,722	$ 142,601
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Interest Paid	$ 7,849	$ 8,004

The accompanying notes are an integral part of these financial statements.

KING'S ACADEMY CHRISTIAN SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

JUNE 30, 2009

NOTE A - Summary of Significant Accounting Policies

School

King's Academy Christian School is operated exclusively for charitable and educational purposes as a not-for-profit School exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code, and is considered to be other than a private foundation. The mission of the school is to educate children with a Christ-centered curriculum that will prepare them to live Christian lives and will enable them to contribute positively in our society.

Accounting Method

The financial statements of the School have been prepared on the accrual basis of accounting.

Basis of Presentation

Financial Statement presentation follows the recommendations of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards SFAS No. 117, Financial Statements of Not-for-Profit Schools. Under SFAS No. 117, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Assets of the restricted classes are created only by donor-imposed restrictions.

Contributions

King's Academy Christian School accounts for contributions in accordance with the recommendations of the Financial Accounting Standards Board in SFAS No. 116, Accounting for Contributions Received and Contributions Made. In accordance with SFAS No. 16, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence or nature of any donor restrictions.

Restricted and Unrestricted Revenue

Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Cash and Cash Equivalents

For purposes of the statement of cash flows, cash and cash equivalents include all highly liquid debt instruments with original maturities of three months or less.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

NOTE A - Summary of Significant Accounting Policies (continued)

Fixed Assets
Fixed Assets are recorded at cost. Depreciation is provided over the estimated useful lives of the assets using the straight-line method. The Organization capitalizes assets of $1,000 or more.

Allowance for Uncollectible Accounts
An allowance for uncollectible accounts was created for uncollectible tuition. The allowance is based on 10% of tuition receivable. The balance in the allowance account was $4,769.

NOTE B - Comparative Financial Information

The financial information shown for the year 2008 in the accompanying financial statements is included to provide a basis on comparison with 2009 and represents summarized totals only.

NOTE C - Net Accounts Receivable

Accounts Receivable consists of the following at June 30, 2009:

Source	Amount
Tuition	$ 47,688
Lunch Program	7,304
Christ the King Development	67,049
Total	$122,041
Less: Allowance for Doubtful Accounts	(4,769)
Net Accounts Receivable	$117,272

NOTE D - Loan Payable

The Organization has a loan payable with Christ the King Baptist Church, a related party. It carries an interest rate of 6.0% and is due June 30, 2010. The balance of the loan payable at June 30, 2009 was $122,655.

Future minimum payments are as follows:

2010	$40,280
2011	$56,597
2012	$25,778

NOTE E - Related Parties

The Organization leased space from the board members' church. During the fiscal year rent expense for the Organization was $133,244.

The Principal is also a voting board member. The Principal's contract was $46,000 for the school year.

NOTE F - Prior Period Adjustment

It was discovered that an expense from a prior period had been paid and recorded by CTK Development. In actuality, this expense was incurred by the School, creating a payable for the School. An adjustment of $7,000 was made to net assets recording the prior year expense.

NOTE G - Subsequent Events

The Organization has evaluated events and transactions occurring after June 30, 2009, the date of the most recent balance sheet, through the date financial statements are available to be issued, September 10, 2009, for possible adjustment to the financial statements or disclosure and determined that no subsequent events need to be disclosed.

KING'S ACADEMY CHRISTIAN SCHOOL
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2009
(With Summarized Totals for the Year Ended June 30, 2008)

	Program Services	Management and Supporting Services	Fund-Raising	2009	2008
EXPENSES					
Salaries and Wages	$ 615,478	$ 72,409	$ 36,205	$ 724,092	$ 701,810
Payroll Taxes	51,436	6,051	3,026	60,513	58,407
Employee Benefits	94,878	11,162	5,581	111,621	93,786
Professional Fees	24,046	4,243	—	28,289	26,330
Supplies	4,896	864	—	5,760	7,403
Postage	3,477	409	204	4,090	3,204
Printing	7,282	857	428	8,567	6,780
Occupancy	113,257	19,987	—	133,244	129,167
Telephone	1,606	189	94	1,889	1,533
Depreciation	16,686	2,945	—	19,631	20,917
Insurance	13,777	2,431	—	16,208	19,443
Transportation	139,986	24,703	—	164,689	157,837
Technology Expense	6,334	1,118	—	7,452	8,276
Field Trips	6,900	1,218	—	8,118	2,470
Gym/Recreation	1,003	177	—	1,180	1,157
Advertising	1,051	185	—	1,236	800
Lunch Expense	30,581	5,397	—	35,978	26,738
Staff Development	3,489	616	—	4,105	17,662
Dues and Subscriptions	1,070	189	—	1,259	2,348
Interest	6,672	1,177	—	7,849	8,004
Classroom Expense	58,579	10,338	—	68,917	71,966
Bad Debt Expense	—	—	—	—	5,495
Miscellaneous Expense	8,312	1,467	—	9,779	22,005
TOTALS	$ 1,210,796	$ 168,132	$ 45,538	$ 1,424,466	$ 1,393,538

RitzHolman
CPAs

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

In planning and performing our audit of the financial statements of King's Academy Christian School for the year ended June 30, 2009, we considered the Organization's internal control structure to determine our auditing procedures for the purpose of expressing an opinion on the financial statements and not to provide assurance on the internal control structure.

However, during our audit we became aware of the following matters that are opportunities for strengthening internal controls and operating efficiency:

1. It was noted that the Organization does not have a conflict of interest policy. It is recommended that the Organization create a conflict of interest policy.

2. It was noted that the Organization does not maintain a fidelity bond. It is recommended that the Organization consider purchasing a fidelity bond.

3. One out of 29 employees tested had an incomplete Form I-9. It is recommended that all employees have a complete Form I-9 on file.

4. For cash collection, it was noted that two people are not always present to count the cash collected. It is recommended that two people always be present to count cash collected.

This letter does not affect our report dated September 10, 2009, on the financial statements of King's Academy Christian School.

We will review the status of these comments during our next audit engagement. We have already discussed many of these comments and suggestions with various Organization personnel, and we will be pleased to discuss them in further detail at your convenience, to perform any additional study of these matters, or to assist you in implementing the recommendations.

Ritz Holman LLP
RITZ HOLMAN LLP
Certified Public Accountants

September 10, 2009

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- Please note the information about our updated website on the enclosed notice.
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Credential
ACCOUNTING FIRM

No. 125 - 003 Expires: 12/14/2009

RITZ HOLMAN BUTALA FINE LLP
330 E KILBOURN AVE STE 550
MILWAUKEE WI 53202

The person whose name appears on this document has complied with the provisions of the Wisconsin Statutes and holds the credential specified above.

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State of Wisconsin
DEPARTMENT OF REGULATION AND LICENSING
Committed to Equal Opportunity in Employment and Licensing

ACCOUNTING FIRM

No. 125 - 003 Expires: 12/14/2009

RITZ HOLMAN BUTALA FINE LLP
330 E KILBOURN AVE STE 550
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The named person has complied with Wisconsin Statutes and holds the credential specified above.

Signature:

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KATY L SOMMER
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- Please note the information about our updated website on the enclosed notice.
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State of Wisconsin
DEPARTMENT OF REGULATION AND LICENSING
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Credential
CERTIFIED PUBLIC ACCOUNTANT

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CERTIFIED PUBLIC ACCOUNTANT

No. 15881 - 001 Expires: 12/14/2009

KATY L SOMMER
5011 N IDLEWILD AVE
WHITEFISH BAY WI 53217

The named person has complied with Wisconsin Statutes and holds the credential specified above

Signature:

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

1 Table of Contents

2 Description of Educational Program

3 Educational Results

4 Assessment Plan

5 Other Accountability Measures

6 Qualifications of Teaching Staff

7 Admission Procedures
Disciplinary Procedures

8 Plan to Education Children with Disabilities

9 Attachment P-Parental Involvement Data

10 Attachment Q-Teacher Licenses & Transcripts

11 Attachment D-Staff Handbook/Personnel Manual

12 Attachment U-Position Listing & Professional Resumes

13 Attachment S-Parent/Student Handbook & Disciplinary Procedures

14 Attachment T-IDEA Policies and Procedures Model

15 Certification

AVERY READY INDEX 900087

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P– Parental Involvement Data..... ...**Tab 9**

Q- DPI Licenses & Transcripts.....**Tab 10**

D- Personnel/Staff Manual.....**Tab 11**

U- Position Listing & Professional Resumes.....**Tab 12**

S- Parent/Student Handbook & Disciplinary Procedures.....**Tab 13**

T- IDEA Policies and Procedures Model.....**Tab 14**

SECTION III: CERTIFICATION.....Tab 15

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 allows 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
K4	**Phonics and Reading** • 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 **Writing and Spelling** • Form of letters, blends, and words • Write first and last name • Write in journal (inventive spelling) **Language** • 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	**Numbers and Operations** • 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+1 to 1+5 **Geometry and Measurement** • 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	**Observing and Investigating** • Seasons • Habitats • Weather • Animals • Fire Safety • Nutrition	**Human Similarities, Differences and Interdependence** • Families • Community Helpers • Transportation • Holiday Celebrations

Grade	Literacy	Math	Science	Social Studies
K5	**Language Arts** **Phonics and Reading** • 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 **Writing and Spelling** • 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 **Language** • 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.)	**Mathematical Thinking** **Numbers and Operations** • Count, recognize and write numbers to 100 • Show understanding of the concept of numbers and quantity • Use number words one-ten and first-tenth • 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) **Geometry and Measurement** • 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 **Probability and Statistics** • Collect and record data using lists or graphs • Draw conclusions based on graphs	**Scientific Thinking** **Observing and Investigating** • 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. **Questioning and Predicting** • Seek information about the natural world. **Explaining and Forming Conclusions** • Form explanations based on observations and explorations. **Classification** • Plants • Animals **Other Themes** • Seasons • Weather • Nutrition and Health • Perform Self Care Tasks • Health and Safety	**Social Studies** **Human Similarities and Differences** • Recognize and express feelings. • Explain how people are alike and different. • Identity and compare family habits of living and culture. • Understand the roles and structure of family. • Understand the roles and responsibilities of community helpers. **Rights and Responsibilities** • Begin to understand rules. • Recognize the rules for good leaders • Show interest in the environment **People and Where They Live** Understand the following: Concepts: • Family • Community • Patriotism • Conflict Resolution • Children of the World

Grade	Literacy	Math	Science	Social Studies
1st	**Language Arts** **Phonics and Reading** • 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) **Writing and Spelling** • 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 **Language** • 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	**Mathematical Thinking** **Numbers and Operations** • 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 **Geometry and Measurement** • 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	**Scientific Thinking** **Observing and Investigating** • Observe characteristics and behaviors of living and non-living things • Recognize and use tools to gather scientific information. **Visual Comparison** • Classify and compare living and non-living things. • Life cycles-(birth, growth, reproduction and death). **Questioning and Predicting** • Natural and Physical Science-Why? What? How? and When? • Make logical Predictions **Explaining and Forming Conclusions** • Answer questions and form opinions. • Communicate scientific information in various ways.	**Social Studies** **Human Interdependence** • Recognize self as being unique. • Understanding the needs of others **Rights and Responsibilities** • Demonstrate an understanding of rules and responsibilities -Families -School -Community **People and Where They Live** • Recognize how the environment affects how people live and work. • Demonstrate an understanding of -American History -African American History -Other Cultures

		and use some time-related words • Understand sequential order **Probability and Statistic** • Collect and record data using simple tallies, lists, charts, and pictographs and bars. • Read a simple graph or chart and analyze data		

Grade	Literacy	Math	Science	Social Studies
2nd	**Language Arts** **Phonics and Reading** • 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 **Critical Thinking** • Identify the difference between fiction/nonfiction materials • Use the library and computers to research projects • Use language to explain problem solving strategies **Writing and Spelling** • 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	**Mathematical Thinking** **Numbers and Operations** • 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 **Geometry and Measurement** • 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	**Scientific Thinking** **Observing and Investigating** • Gather information by collecting, counting and measuring. • Ask questions and make logical predictions. **Visual Comparison** • Classify, observe and compare behavior of living and non-living things. • Recognize and use tools to gather scientific information. **Questioning and Predicting** • 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.	**Social Studies** **Human Similarities and Differences** • Recognize shared and different characteristics of individuals. • Identify similarities and differences in individual and group habits and their patterns of living. **Human Interdependence** • Recognize ways people depend on each other. • Understand different job roles and responsibilities • Identify technological influences on people's lives **Rights and Responsibilities** • Demonstrate an understanding of rules. • Understand the need for good leadership and fair decision-making. **People and Where They Live** • 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.

	Language • 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.	(1/2, 1/3,1/4) as part of a whole or a set of objects **Probability and Statistics** • Collect and record data using tallies, list charts and graphs • Read pictographs, bar graphs, line graphs and charts		• Identify their continent, country, state and city.

Grade	Literacy	Math	Science	Social Studies
3rd	<u>Language Arts</u> **Phonics and Reading** • 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 **Critical Thinking** • Understand and interpret stories and poetry • Research topics using technological resources • Interpret and analyze non-fiction reading materials **Writing and Spelling** • 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. **Language and Grammar** • Listen for meaning in discussion and conversation • Continue to follow directions that involve a multi-step sequence of actions	<u>Mathematical Thinking</u> **Numbers and Operations** • 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	<u>Scientific Thinking</u> **Observing and Investigating** • 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 -Ponds -Space -Forest -Deserts -Fields **Questioning and Predicting** • Ask questions about the natural and physical world by using who why, what and how. • Use prior knowledge to make logical predictions. **Explaining and Forming Conclusions** • Draw conclusions based on observations and experimentation • Communicate	<u>Social Studies</u> **Human Similarities and Differences** • 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. **Human Interdependence** • 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. **Rights and Responsibilities** • Understand how rules and laws protect people and property. • Understand how government functions.

	• Speak articulately; use descriptive language to express ideas, opinions and feelings	• 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 **Probability and Statistics** • 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.	**People and Where They Live** • 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.

Grade	Literacy	Math	Science	Social Studies
4th	**Language Arts** **Reading and Literature** • 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 **Critical Thinking** • 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 **Writing and Spelling** • 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.	**Mathematical Thinking** **Numbers and Operations** • 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 **Geometry and Measurement** • 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	**Scientific Thinking** **Observing and Investigating** • 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 -Ponds -Space, -Forest -Desert -Fields **Questioning and Predicting** • 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).	**Social Studies** **Human Similarities and Differences** • Demonstrate an understanding of the following -Wisconsin History -American History -African History -Native American History • Understand how human differences can result in conflict. -Native American -Civil Rights **Human Interdependence** • Demonstrate an understanding of how people depend on each other for economic needs. • Demonstrate an understanding of the historical interaction between people and technology. **Rights and Responsibilities** • Develop an understanding of how individuals participate in society. -American Creed -Declaration of Independents -Preamble

	• Continue cursive writing. **Language and Grammar** • Review and demonstrate knowledge of word usage, such as prefixes, suffixes, and root woods • 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.	**Probability and Statistics** • 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	**Explaining and Forming Conclusions** • 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.	• First Amendment • Understanding purposes and structures of local, state and national governments. **People and Where They Live** • 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.

Grade	Literacy	Math	Science	Social Studies
5th	<u>Language Arts</u> **Reading and Literature** • 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 **Critical Thinking** • 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 **Writing and Spelling** • 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. **Language and Grammar** • Review and demonstrate knowledge of word usage, such as prefixes, suffixes, and root woods • Begin diagramming, and use all eight parts of	<u>Mathematical Thinking</u> **Number Concepts and Operations** • 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 • Squares and square roots **Geometry and Measurement** • 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	<u>Scientific Thinking</u> **Observing and Investigating** • 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. **Questioning and Predicting** • Ask questions about the natural and physical world. (study energy and matter). • Use prior knowledge to make logical predictions (study the earth and space). **Explaining and Forming Conclusions** • Draw conclusions based on observation and experimentation	<u>Social Studies</u> **Human Similarities and Differences** • Demonstrate an understanding of the following: -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. **Human Interdependence** • Demonstrate an understanding of how people depend on each other for economic needs. • Demonstrate an • understanding of the historical interaction

	speech • Begin and use subjects and predicates • Recognize complements (direct/indirect object, predicate nominators and adjectives). • Use clear concise language to express ideas and opinions	Fahrenheit to Celsius scales **Probability and Statistics** • Use tables, charts, and graphs to collect, record, and analyze data • Describe the relationship between events that are unlikely, equally likely and certain.	• Describe, record, and explain findings. • Show an understanding of how parts of a system inter-relate.	between people and technology. -Compare usage of tools -Compare ancient culture with today's culture. **Rights and Responsibilities** • 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 **People and Where They Live** • Describe positive and negative ways that people affect their environment. • Understand how environmental factors shape people lives. • Read, interpret, and

				construct maps, globe and their physical features.

Grade	Literacy	Math	Science	Social Studies
6th	<u>Language Arts</u> **Reading and Literature** • 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 **Critical Thinking** • 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. **Writing and Spelling** • 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. **Language and Grammar** • 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)	<u>Mathematical Thinking</u> **Number Concepts and Operations** • 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. **Geometry and Measurement** • 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).	<u>Scientific Thinking</u> **Observing and Investigating** • Continue to use the Scientific Method -Observe -Experiment -Gather information -Classify -Categorize -Compare -Form conclusion **Questioning and Predicting** • Form scientific questions about the physical and natural world. • Uses evidence and prior knowledge to make logical scientific predictions. **Explaining and Forming Conclusions** • 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)	<u>Social Studies</u> **Human Similarities and Differences** • Understand similarities and differences in how people conduct their lives. - Climate - Geographical Factors - Culture and Beliefs • Understand how human differences can result in conflict. **Human Interdependence** • Understand how people rely on each other for economic needs. • Understand historical interaction between people and technology. **Rights and Responsibilities** • 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.

	• Recognize complements (direct objects, indirect objects, predicate nominator, and predicate adjectives).	**Probability and Statistics** • Use tables, charts, and graphs to collect, record, and analyze data. • Determine the mean (the average) given a set of data.		**People and Where They Live** • 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, - Continents -Cities - Oceans -States - Mountain Ranges - Natural Borders - Oceans - Mountain Ranges - Landforms • Locate positions on the earth surface - Use reference points - Latitude and longitude - Direction - Size - Shape - Scale - Name and Locate the fifty states

Grade	Literacy	Math	Science	Social Studies
7th	<u>Language Arts</u> **Reading and Literature** • 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 **Critical Thinking** • 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 **Writing** • 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	<u>Mathematical Thinking</u> **Number Concepts and Operations** • 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) **Geometry and Measurement** • 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 **Probability and Statistics** • Describe relationships presented in tables, graphs and symbolic rules	<u>Scientific Thinking</u> **Observing and Investigating** • Describe how atmosphere affect the weather • Explain plants as a part of the life cycle. • Classify, categorize and compare living things. **Questioning and Predicting** • Formulate questions about the physical and natural world. **Explaining and Forming Conclusions** • Explain the interactive relationships between body systems. • Identify and explain the structure of matter.	<u>Social Studies</u> **Human Similarities and Differences** • Analyze cultural influences on people and their daily lives. **Human Interdependence** • Describe the movement of people, ideas and products throughout the world. • Gather, discuss and identify events and people in history. **Rights and Responsibilities** • Describe the relationship between and among significant events. • Introduce Parliamentary procedures. **People and Where They Live** • 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.

	Language and Grammar • 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.			

Grade	Literacy	Math	Science	Social Studies
8th	<u>Language Arts</u> **Reading and Literature** • 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 **Critical Thinking** • 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 **Composition** • Continue to use the writing process (Steps to	<u>Mathematical Thinking</u> **Numbers and Operations** • 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) **Geometry and Measurement** • 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 Pythagorea **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	<u>Scientific Thinking</u> **Observing and Investigating** • Identify three forms of motion. -Solid -Liquid -Gas • Study the structure and migrating habits of birds. • Explain the laws of magnets and gravitational force. **Questioning and Predicting** • Pose questions that will help gain a better understanding of the foundation of modern science and its beginning. • Pose questions involving science vs. evolution. **Explaining and Forming Conclusions** • Gain knowledge of electricity by explaining how electric and magnetic forces are alike. • Draw conclusions based on observation and experimentation.	<u>Social Studies</u> **Human Similarities and Differences** • 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) **Human Interdependence** • 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. **Rights and Responsibilities** • Use historical events to determine, analyze and support a position about important political values. -Freedom -Democracy -Equality -Declaration of Independence -United States

	Writing). • 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. **Language and Grammar** • 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	conduct a statistical investigation)		Constitution -Bill of Rights -Freedom of Speech -Supreme Court -American Political System **People and Where They Live** • 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.

EDUCATIONAL RESULTS

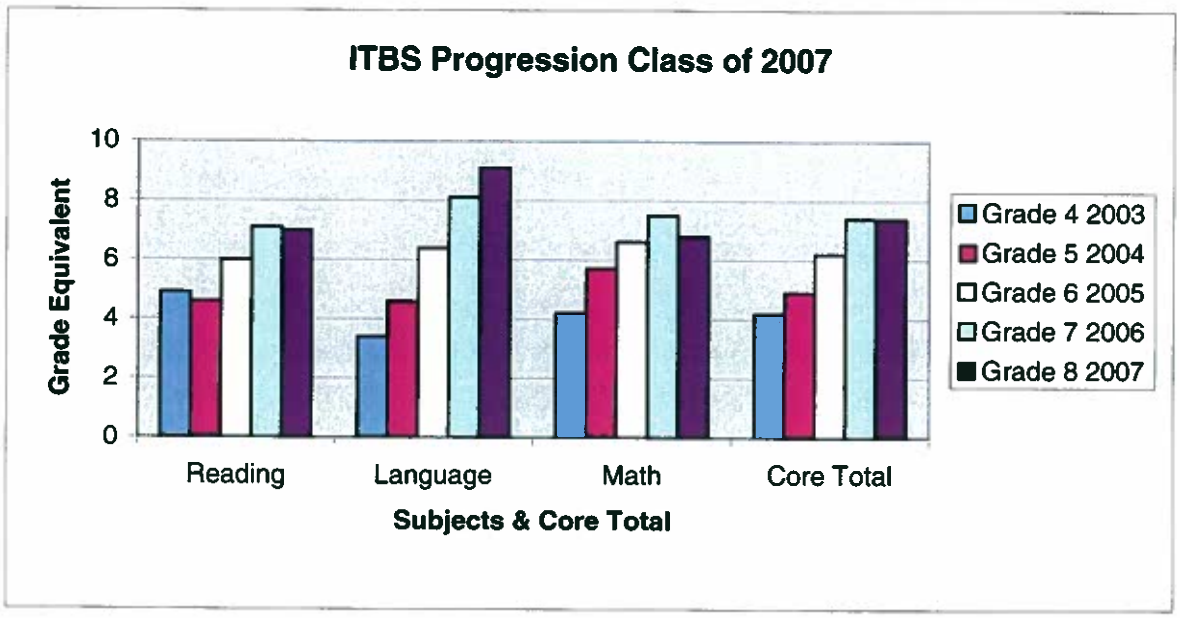
Educational Results					
	Description Of Outcome		**Measurement of Assessment Form**	**Frequency of Measurement or Assessment**	**Student to which Measurement or Assessment Applies**
Literacy	Word Recognition - Sight - Analysis Comprehension - Significant Miscues - Questions Missed - Retelling		Jerry 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 1st-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

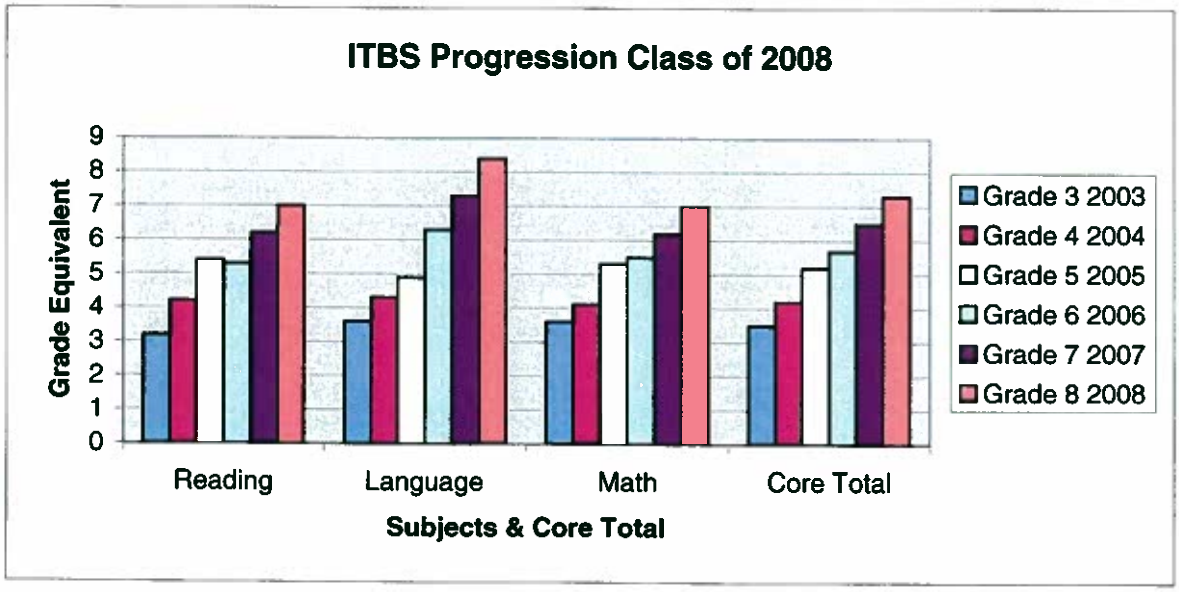
Standardized Test Progression

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.

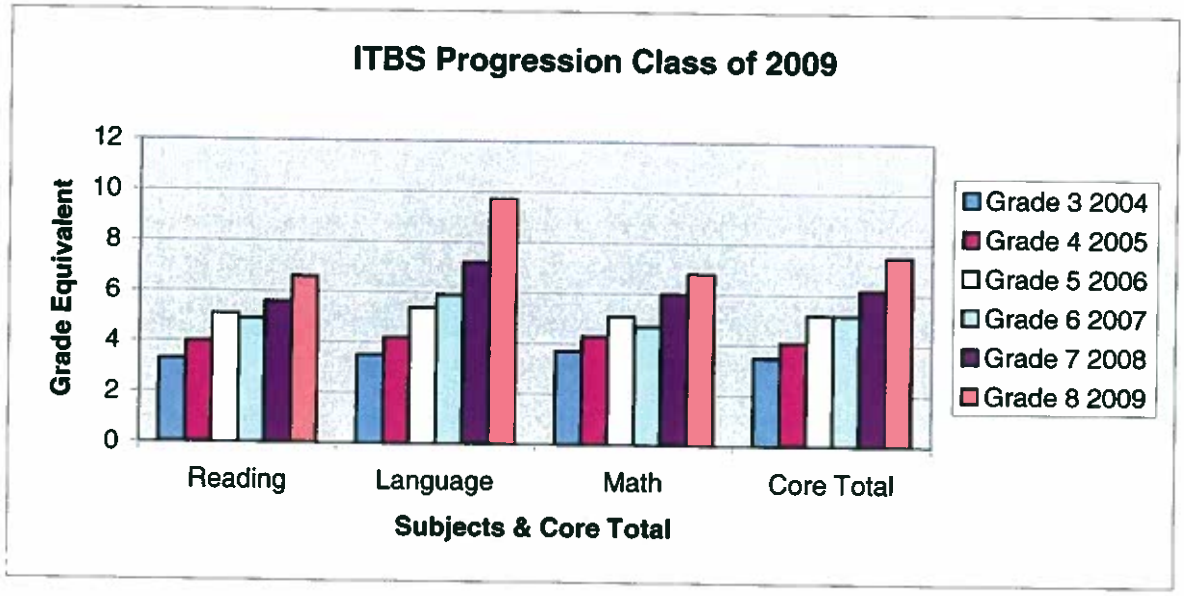
	Reading	Language	Math	Core Total
Grade 4 2003	4.9	3.4	4.2	4.2
Grade 5 2004	4.6	4.6	5.7	4.9
Grade 6 2005	6	6.4	6.6	6.2
Grade 7 2006	7.1	8.1	7.5	7.4
Grade 8 2007	7	9.1	6.8	7.4



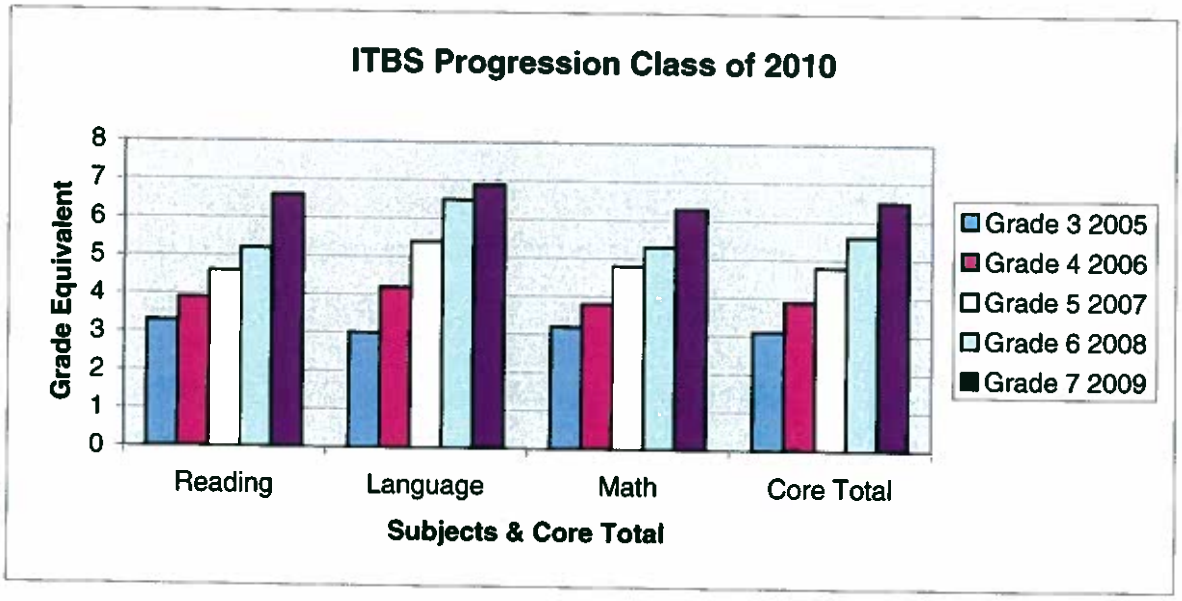
	Reading	Language	Math	Core Total
Grade 3 2003	3.2	3.6	3.6	3.5
Grade 4 2004	4.2	4.3	4.1	4.2
Grade 5 2005	5.4	4.9	5.3	5.2
Grade 6 2006	5.3	6.3	5.5	5.7
Grade 7 2007	6.2	7.3	6.2	6.5
Grade 8 2008	7	8.4	7	7.3



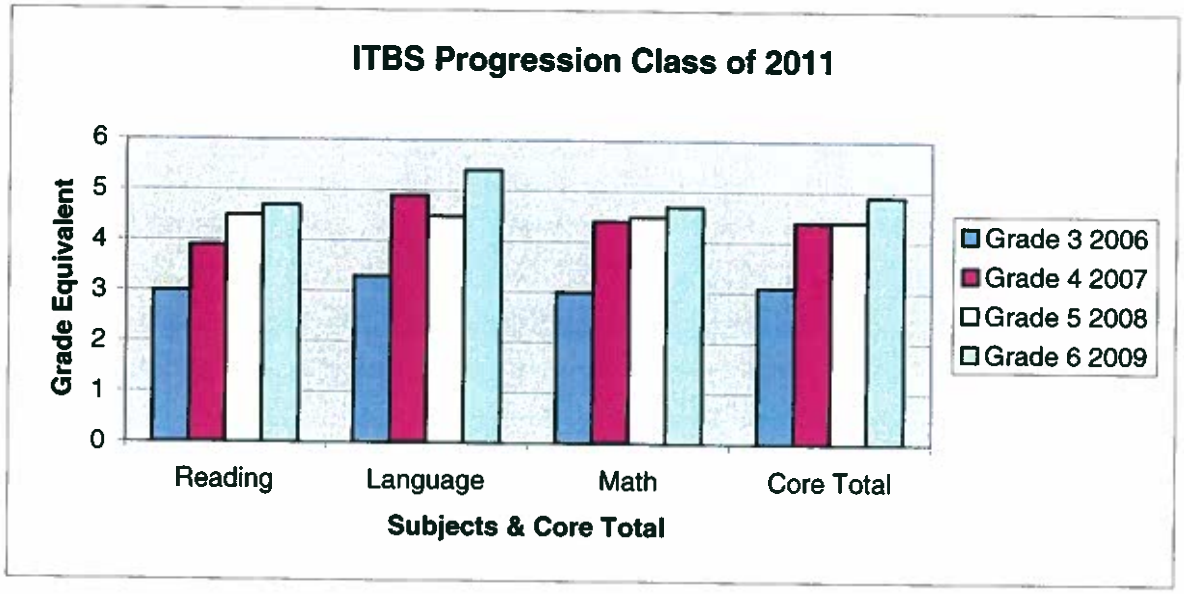
	Reading	Language	Math	Core Total
Grade 3 2004	3.3	3.5	3.7	3.5
Grade 4 2005	4	4.2	4.3	4.1
Grade 5 2006	5.1	5.4	5.1	5.2
Grade 6 2007	4.9	5.9	4.7	5.2
Grade 7 2008	5.6	7.2	6	6.2
Grade 8 2009	6.6	9.7	6.8	7.5



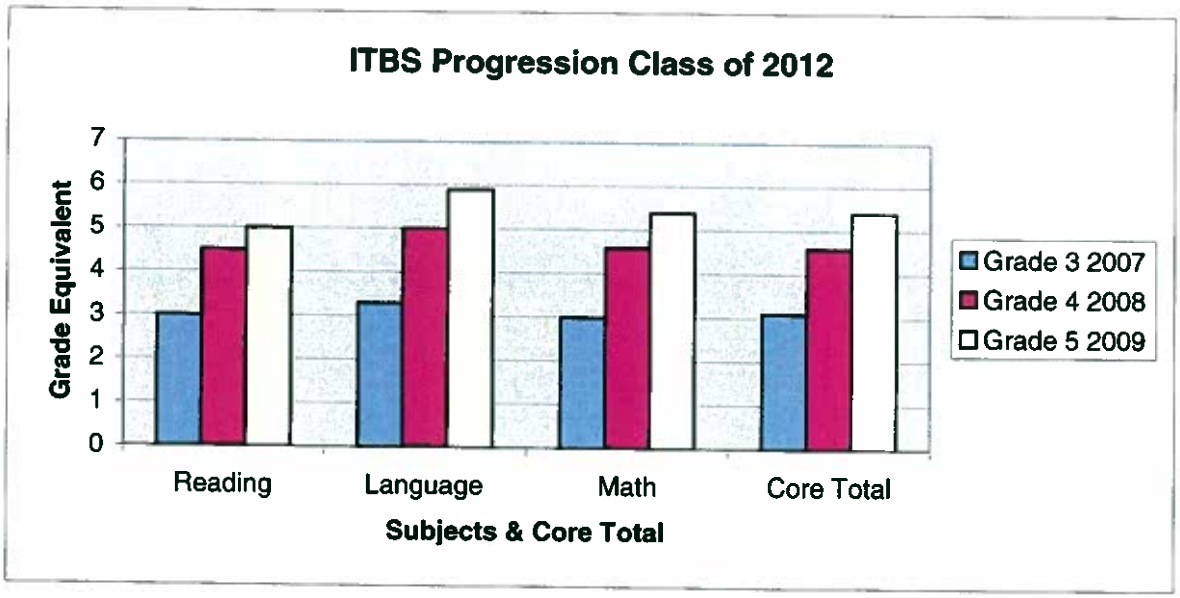
	Reading	Language	Math	Core Total
Grade 3 2005	3.3	3	3.2	3.1
Grade 4 2006	3.9	4.2	3.8	3.9
Grade 5 2007	4.6	5.4	4.8	4.8
Grade 6 2008	5.2	6.5	5.3	5.6
Grade 7 2009	6.6	6.9	6.3	6.5



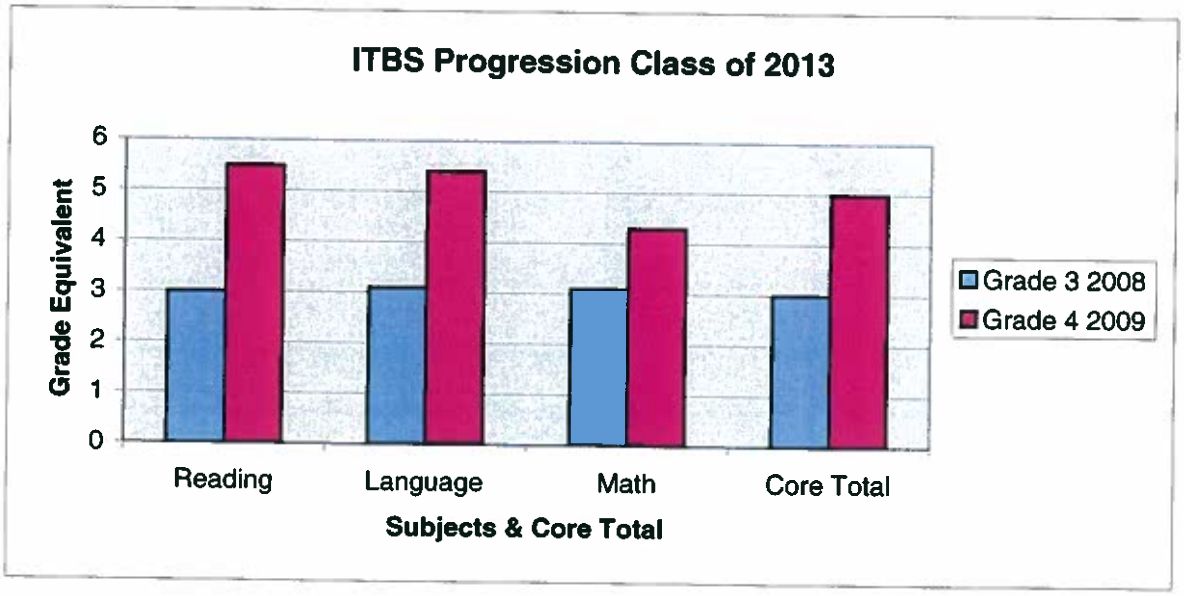
	Reading	Language	Math	Core Total
Grade 3 2006	3	3.3	3	3.1
Grade 4 2007	3.9	4.9	4.4	4.4
Grade 5 2008	4.5	4.5	4.5	4.4
Grade 6 2009	4.7	5.4	4.7	4.9



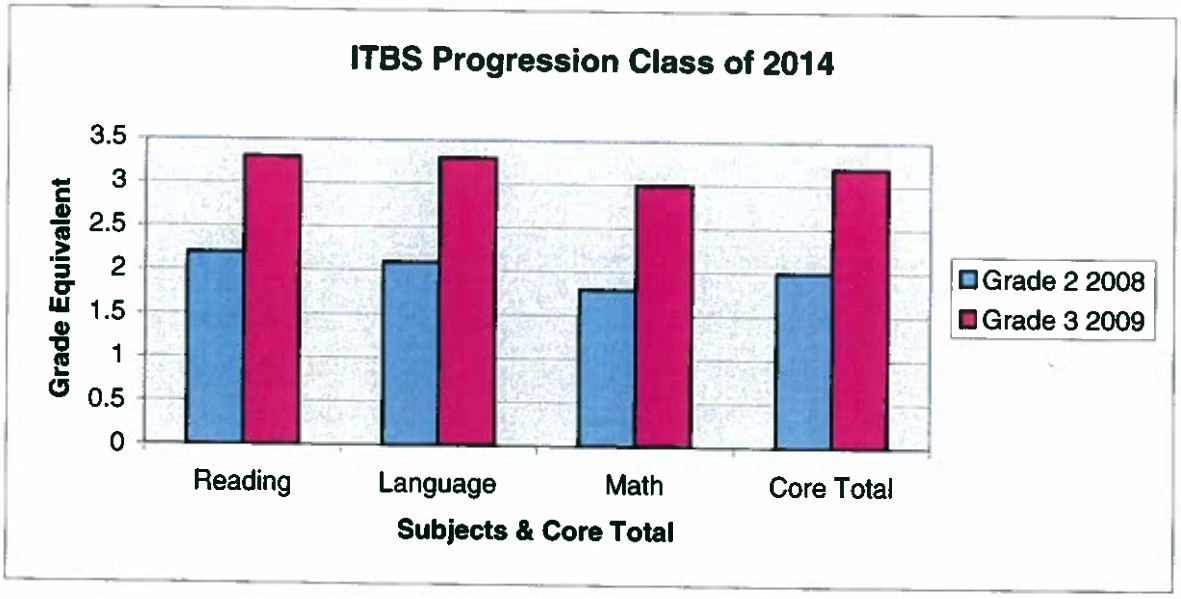
	Reading	Language	Math	Core Total
Grade 3 2007	3	3.3	3	3.1
Grade 4 2008	4.5	5	4.6	4.6
Grade 5 2009	5	5.9	5.4	5.4



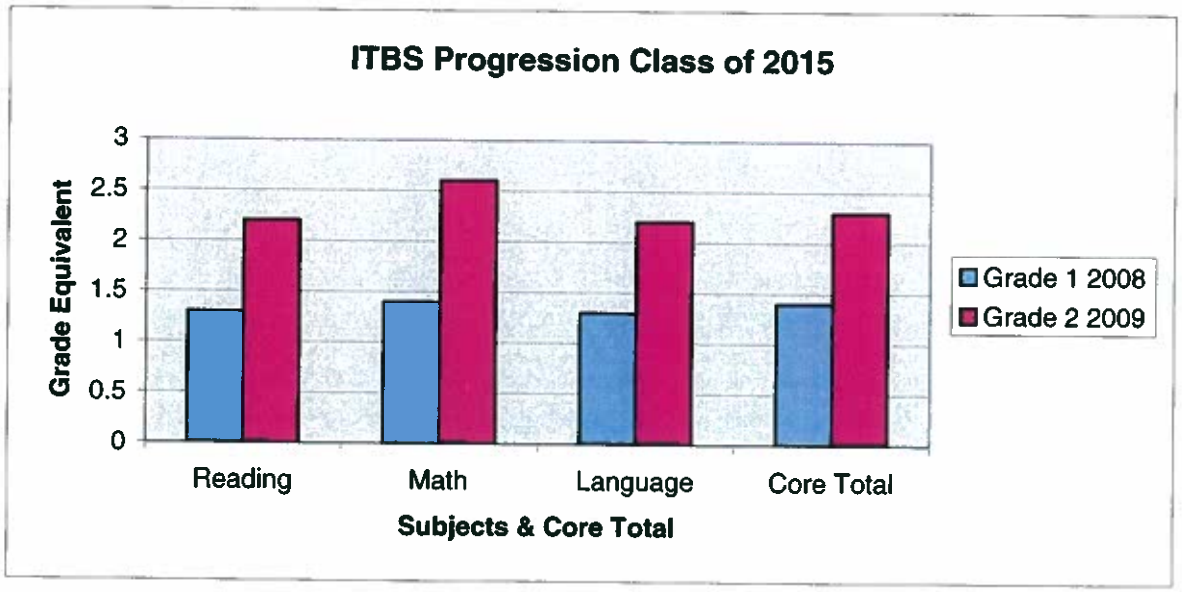
	Reading	Language	Math	Core Total
Grade 3 2008	3	3.1	3.1	3
Grade 4 2009	5.5	5.4	4.3	5



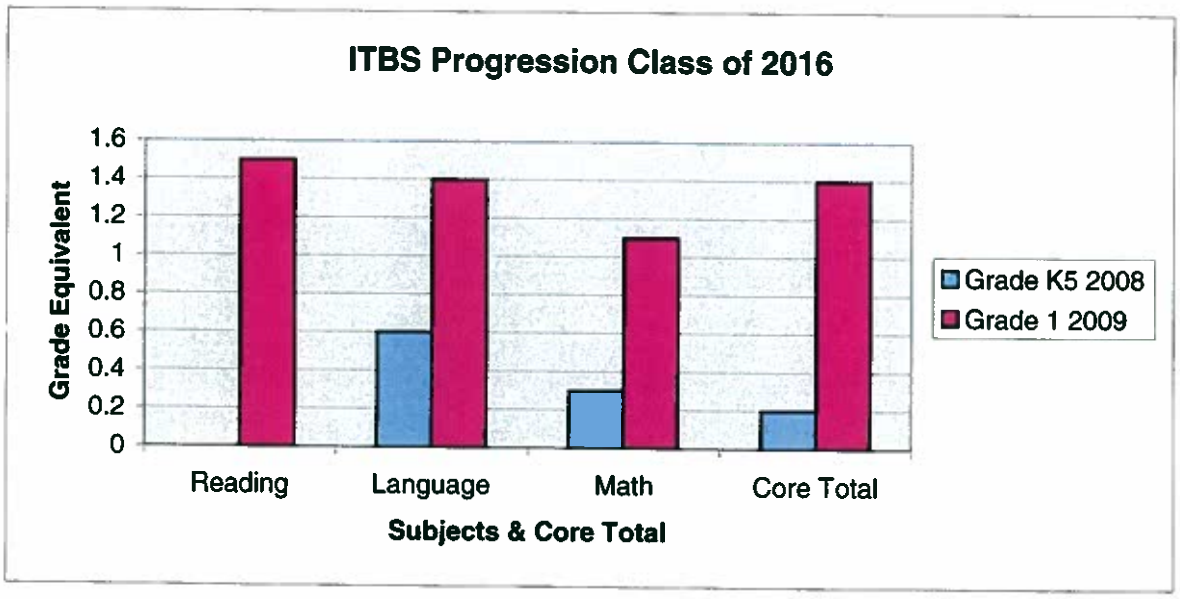
	Reading	Language	Math	Core Total
Grade 2 2008	2.2	2.1	1.8	2
Grade 3 2009	3.3	3.3	3	3.2



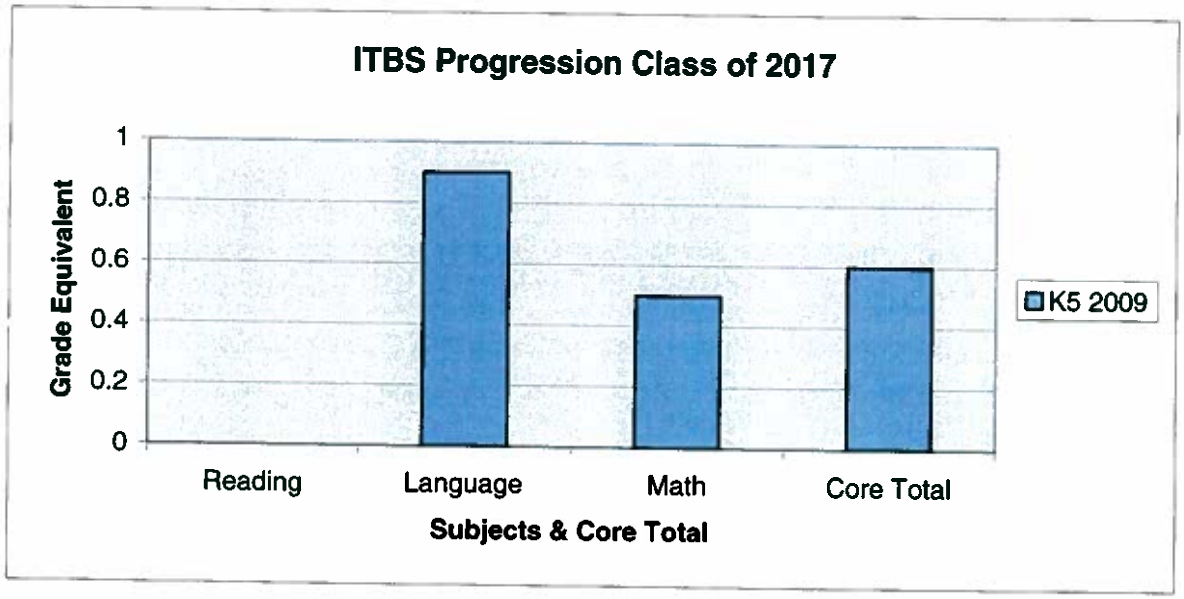
	Reading	Math	Language	Core Total
Grade 1 2008	1.3	1.4	1.3	1.4
Grade 2 2009	2.2	2.6	2.2	2.3



	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



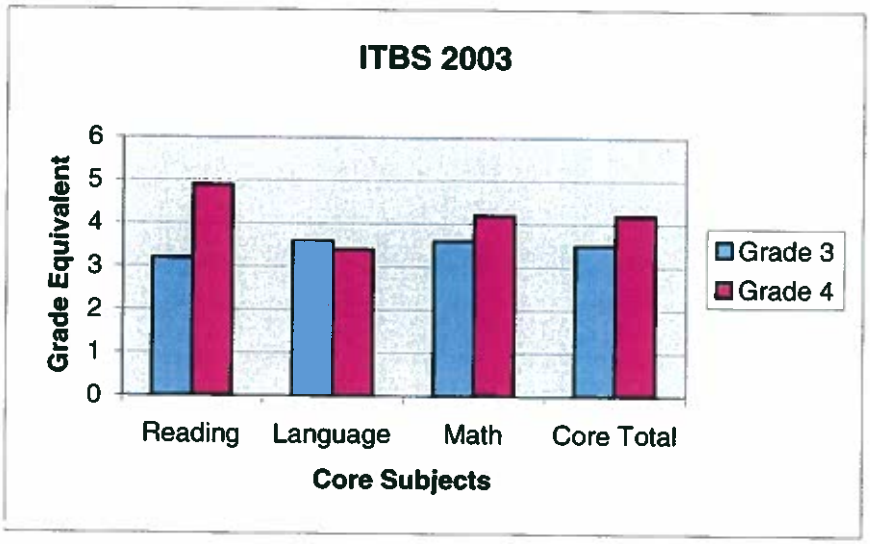
	Reading	Language	Math	Core Total
K5 2009		0.9	0.5	0.6



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

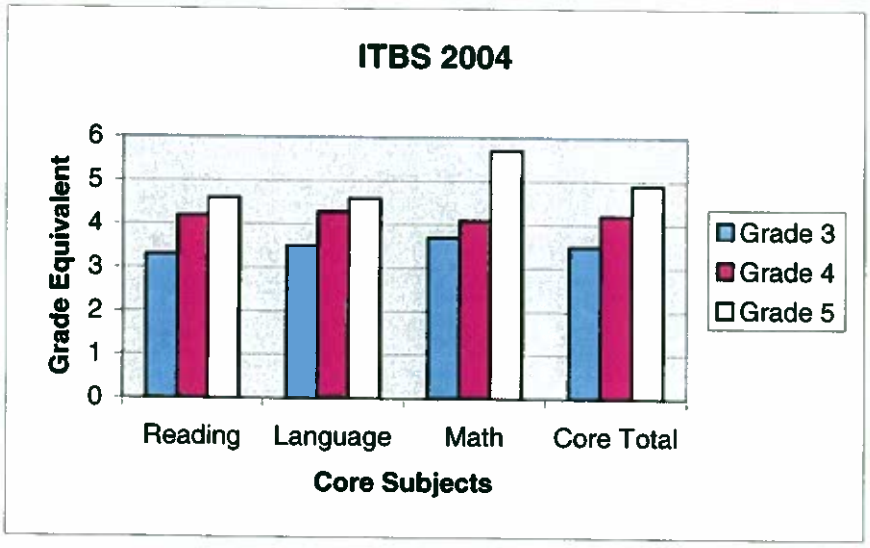
ITBS 2003

	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



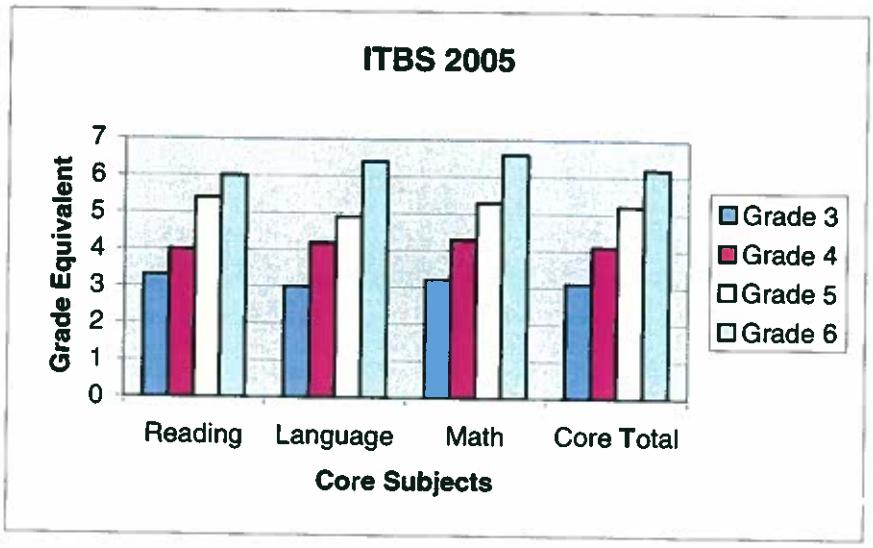
ITBS 2004

	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



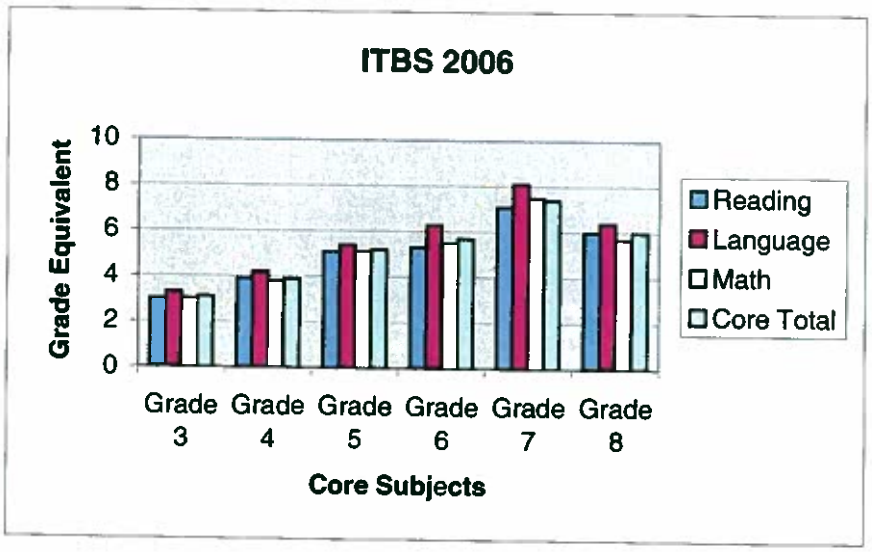
ITBS 2005

	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

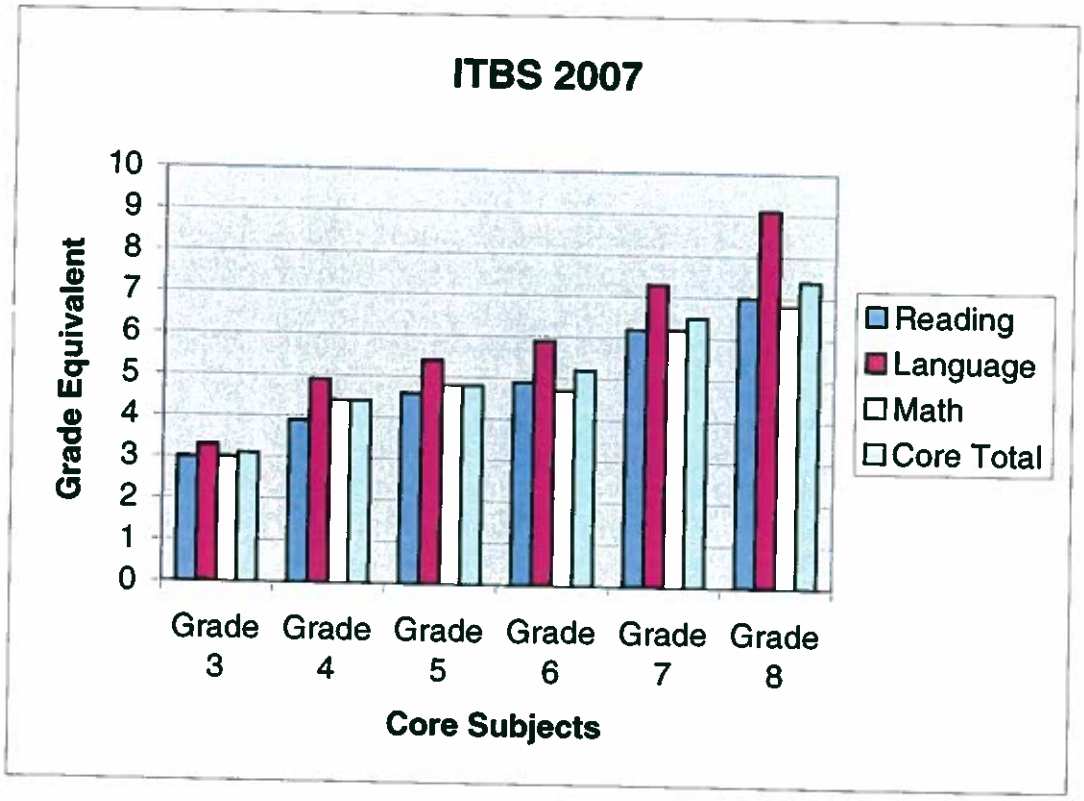


ITBS 2006

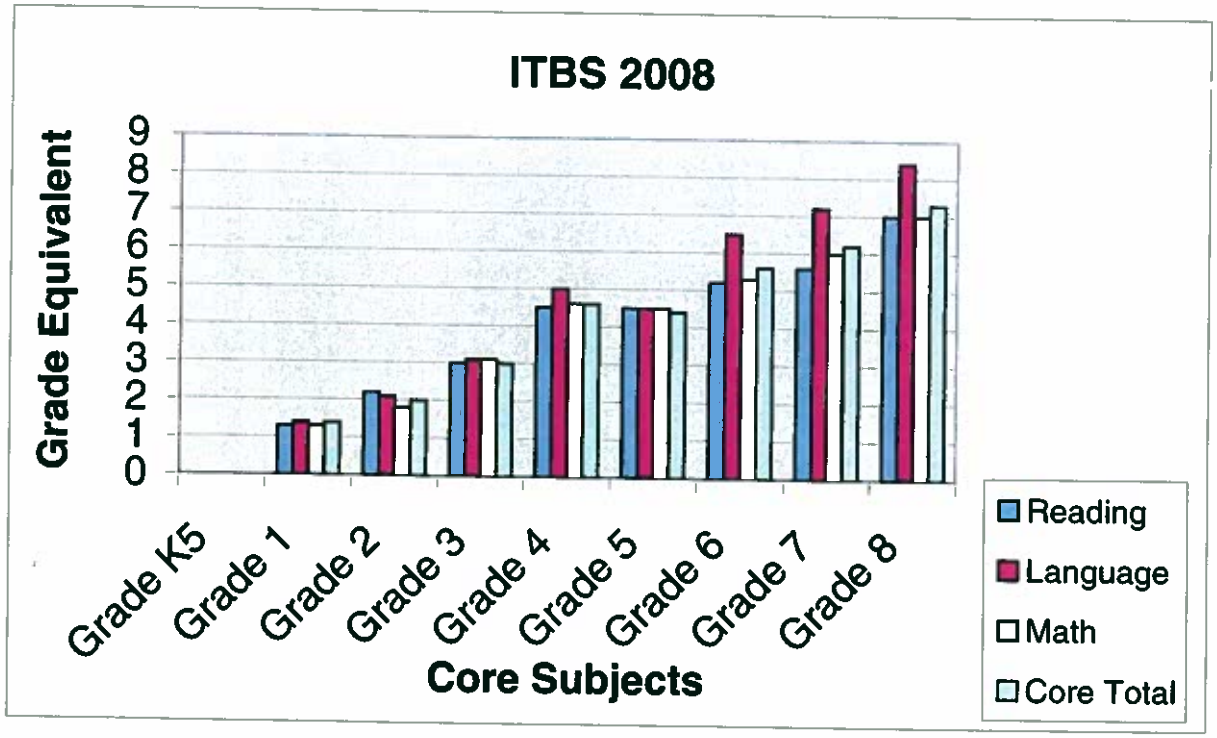
	Reading	Language	Math	Core Total
Grade 3	3	3.3	3	3.1
Grade 4	3.9	4.2	3.8	3.9
Grade 5	5.1	5.4	5.1	5.2
Grade 6	5.3	6.3	5.5	5.7
Grade 7	7.1	8.1	7.5	7.4
Grade 8	6	6.4	5.7	6



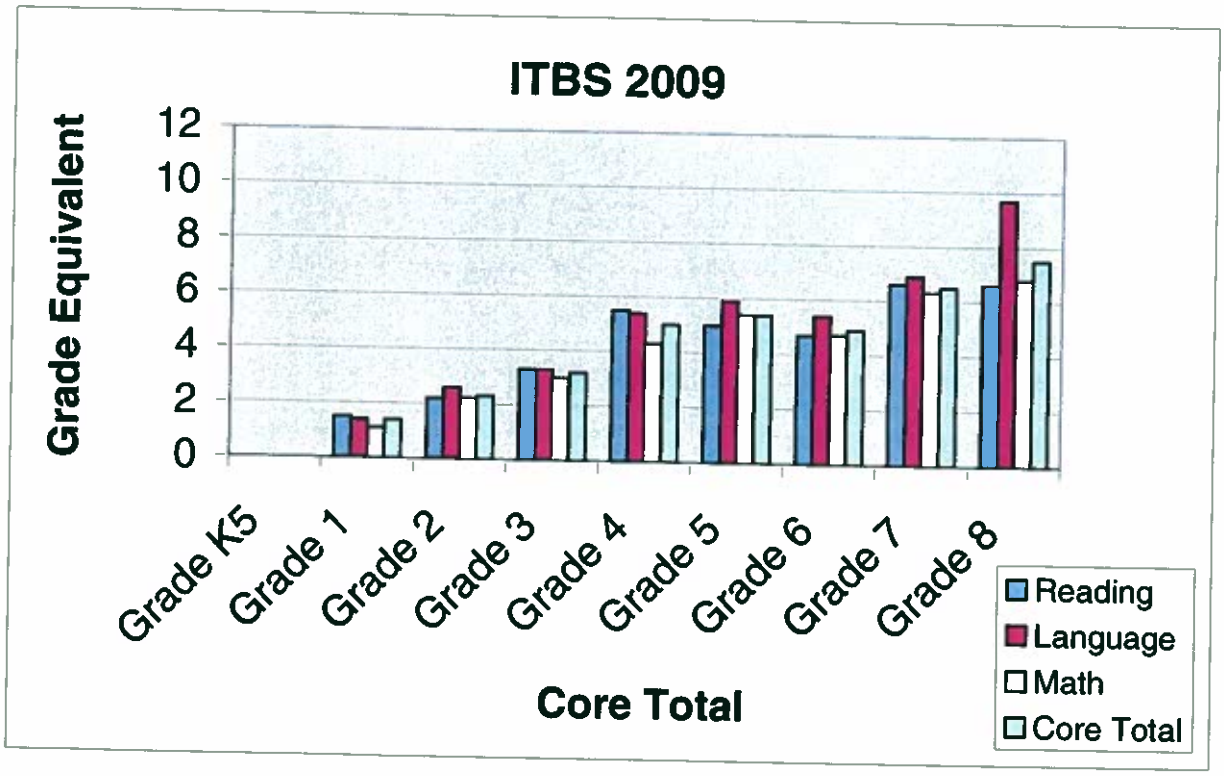
	ITBS 2007			
	Reading	Language	Math	Core Total
Grade 3	3	3.3	3	3.1
Grade 4	3.9	4.9	4.4	4.4
Grade 5	4.6	5.4	4.8	4.8
Grade 6	4.9	5.9	4.7	5.2
Grade 7	6.2	7.3	6.2	6.5
Grade 8	7	9.1	6.8	7.4



	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 identity 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 cognitive 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

Revisi 3/06

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Parent Participation Report

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

page 2

Parent Name	Children	Standard Met		Parent/Children Names	Children	Standard Met
Luckett, Tracy	Luckett, Jorlea	No		Stephens, LaToya	Stephens-Holmes, Jaylen	No
Marshall, Donna	Bufford, Darius Marshall-Roby, Mytea	Yes		Stewart, Tiffany	Stewart, Nigel Stewart, Najee	Yes
Mathis, Marisha	Mathis, Nyla	No		Summers, Sylvia	Summers, Emerald 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, LaWanda	Latson, LaShawn	Yes
Monroe, Louisa	Monroue, Christopher	Yes		Thompson, Chandra	Thompson, Diamond Thompson, Dominic	Yes
Morgan, Pamela	Morgan, Marvellis	Yes		Todd, Shirley	Potis, Michelle	No
Muhammad, Fatima	Muhammad, Ameenah	Yes		Townsend, Lora	Townsend, Danyell	Yes
Muldrew, Deletha	Dixon, D'Shawndra	Yes		Tucker, Latisha	Tucker, Izeiah Tucker, Daejah Tucker, Montrell	Yes
Newell, Enatra	Newell, Ashley Newell, Christina Newell, Ebony Holmes, Kayla	Yes		Turner, Sonji	Wright, Terence	No
Roberts, Patrice	Roberts, Timmia	Yes		Warr, Delores	Blevins, Chyna Duguid, Marcus	Yes
Robinson, Rochelle	Robinson, Aaron Robinson, Alexis	Yes		Warr, Tracey	Woods, Arnisha Woods, Dionira Woods, Raya	Yes
Robinson, Janell	Triggs, Elijah Triggs, Derrick	Yes		Webb, Devonia	Medina, Juan	No
Robinson-Carmichael, Brenda	Carmichael, Clara	No		Williams, Jermaine	Guilliford, Samuel	Yes
Sanders, Tawanna	Johnson, Jewan Johnson, Jamber Johnson, Jordan	Yes		Williams, Consuella	Williams, Nikiya Williams, Nikaya Williams, Noel Williams, Nicolas	Yes
Seroyer, Shanetta	Seroyer, Brittany	Yes		Williams, Nancy	Heart, Tylesha	Yes
Simpson, Clorice	Blade-Simpson, Essence	No		Wilson, Edna	Tillis, Markale	Yes
Smith, Lakesha	Austin, Jacques Austin, Ja'Kira	Yes				
Smith, Aimee	Smith, Landon	No				
Smith, Diana	Moore, Roland	No				

Number of choice families	85
Number of Choice families that met the standard	61
% of participation	72%

Revis /06

200 06
Parent Participation Report

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

Parent Name	Children	Standard Met	Parent/Children Names	Children	Standard Met
Allen, James	Allen, Alexander Rembert, Kayla	Yes	Edwards, Tracy	Mitchell, Allen	Yes
Almond, Kerlston	Almond, Alexis Green, Damon Green Dameon	Yes	Felton, Sonja	Beard, Kasey Beard, Kourtney Harrison, Meurice Felton, Mickeal Avery, Donald	Yes
Almond, Ityshi	Tarleton, Alenyte' Tarleton, Allen Tarleton, Lakeidra	Yes	Fitzpatrick, Shanice	Fitzpatrick, Jalen Fitzpatrick, Martelles	No
Alston-Jackson, Beverly	Garvin, Leondra	Yes	Gillyon, Lisa	King, David	No
Baldwridge, Kelly	Baldwridge, Jonathan	No	Grant, Jessica	Profitt, Daoni	Yes
Barnes, April	Barnes, Ebony Barnes, Essence	Yes	Grant, Kimberly	Grant, Aaliyah Grant, Angelica Grant, Alizabeth	Yes
Bates, Angela	Portis, Akeil	Yes	Grant, Sheila	Grant, Jasmine Lee, Ashley	Yes
Biddle, Fatima	Allen, Christian Mapp, Grady	Yes	Gray, Latisa	Carter, Terriona Harris, Darren	Yes
Bolden, Patricia	Bolden, Christopher	Yes	Griffin, Gwendolyn	Batton, Sade Watson, Lethaniel	Yes
Brayboy, Abigail	Braboy-Mcgee, Mystique	No	Hardge, Melinda	Essien, Alexis	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, Brittany Brown, Randy Brown-Johnson, Michael	Yes	Howard, Shavetta	Jones, Marreon	Yes
Brown, Wanda	Brown, Brian	Yes	Howard, Shelly	Tucker, Asya	No
Bufford, Nakesha	Bufford, Julius	Yes	Hunter, Kanita	Hunter, Qureontae	No
Burks, Veronica	Brown, Braxton	Yes	Cotton, Kimberley	Boothe Jr., Jason	Yes
Carrington, Qiana	Elliott, Briazhane	No	Johnson, Toni	Edwards, Wanya Johnson, Shanice	Yes
Cash, Denise	Cash, Jeremiah Cesh, Joshua Malone, DeAngelo	Yes	Johnson, Darlene	McClendon, Donte'	Yes
Cobbs, Linda	Cobbs, Tierra	No	Jones, Tameka	Jones, Justyn	No
Coleman, Timothea	Coleman, Jackie Coleman, Darryl	Yes	Jones, Patricia	Grace, Brontia	Yes
Cole, Lairail	Cole, Giovanni Cole, Quinese	Yes	Jones, Stephanie	Jones, Bryanna Jones, Bionca	No
Cowan, Michelle	Stanton, Asia	Yes	King, Lakisha	Malone, Agil Williams, Elricha	Yes
Criss, Tamika	Criss, Laquonda Gatson, Neriah	Yes	Kinney, Demeatrice	Burton, Juvan McConnell, Hollice	Yes
Crum, Keisha	Crum, Marcus Crum, Prionna	Yes	Lee, Lorena	Lenyard, Randall	No

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

Parent Name	Child/ren	PTO/Parent Meetings	Parent/Teacher's 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, Alenyte' Tarleton Allen Tarleton, Lakeidra	6	1	3	4	14	Yes
Alston-Jackson, Beverly	Garvin, Leondra	7	2	3	1	13	Yes
Baldwridge, Kelly	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, Meysha	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	7	1	3	2	13	Yes
Brown, Celeste	Brown, Randy Brown, Brittany Brown, Michael	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 Involvnent

lairston, Cynthia	Hairston, Nakia	5	1	3	2	**11**	Yes
larper, Crystal	Bunch, Raja	1	1	1	3	**6**	No
lenderson, Kiesha	Cole, Kennedy Dedmon, Azhane' Cole, Ceaira	7	2	3	3	**15**	Yes
lolt, Sholanda	Lee, Jasmine	4	2	1	3	**10**	Yes
loward, Shavetta	Jones, Marreon	6	3	3	3	**15**	Yes
lunter, Kanita	Hunter, Qureontae	7	2	3	2	**14**	Yes
ackson, Natisha	Grant, Jordan Grant,Jermaine	4	3	2	2	**11**	Yes
ames, Tangela	James, Danajah James, Dajaunia	5	1	2	4	**12**	Yes
ohnson, Toni	Edwards, Wanya	5	2	3	1	**11**	Yes
ones, Tameka	Jones, Justyn	4	2	2	2	**10**	Yes
ones, Patricia	Grace, Brontia	7	1	3	2	**13**	Yes
ude, Queen	Blunt, Isreal	7	2	3	2	**14**	Yes
ing, Lakisha	Malone, A'gil Williams, Elriche	7	2	3	4	**16**	Yes
imbrough, Rasheda umrall, Sharakita	Kimbrough, Lachan Caldwell, Jeshawn Sanders, Darius	3	2	3	4	**12**	Yes
inney, Demeatrice	Burton, Juvan McConnell, Hollice	7	3	3	3	**16**	Yes
ashley, Yolonda	Burns, Rakeia Harris, Shakeyia	2	1	1	2	**6**	No
atiker, Tyra	Latiker-Hardrick, Isiss	1	2	2	2	7	No
ee,Linda	Greer, Jasmine Greer, Charlecia Snarski, Cassandra	4	2	2	2	**10**	Yes
ee, Lorene	Lenyard, Randell	4	3	2	1	**10**	Yes
age 2						**0**	
		PTO/Parent Meetings					

June 12, 2007 L. King

2006-2007 Parent Involvnent

anders, Tawanna	Johnson,Jordan Johnson, Jewan Johnson, Jamber	5	2	2	4	13	Yes
cott, Lovetta	Cushingberry, Joseph Babalola, Jeremiah Scott, Jameelah	3	2	3	4	12	Yes
eroyer, Shanetta	Seroyer, Brittany	3	2	1	1	7	No
hankle, Alexis	Shankle, Sasha	4	1	1	2	8	No
impson, Clorice	Blade-Simpson, Essence	7	2	3	4	16	Yes
isk, Marion	King, Diamond	5	2	3	3	13	Yes
mith, Diana	Moore-Smith, Roland	0	0	0	0	0	No
mith, Lakesha	Austin, Jakira Austin, Jaques	6	2	2	2	12	Yes
tephens, LaToya	Holmes, Jae'La Holmes, Jae'Da Stephens-Holmes, Jalen	3	2	3	3	11	Yes
teward, Claudia	Steward, Klaudia	7	2	3	4	16	Yes
ullivan, Dwayne	Sullivan, Dwayne II	7	2	3	4	16	Yes
ummers, Sylvia	Summers, Harold Summers, Emerald	7	2	3	4	16	Yes
erry, Holley	Terry, Arreal	2	2	2	2	8	No
homas, LaWanda	Latson, Lashawn	1	0	2	2	5	No
ownsend, Gloria	Fields, Mahogany Fields, Nadia	5	1	2	2	10	Yes
hompson, Chandra	Thompson, Dominic Thompson, Diamond	7	2	3	4	16	Yes
odd, Shirley	Potis, Michelle	6	1	2	1	10	Yes
homas, Keesha	Thomas, Samuel Thomas, Williams	5	1	3	2	11	Yes
ownsend, Lora	Townsend, Danyell	5	2	3	2	12	Yes

June 12, 2007 L. King

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	1nd 8th	6	2	1	2	11	Yes
4	Almond, Keriston	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, Sherlynne	Allen, Cherish Allen, Kyra	6th 4th	4	2	2	2	10	Yes
9	Baldwridge, 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, Meysha	Johnson,Amarae' Johnson, Raven	K-4 5th	6	2	3	3	13	Yes

Revised 9/9/2009 12:00 PM

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, Jastice	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, Quinese	6th 7th	6	2	0	2	10	Yes
25	Coleman, Janice	Coleman,Jernise	7th	6	2	0	2	10	Yes
26	Collins, Melanie	Collins,J'Breya Jones,Riyon	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, Neriah	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	Donoldson, 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, Mickeal Harrison, Maurice Beard, Kasey	5th 1nd 3rd 2nd 3rd	5	2	2	3	12	Yes
37	Fields, Siqual	Thomas,Saviyon	K-5	4	2	2	3	11	Yes
38	Foreman, Dreal & Rosie Hudson	Foreman, Shanteil	7th	3	2	2	1	8	NO
39	Gillyan, Lisa	King, David	6th	2		0	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	Profitt, 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	Hamiel, 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, Kesha	Cole,Cealra 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,Jasmine	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, Eiriche King, LaNyla	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	McKinstery, Vela	McKinstery, Andre	4th	6	2	2	0	10	Yes
77	McNairy, Tiffany	McNalney, 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, Akeil 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	Sequra, 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, Ciorice	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	Siamka, Victoria	Siamka, Can'Tangee Smith-Singleton, Jujaraw	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, Aisha	Strickland, Jaden	2nd	4	2	0	2	10	Yes
96	Sullivan, Dwayne	Sullivan, Dwayne	2nd	5	2	1	2	10	Yes
97	Summers, Syivia & Haroid	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, Kayiah	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	Fieids, Mahogany Field, Nadia	7th 6th	4	2	2	1	10	Yes
103	Townsend, Lora	Townsend, Danyeli	8th	4	2	3	2	11	Yes
104	Tripplet, Rosiand	Tripiett, Alize'	6th	5	1	1	3	10	Yes
105	Tucker, Latisha	Tucker, Daejah Tucker, Montreil Tucker, Izaiah	5th 8th 3rd	6	2	1	2	11	Yes

106	Veasly, Marilyn	Williams, Sylvester	6th	2	2	0	0	4	NO
107	Warfield, Dawn	Perkins-Warfield, Adrian Warfield, Dawn	8th 4th	5	2	1	2	10	Yes
108	Webb, Devonia	Medina, Juan	4th	5	2	1	2	10	Yes
109	Wells, Chanda	Garner, Erin Wheeler, Jacobi	K-5	5	1	2	4	12	Yes
110	Wheeler, Marisa	McQueen, Christina McQueen, Elijah McQueen, Jackie McQueen, Naomi	8th K-5 3rd 2nd	5	2	1	3	11	Yes
111	Wilder, Steven	Wilder, Chilisha	1st	2	0	0	1	3	NO
114	Wilkerson, Cherrie	Nash, Jordan	3rd	5	1	2	3	11	Yes
115	Williams, Adrienne	Glover, Braylon Williams, Bria	3rd 8th	5	1	0	1	7	NO
116	Williams, Brandis	Kirksey,Jasmine Williams, Nia	7th 4th	5	2	2	1	10	Yes
117	Williams, Consuelia	Williams, Nicolas Williams, Nikayla Williams, Nikiya Williams, Niles Williams, Noel	6th 2nd 4th K-4 1st	5	2	2	2	11	Yes
118	Williams, Jermaine	Williams, Samuel	1st	2	2	1	1	5	No
119	Wilson, Edna	Tillis, Markale	6th	5	2	2	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	Adrienna 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	6	4	0	2	10	Yes
8	Brandis Williams	Kirksey Williams	Jasmine 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'Vasea	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	Chariet 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 Niles	7	2	2	2	13	Yes
22	Cynthia Hairston	Hairston	Aliyah	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

Revised 9/9/2009 11:57 AM

	Parent/Guardian Name	Last Name	First Name	PTO/Parent Meetings	Parent / Teacher's Conference	Fund Raising	Volunteer Participation	Total	Met Standard
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 Newell	Kayla Ebony	3	1	0	1	5	No
31	Erin Schmitt	Schmitt	Kyle	6	2	1	3	12	Yes
32	Estelle Williams	Wormly	Quentin	6	2	1	2	11	Yes
33	Fatima Biddle	Allen Mapp	Christian Grady	3	1	0	2	6	No
34	Felicia Heggans	Higgins	Eliajh Nathan 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	Janell Robinson	Hamberlin Triggs	Evan Elijah	7	2	2	0	11	Yes
39	Jessica Grant	Profitt	Deoni	5	2	2	3	12	Yes
40	Kanini Jones	Banks Banks Ferrell	Jalen Jada 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
43	Keisha Henderson	Cole Cole Dedmon	Ceaira Kennedy Azhane	5	2	1	3	11	Yes
44	Kelley Moore	Thomas	Kaliayah	5	2	0	3	10	Yes
45	Kelly Baldwridge	Baldwridge	Johnathan	3	1	1	0	5	No
46	Kenneth Smith	Smith	Kayla Kennia Mya	7	2	2	3	14	Yes
47	Kenyetta Drew	May III	Robert	6	2	1	4	12	Yes

	Parent/Guardian Name	Last Name	First Name	PTO/Parent Meetings	Parent / Teacher's Conference	Fund Raising	Volunteer Participation	Total	Met Standard
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 Aaron	5	2	1	3	11	Yes
51	LaDonna Wells	Robertson	Aniya	7	2	2	4	15	Yes
52	Lakesha Madlock	Lawson Madlock-Noel	Antania Avanttias	7	2	0	2	11	Yes
53	Lakesha Smith	Austin	Ja'Kira Jaques	7	2	1	4	14	Yes
54	LaKisha King	King Malone Williams, Jr.	La'Nyla Agil Elriche	7	2	1	4	14	Yes
55	Latisa Carter	Carter	Darren Terriona Terrence	5	2	1	3	11	Yes
56	Latrail Cole	Cole	Giovanni Quinese	6	2	0	2	10	Yes
57	Lisa Gillyn	King	David	2	1	0	0	3	No
58	Lori McMillon	Draper	Jazmyn Teiara	5	2	2	2	11	Yes
59	Lori Williams	Williams	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
63	Marion Sisk	King Sisk	Diamond Melvin	6	2	0	2	10	Yes
64	Marisa Wheeler	McQueen	Christina	4	2	1	1	8	No
65	Marlee Yekeh	Yekeh	Kyla	5	1	1	0	7	No
66	Mary Katherine	Sanders Spencer	Damya Darian	3	1	1	1	6	No
67	Mary Porter	Kelly	Almani TaAlya	6	2	1	3	11	Yes
68	Maurice Dixon	Dixon	Diamond Kaylan	2	0	0	0	2	No
69	Meysha Boatman	Johnson	Amarae 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

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	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 Bufford	Bufford	Julius	6	2	1	2	11	Yes
77	Natasha Dixon	Dixon	Micheala	3	1	1	2	7	No
78	Natasha Goodlow	Goodlow Goodlow Phillips	Tiara Tyiana Tyrus	7	2	1	1	11	Yes
79	Natia Buford	Buford	Devine Nassor	4	2	2	2	10	Yes
80	Nicole Fair	Jackson	Hailey	7	2	1	4	14	Yes
81	Nosha 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	Pearlenne Roberson	Smith	Symone	7	2	1	4	14	Yes
85	Rasheda Kimbrough	Caldwell Kimbrough	Jeshawn Lachan	5	2	0	3	10	Yes
86	Rebekah Segura	Segura Segura, Jr.	Javon John	7	2	0	4	13	Yes
87	Roberta Donalds	Donaldson	Marquis	5	1	0	2	8	No
88	Roslyn Triplett	Thomas Jr. Triplett	Victor Alize'	4	1	0	2	7	No
89	Saleemah Hameed	Nichols	Samari	7	2	0	3	12	Yes
90	Samantha Green	Welch	Asia	5	2	1	0	8	No
91	Samuel Reed	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
94	Sharon McGee	Hatcher Watts	Tyrelle Tyesha	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
98	Shella Brown	Brown	Jenayja Jerrell	5	2	1	2	10	Yes
99	Shelly Stahl	Berry	Antwon, Antonio	4	2	1	4	11	Yes

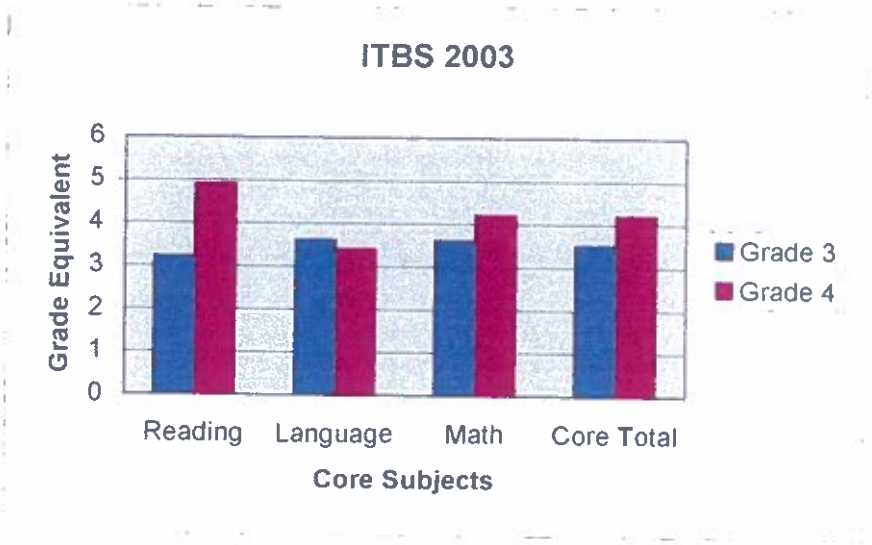
	Parent/Guardian Name	Last Name	First Name	PTO/Parent Meetings	Parent / Teacher's Conference	Fund Raising	Volunteer Participation	Total	Met Standard
100	Sherita Finch	Ealy Rattray Finch Finch	Kendeja Aryin Ranesha Tarisha	7	2	1	4	14	Yes
101	Sherlynne Anthony	Allen	Cherish Kyra	6	2	0	1	9	No
102	Simone 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 Maureena	7	1	0	2	10	Yes
110	Tamika Criss	Criss Criss Gatson	Makayla Laquonda Neriah	5	1	0	2	8	Yes
111	Tamika Jones	Jones	Justyn	4	1	0	0	5	No
112	Tasha & Edmond Smith	Smith	Jada	7	2	0	2	11	Yes
113	Tiffany Allen	White	Knowledge						
114	Tiffany Bowman	Anderson Anderson Bowman	Jontawn Michael Shichala	7	2	1	2	12	Yes
115	Tiffany Sheard	McNairy	Ikeya	3	1	0	2	6	No
115	Tracey Luckett	Luckett Luckett III	Joriea Eddie	7	2	1	2	12	Yes
116	Tristica Patrick	Crosby	Cory	7	2	2	4	15	Yes
117	Tyesha Holland	Holland	Sole'a	5	2	1	0	8	No
118	Tyshicka Jones	Armstrong	Amaya	6	2	1	3	12	Yes
119	Valerie Kirksey	Kirksey	Denzel Shadawn	6	2	1	2	11	Yes
120	Victoria Smith-Slamka	Slamka	Can'Tangee	4	1	0	0	5	No
121	Wanda Brown	Brown	Brian	2	0	0	0		No

122	William & Keesha Thomas	Thomas Thomas Thomas III	Kayla Samuel William	5	2	1	2	10	No
123	Wrenetta Grissom	Grissom	Javion	7	1	0	2	10	Yes
124	Zachery Reed	Reed	Zachea	6	2	0	3	11	Yes

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

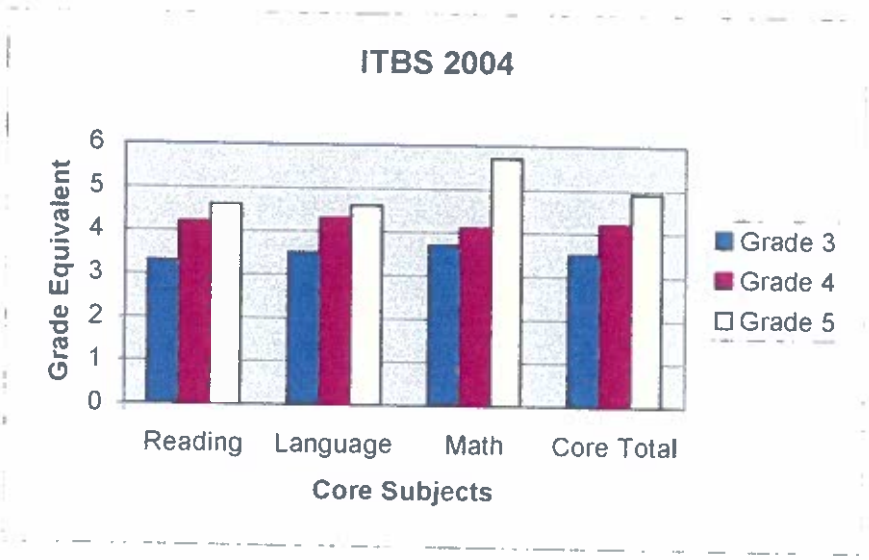
ITBS 2003

	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

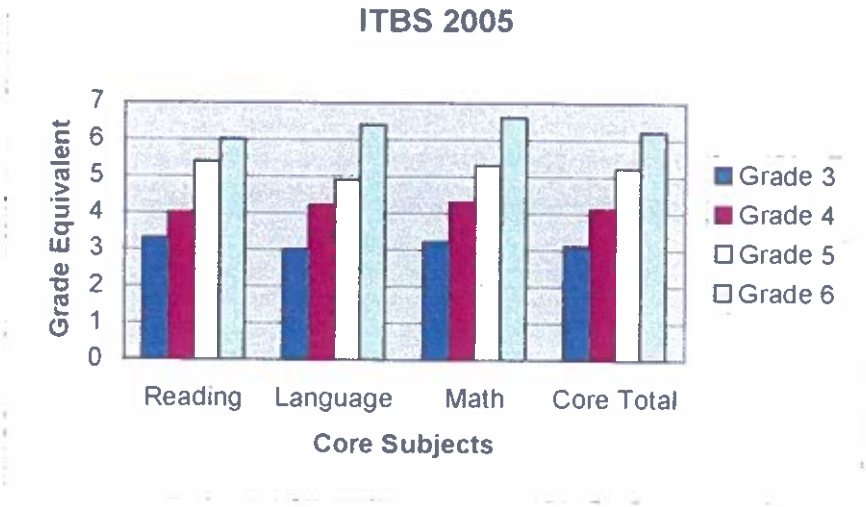


ITBS 2004

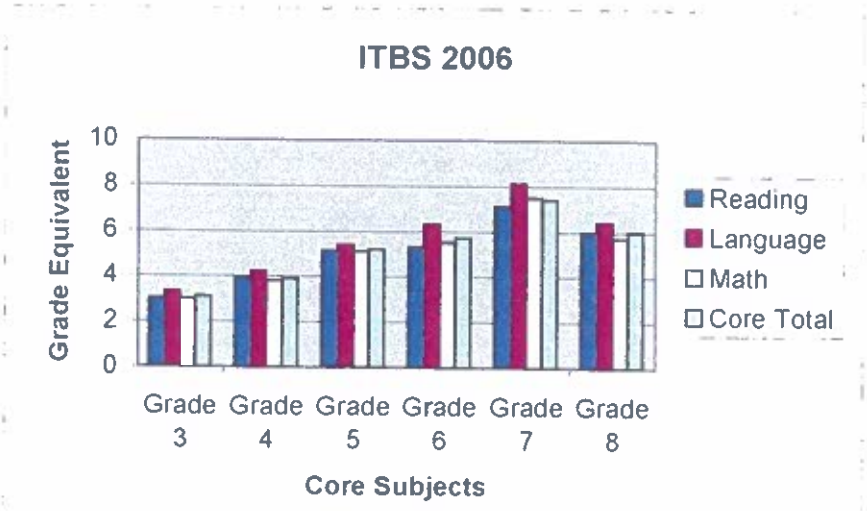
	Reading	Language	Math	Core Total
Grade 3	3.3	3.5	3.7	3.5
Grade 4	4.2	4.3	4.1	4.2
Grade 5	4.6	4.6	5.7	4.9



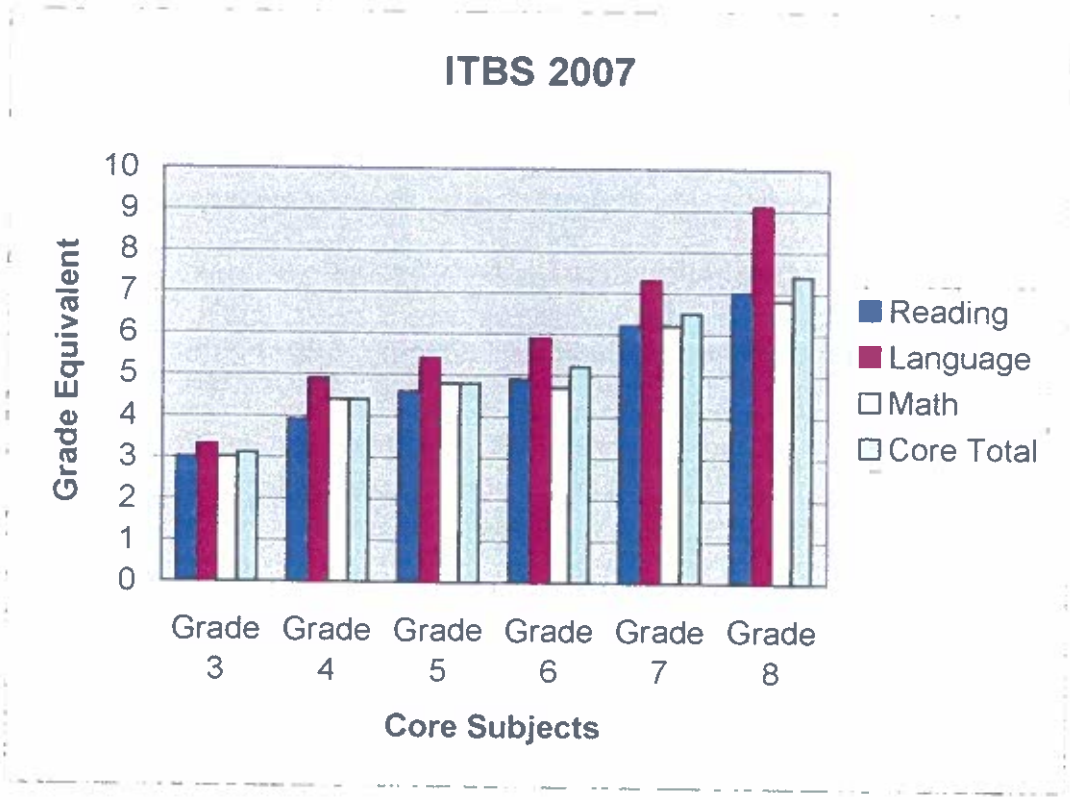
ITBS 2005	Reading	Language	Math	Core Total
Grade 3	3.3	3	3.2	3.1
Grade 4	4	4.2	4.3	4.1
Grade 5	5.4	4.9	5.3	5.2
Grade 6	6	6.4	6.6	6.2



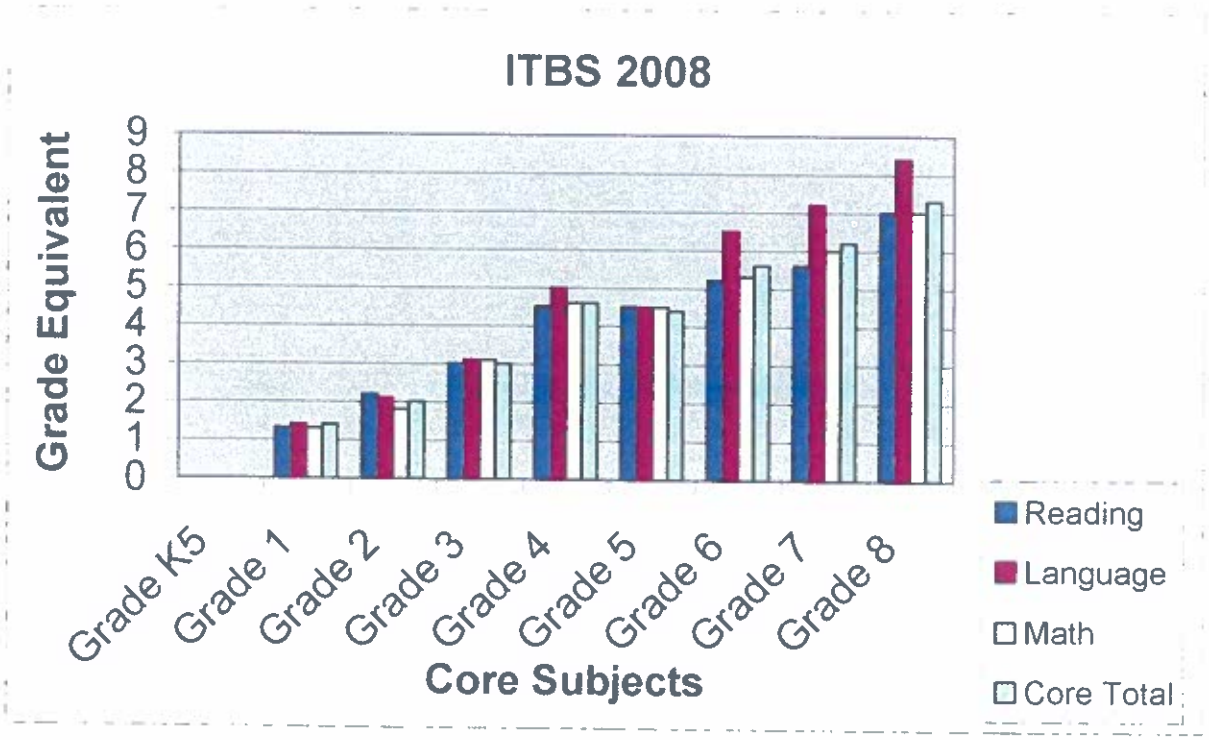
ITBS 2006	Reading	Language	Math	Core Total
Grade 3	3	3.3	3	3.1
Grade 4	3.9	4.2	3.8	3.9
Grade 5	5.1	5.4	5.1	5.2
Grade 6	5.3	6.3	5.5	5.7
Grade 7	7.1	8.1	7.5	7.4
Grade 8	6	6.4	5.7	6



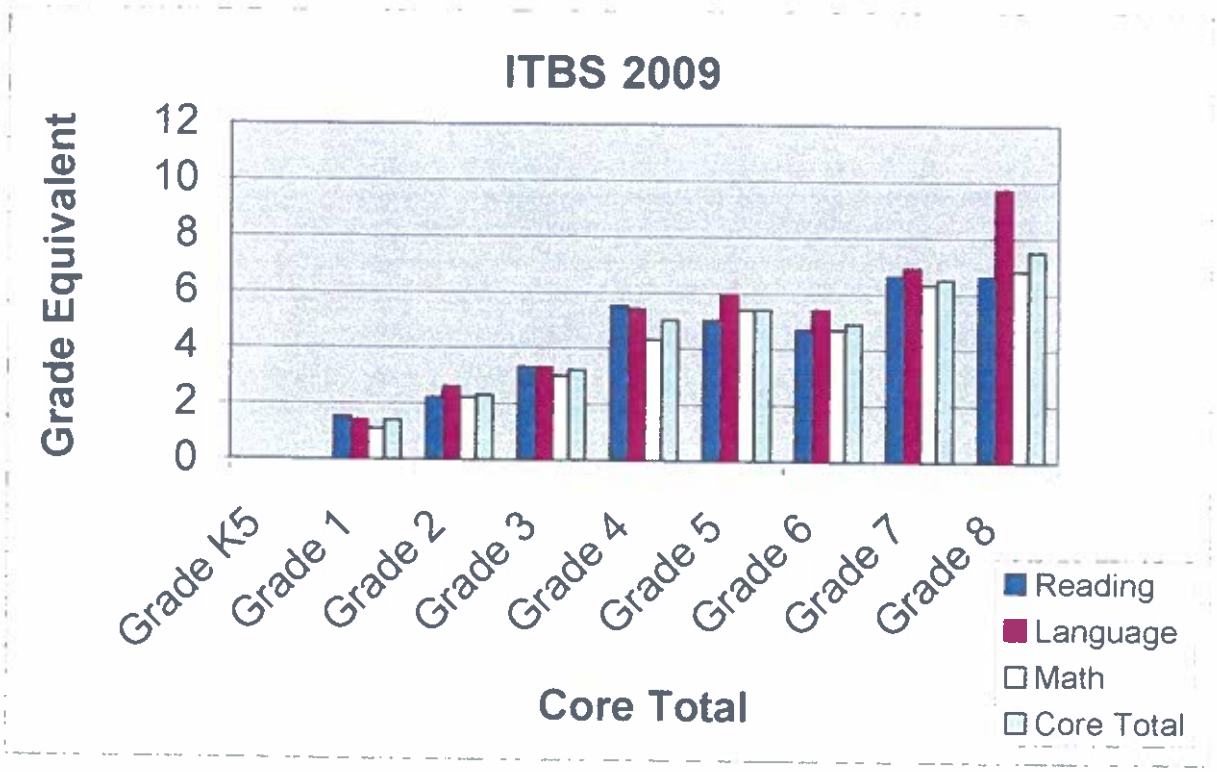
	ITBS 2007			
	Reading	Language	Math	Core Total
Grade 3	3	3.3	3	3.1
Grade 4	3.9	4.9	4.4	4.4
Grade 5	4.6	5.4	4.8	4.8
Grade 6	4.9	5.9	4.7	5.2
Grade 7	6.2	7.3	6.2	6.5
Grade 8	7	9.1	6.8	7.4



	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



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

Lee R. McMurrin
Superintendent

Secretary-Business Manager

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.

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Superintendent

Secretary-Business Manager

Bill Larkin
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 hereunto affixed this June, 1978.

Phyllis Ernest
President

Richard T. O'Neil
Clerk

Kenneth P. Kinney
Superintendent

Laurence E. Grant
Principal

Mrs. Samm
4th

Serial No. 44[illegible]-2

Last Name	First Name	Middle Name	Graduated	Course
GLOVER	JACQUELINE	RENE	1986	

No. of Credits	No. of Failures	Scholarship Average	Rank In Class	No. In Class

HUG HS RENO NEVADA
GLOVER JACQUELINE 9th

PHY ED 9	D	.50
TYPING 1	D	.50
THEATER & TV	C	.50
MATH CONC	D	.50
ENG 9	B	.50

UN 2.50 GPA 1.600 1-83

HUG HS RENO NEVADA
GLOVER JACQUELINE 10th

WORLD GEOG	D	.50
LIFE SPTS 1	C	.50
WORLD HIST	D	.50
FUND OF ENG	D	.50
DR ED 1	D	.50
PHYS SCI	D	.50

UN 3.00 GPA 1.167 1-84

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE	GR.	UNIT
BB101	ACCTG 1	U	0.00
EN623	LANG S LAB	C	0.50
MA911	PREALGEBRA	U	0.00
PE331	LIFE SPT 3	A	0.25
SC201	BIOLOGY 1	U	0.00
SS301	US HIST 1	U	0.00

UN 0.75 GPA 0.727 1-85

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE	GR.	UNIT
EN901	COMPETEN 4	D	0.50
HE401	HM EC SR	D	0.50
MA471	COMPETENCY	B	0.50
PE711	CREAT MOV1	A	0.25
RD171	COMPT RDG	B	0.50
SC101	APPL SCI	D	0.50
AC501	JR ACHIEVE	P	0.50

UN 3.25 GPA 2.000 1-86

AC511 JR ACHIEVE P .50 6

HUG HS RENO NEVADA
GLOVER JACQUELINE 9th

HEALTH 9	U	
TYPING 1	D	.50
THEATRE ARTS	D	.50
MATH CONC	D	
ENG 9	D	.50
PHY ED 9	U	

UN 1.50 GPA .500 6-83

HUG HS RENO NEVADA
GLOVER JACQUELINE 10th

MATH CONC	U	
LIFE SPTS 1	B	.50
WORLD HIST	D	.50
FUND OF ENG	U	
ART FOUND	C	.50
CWA	U	

UN 1.50 GPA 1.000 6-84

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE	GR.	UNIT
BB111	ACCTG 1	D	0.50
EN401	COMPOSITN	C	0.50
MA921	PREALGEBRA	U	
PE341	LIFE SPT 4	B	0.25
SC211	BIOLOGY 1	U	
SS311	US HIST 2	U	

UN 1.25 GPA 0.818 6-85

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE	GR.	UNIT
EN911	COMPETEN 4	C	0.50
HE411	HM EC SR	D	0.50
MA481	COMPETENCY	A	0.50
PE721	CREAT MOV2	A	0.25
PE721	CREAT MOV2	A	0.25
RD181	COMPT RDG	B	0.50
SC111	APPL SCI	D	0.50
SS311	US HIST	U	0.50

UN 3.50 GPA 2.286 6-86

SCH-026 HM-
GLOVER, JACQUEL R 3363589

CRSE. #	COURSE	GR.	UNIT
MA917	PREALGEBRA	C	0.50
SS307	US HIST 1	D	0.50

UN 1.00 GPA 1.500 8-85

Lockport Township High School

District Number 205

Lockport, Illinois

This Certifies That

Claudia De Washington

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

Diploma

Given at Lockport, 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. G.

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. Jourdan
President

Daniel A. Laughlin, S.J.
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 D[illegible] PRINTED ON WHITE PAPER

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 Condidacy for M.A. degree FEBRUARY 13, 1985

M.A.T. JUNE 30, 1984

Year Session	Dept. No.	Description	Cr.	Grade
1977-78 S1	Ro 513	READING DISABILITY: DIAGNOSIS & CORRECTION	-	W
		MICROFILMED OCT 78		
1980-81 S2	Ro 513	READING DISABILITY: DIAGNOSIS & CORRECTION	3	B
1982 SS	Rd 545	Impl the Whole Lang Appr in Elem & Secondary Schools	3	A
	Rd 514	Rd Difficulty: Lab Experience	3	A
1982-83 S1	Ro 512B	CURRICULUM & INSTRUCTION IN READING 7-12	3	A
	Ps 549	INDIVIDUAL & FAMILY COUNSELING	2	B+
	Ed 521	EDUCATIONAL STATIBTICS	2	B
S2	Ed 510	COMPUTER USE IN THE SCHOOLS	-	W
	RLA 549	MODELS AND PROCESSES OF READING	2	B
	RLA 552	RECENT REBEARCH IN READING	-	W
1983 SS	RLA 539	SUPERV OF READING INSTRUCTION	3	B
	Ed 550	EDUCATIONAL RESEARCH	1	S
	Ps 508	ADOLESCENT PSYCHOLOGY	2	B-
1983-84 S1	RLA 552	Recent Research in Reading	2	A
S2	RLA 501A	READING IN BUSINESS & INDUSTRY	2	B

Beaumier Robert J — SUMMER SESSION 85

Ed 514	Analysis of Instruction	3	A-	11.1
RLB 556GF	Graduate Field Experience	4	S	0

SEMESTER GPA: 3.70 TOTAL QP: 11.1 CREDITS EARNED: 7

Graduate Credit accepted from other Universities

Beaumier Robert — SEMESTER 1 1985-86

RLA 521 Rdg/Wrtng in the Cntnt Fld 2 B 6

SEMESTER GPA: 3.00 TOTAL QP: 6 CREDITS EARNED: 2

Beaumier Robert — SUMMER SESSION 1986

RLA 570A Comp App-Rdg & Wrt Prg-Beg 2 B 6

SEMESTER GPA: 3.00 TOTAL QP: 6 CREDITS EARNED: 2

BEAUMIER ROBERT ID 000005392

86-87 SUMMER 1

SED 501 SYMPOSIUM:TRAN ASSMT & TRMT DISLX B 1.0 3.00

3.00 QP 1.00 GH 3.000 GPA 1.00 CR

MICROFILMED DEC 90

ROBERT J. BEAUMIER ID 000005392

91-92 SPRING

EO 522 HUMAN GRWTH&DEV A 2.0 8.00

11.00QP 3.00GH 3.666GPA 3.00CR

MICROFILMED OCT 00

Research Approved JULY 1985

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 Glynn

Interim Registrar

Cardinal Stritch Coll[illegible] Milwaukee, Wisconsin

THIS DOCUMENT HAS MICROPRINTING ON THE SIDE MARGIN [illegible] A WATERMARK FOR ADDITIONAL AUTHENTICATION

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

UNIVERSITY OF WISCONSIN–MILWAUKEE GRADUATE TRANSCRIPT

Name Beaumier,Robert Joseph
SSN 387-44-0500
BA 1968-05-15 Marquette University Milwaukee WI
MAT 1984-05-15 Cardinal Stritch University Milwaukee WI
MLIS 1998-08-15 UW Milwaukee Milwaukee WI

OFFICIAL GRADUATE ACADEMIC RECORD

Issued 17-OCT-2005
Page 1

---Academic History----

Program : Library Science Grad NonDegree
1987-05-15 NDC Library Science
Program : Off-Campus Graduate
1988-05-15 Off-Campus Graduate
Program : Library Science Graduate
1995-05-15 Library & Information Science
1997-05-15 Library & Information Science
1998-05-15 Library & Information Science
Program : Library Science Grad NonDegree
1999-05-15 NDC Library Science
2001-09-04 NDC Library Science

Summer 1997		UWM Credit			
L&I SCI	891	Advanced Topics	1.00	A-	3.67
Course Topic(s):		Therapeutic Uses Storytell			
Term GPA:	3.670	GPA Credit: 1.00			3.67
Cum GPA:	3.670	Cum Totals: 1.00			3.67
Summer 1988		UWM Credit			
CI I END	520	Peace Education	3.00	B+	9.99
Term GPA:	3.330	GPA Credit: 3.00			9.99
Cum GPA:	3.415	Cum Totals: 4.00			13.66
Summer 1995		UWM Credit			
L&I SCI	510	Intro Reference Srvc/Resources	3.00	B+	9.99
L&I SCI	648	Library Materials for Children	3.00	A-	11.01
Term GPA:	3.500	GPA Credit: 6.00			21.00
Cum GPA:	3.466	Cum Totals: 10.00			34.66
Fall 1995		UWM Credit			
L&I SCI	520	Managing Library Collections	3.00	A-	11.01
L&I SCI	530	Intro-Bibliog Control Material	3.00	A	12.00
L&I SCI	632	Microcomptr-Info Rsources Mgmt	3.00	A-	11.01
L&I SCI	658	Library Materials-Young Adults	3.00	A-	11.01
Term GPA:	3.753	GPA Credit: 12.00			45.03
Cum GPA:	3.622	Cum Totals: 22.00			79.69
Spring 1996		UWM Credit			
L&I SCI	550	Intro to Information Science	3.00	A	12.00
L&I SCI	670	Prdctn&Utlztn-Instrl Tech	3.00	A	12.00
L&I SCI	672	School Libr Media-Prog/Resrces	3.00	A	12.00
L&I SCI	990	Fieldwork-Libr & Info Scl Srvc	3.00	A-	12.00
Term GPA:	4.000	GPA Credit: 12.00			48.00
Cum GPA:	3.756	Cum Totals: 34.00			127.69
Summer 1996		UWM Credit			
L&I SCI	540	Mngmnt Library & Info Services	3.00	A-	11.01
Term GPA:	3.670	GPA Credit: 3.00			11.01
Cum GPA:	3.749	Cum Totals: 37.00			138.70
Summer 1998		UWM Credit			
L&I SCI	774	Online Information Retrieval	3.00	A-	11.01
Term GPA:	3.670	GPA Credit: 3.00			11.01
Cum GPA:	3.743	Cum Totals: 40.00			149.71

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			
Term GPA:	4.000	GPA Credit: 3.00			12.00
Cum GPA:	3.761	Cum Totals: 43.00			161.71
Fall 2001		UWM Credit			
L&I SCI	757	Libr Svc-Children/Young Adults	3.00	A	12.00
Term GPA:	4.000	GPA Credit: 3.00			12.00
Cum GPA:	3.776	Cum Totals: 46.00			173.71

Summary

CUM GPA CREDITS	46.000
CUM GRADE POINTS	173.710
GRADUATE GPA	3.776

Effective: 05-12-1998
-- Wisconsin Department Of Public
-- Instruction Approved Program Completed
-- For Certification As Initial
-- Instructional Library Media Specialist

RAISED SEAL NOT REQUIRED

----End Of Record----

Dale J. Jaffe, INTERIM DEAN GRADUATE SCHOO
UNIVERSITY OF WISCONSIN–MILWAUKEE

THE BACK OF THIS DOCUMENT CONTAINS AN OFFICIAL WATERMARK - HOLD AT AN ANGLE TO VIEW

MARQUETTE UNIVERSITY MILWAUKEE 3, WISCO

BAUMIER (SURNAME)	Robert (FIRST NAME)	Joseph (SECOND NAME)
537 North 91st Street (ADDRESS OF STUDENT)	CITY: Wauwatosa	STATE: Wisconsin
hicago (PLACE OF BIRTH)	STATE: Illinois	DATE OF BIRTH: June 29, 1945
SEX: M	R: 1	
arquette University High School (SCHOOL OF GRADUATION)	NAME OF PARENT OR GUARDIAN: Lawrence Joseph Beaumier	
401 West Wisconsin Avenue	ADDRESS OF PARENT OR GUARDIAN: 2537 North 91st Street	
ilwaukee	STATE: Wisconsin	CITY: Wauwatosa / STATE: Wisconsin

May 1963	ENTRANCE AND PLACEMENT TESTS	CEEB - SAT		CEEB - ACHIEVEMENT			
80 in 229		VERBAL	MATH.	ENGLISH	INT. MATH.	ADV. MATH.	
		502	604	458	545		

DATE ENTERED: eptember 1963	COLLEGE OR CURRICULUM: Liberal Arts	CONDITIONS: Clear	DATE: September 1963
DATE GRADUATED: chelor of Arts	DATE: June 2, 1968	HONORS	RANK IN CLASS: 477 in 534 / G. P. A.: 2.228
story		MINOR(S): Philosophy	

ENTRANCE UNITS			
English	4	Geometry	1
Latin	4	Trigonometry	½
History	2	College Math	1
Physics	1		
Chemistry	1	TOTAL	16½
Algebra	2		

SUMMARY OF ADVANCED STANDING CREDITS

ACCEPTANCE	SEMESTER HOURS	Q. P. AI C-VALUE	Q. P. AI EARNED VALUE
BY: FROM:			
BY: FROM:			
BY: FROM:			
BY: FROM:			
BY: FROM:			

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
ST SEMESTER 63-64						
AT	003	INTERMEDIATE	B	3	3	9
NGL	001	RHET & COMPOSITION 1	C	3	3	6
HEO	030	OLD TESTAMENT REVEL	C	2	2	4
ATH	080	ANAL GEOM & CALC 1	D	4	4	4
R	001	FRESHMEN LECTURE	CR			
		SCHOLASTIC WARNING				
				12	12	23
2ND SEMESTER 63-64						
MATH	081	ANAL GEOM & CALC 2	F	4		
THEO	031	CHRIST OF NEW TEST	C	2	2	4
LAT	004	INTERMEDIATE	C	3	3	6
PHIL	001	LOGIC	C	3	3	6
ENGL	002	RHET & COMPOSITION 2	C	3	3	6
		SCHOLASTIC WARNING CONTINUED		15	11	22

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS ATTEM	SEM. HRS. EARNED	QUALITY POINTS
				27	23	75
1ST SEMESTER 64-65						
PHIL	050	PHILOSOPHY OF MAN	B	3	3	9
THEO	032	ORIGINS OF CHURCH	B	2	2	6
HIST	001	GR WSTRN CIV TO 1715	A	3	3	12
SPCH	011	SPEECH IN GROUPS	B	2	2	6
ENGL	005	SURVEY OF ENGL LIT 1	C	3	3	6
		SCHOLASTIC WARNING REMOVED				
				13	13	39
		40 - 36 - 84				
2ND SEMESTER 64-65						
SPCH	012	BUS & PROF SPEAKING	W			
POLS	001	AMERICAN NATL GOVT	C	3	3	6
HIST	002	GR WTRN CIV SNC 1715	B	3	3	9
ENGL	006	SURVEY OF ENGL LIT 2	C	3	3	6
MATH	060	BASIC STATISTICS	C	3	3	6
				12	12	27
		52 - 48 - 111				

Georgia D. McRae

Georgia D. McRae, University Registrar

CARD (2) marquette university
MILWAUKEE, WISCONSIN

B 560

SURNAME	FIRST NAME	SECOND NAME
BEAUMIER	Robert	Joseph

STUDENT NUMBER	SEX		DATE OF BIRTH	PLACE OF BIRTH	HOME ADDRESS
	M	1	June 29, 1945	Chicago, Illinois	2537 North 91st Street; Wauwatosa
	D				

Dept.	Course Number	Title Of Course	Grade	Semester Hours Attempted	Semester Hours Earned	Quality Points
[illegible]	[illegible]	[illegible]	[illegible]	3	3	9
[illegible]	[illegible]	[illegible]	[illegible]	2	2	4
				5	5	13

MICROFILMED..... SEP 1970

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

1 1 7 2 3 5

Georgia D. McRae

Georgia D. McRae, University Registrar

HIGH SCHOOL RECORD

NAME OF SCHOOL: W. W. Tate

PUPIL'S NAME: Taylor, Burdea
LAST NAME — MIDDLE NAME — FIRST NAME

ELEMENTARY SCHOOL RECORD

ENTERED FROM: Coffee Creek School

ENTRANCE DATE: GRADE

ENTRANCE AGE: 6 YEAR OF SMALLPOX VAC

SCHOOL YEAR							
GRADE	1st.	2nd	3rd.	4th.	5th	6th.	
SUBJECT							
ARITHMETIC							
ART							
CIVICS OR CITIZENSHIP							
GEOGRAPHY							
GRAMMAR OR LANGUAGE							
HEALTH EDUCATION							
HISTORY OR SOC. SCIENCE							
MUSIC							
PHYSICAL EDUCATION							
READING OR EXPRESSION							
SPELLING							
WRITING							
RANK IN CLASS							
NO. IN CLASS							
DAYS PRESENT							
DAYS ABSENT							
TIMES TARDY							

Jimmy Lowery

DATE OF PROMOTION

DATE OF WITHDRAWAL

HOME ADDRESS OF PUPIL: Rte. 1 Box 78 Marvell Arkansas

DATE OF BIRTH: 10-25-46 SEX: M (X) PLACE OF BIRTH: Marvell BIRTH CERTIFICATE: YES (X) NO

FATHER'S NAME: Allie B. Taylor OCCUPATION: Farmer NATIONALITY: Am.

MOTHER'S MAIDEN NAME: Bena (Taylor) Thomas OCCUPATION: Farmer NATIONALITY: Am.

DATE ENTERED: July 14, 1959 GRADE: 7th AGE: 14 ENTERED FROM: Coffee Creek

7th GRADE 1959-60 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
English		C	B	
Arith.		C	B	
Hist.		C	B	
Science		D	C	
Phy. Ed.		C		½

DAYS ABSENT: DAYS PRESENT: CIT. RATING: TIMES TARDY:

8th GRADE SUBJECTS 1960-61	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
English		C+	B	
Arith.		B	B-	
History		B	B-	
Science		C	C-	
Phy. Ed.		C	C+	½

DAYS ABSENT: 0 DAYS PRESENT: 173 CIT. RATING: TIMES TARDY:

9th GRADE 1961-62 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
Arithmetic		B	B	1
English		B-	A	1
Home Ec.		C-	C	1
Science		D	B	1
Phys. Ed.		C	B	1

DAYS ABSENT: DAYS PRESENT: CIT. RATING: TIMES TARDY:

10th GRADE 19__-__ SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
Eng. Lit.	36	D	D	1
Geometry	36	C	C	1
Ancient Hist.	36	A	A	1
Home Ec.	36	C	A	1

DAYS ABSENT: 1 DAYS PRESENT: 1[illegible] CIT. RATING: TIMES TARDY:

11th GRADE 1963-64 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
English		C-	C+	1
Geometry		C	C	1
History		C	B	1
Speech		B	B-	1
Home Ec.				

DAYS ABSENT: DAYS PRESENT: CIT. RATING: TIMES TARDY:

12th GRADE 1964-65 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
Bus. Math		B	B+	1
English		B+	B	1
Government		C+	B	1
Typing		C+	C	1
French		B	B	1

DAYS ABSENT: DAYS PRESENT: CIT. RATING: TIMES TARDY:

DATE OF GRADUATION: RANK IN CLASS: 14 NUMBER IN CLASS: 45 COLLEGE ENTERED: DATE:

DATE OF WITHDRAWAL: CAUSE OF WITHDRAWAL: TRANSCRIPT SENT TO: DATE:

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

OFFICIAL RECORD AND TRANSCRIPT

CHICAGO VOCATIONAL HIGH SCHOOL
2100 E. 67th Street

TUDENT NO. /
AME--WEBB DEBRA DENESE
DDRESS--4933 S WABASH
JARDIAN--WEBB MARY
DTHERS MAIDEN NAME--SOLES MARY
DATE-09/20/74 FROM-(SCHOOL)-01280 DUSABLE HIGH

STUDENT NO.--07173415
BIRTHDATE--03/21/60
BIRTHPLACE--CHICAGO IL
BIRTH VER.--1126082496 2

DIV.--~~353~~ 841
FEMALE
DIST.13 AREA-A

ATE OF ENTRY _____ FROM _____ SCHOOL

ATE OF LEAVING _____ TO _____

ENROLLED _____ FROM _____ LEFT _____

GRADUATED 6-5-78 (DATE) RANKS 201 IN A CLASS OF 758 SCH. AVE 2.5285 (DATE)

SUMMARY OF TRAIT RATINGS

TRAITS	Above Aver.	Aver.	Below Aver.
COURTESY — Courtesy considerate of others in his group, both teacher and classmates	4		
DEPENDABILITY — Present on time regularly with necessary tools for work. Completes various assignments	4		
LEADERSHIP — Initiative, executive ability and good influence in class and school activities	4		
SERVICE — Satisfactory work in clubs, committees, teams, class and school activities	4		

Summary of number of teachers giving each rating

SUMMARY OF ACTIVITIES

ACTIVITY	Year 1	2	3	4	Letter or Award

SUMMARY OF ATTENDANCE AND CREDIT DATA

YEAR	Year Ending (Month-Year)	Days Abs.	Times Tardy	Units for yr.	Total Units	Division Teacher
1	6-75	17	0	4¾	4¾	Bischel
2	6-76	4	4	5¼	10	Kinsar
3	2-77	2	1	5½	15½	[illegible]
4	6-78	5	1	4½	19½	[illegible]
5						
6						
7						

NOT FOR CREDIT GRADES

Subject	Date	Grade
DRIVER EDUC.	6-76	B
CONSUMER ED.	6-76	B
PUBLIC LAW 195	1-76	B

COURSE	Level	Mid.	Final	Units of Credit	Year
[illegible]	R	A	A	1	75
[illegible]	R	C	A	1	76
[illegible]		B	B	1	77
[illegible]		B	B	1	78
[illegible]	R	C	C	1	75
[illegible]		B	B	1	77
[illegible]		B	B	1	78
[illegible]	R	D	D	1	75
[illegible]	R	D	D	1	76
[illegible]		C	B	1	77
[illegible]				1	78

BASIC SKILLS 10X 10X PER WEEK	Level	Mid.	Final	Units of Credit	Year
Auto ( )					
Aviation					
Cert Metals (Entry)					
Electricity					
Electronics					
Graphic Arts Orient.					
Horticulture					
Interior Design					
Machine					
Music ( )					
Plastics					
Sheet Metal					
Tailoring					
Welding					
Wood					
MAJOR BUSINESS SUBJECTS					
Bus. Career Exp. (each)					
Bus. Comp. & Com. (each)					
G. Bookkeeping (each)					
Gen. Business (each)					
Shorthand I (each)		D	D	1	76
Bookkeeping (2r)		C	B	1	77
C. Off. Prac I (500) (2r)					
Sec. Prac. I (2r)					
Accounting (2r)					
Business Law (2r)					
Data Process (2r)					
Off. Prac. II (1000) (2r)					
Sec. Prac II (2r)					
Adv. Typing (2r)					
Bus English		A	A	1	76

VOCATIONAL MAJORS 20X PER WEEK	Mid.	Final	Units of Credit	Year
( ) 20X				
( ) 20X	C	A	1	77
( ) 20X		B	1	77
( ) 20X	B		1	78
		B	1	78
HOME EC. EDUCATION				
Clothing-Dressmaking				
Foodservice				
Home Ec. Survey	C	C	1	75
MUSIC				
Drafting I				
Drafting II				
Music I	B	A	1/2	75
Art I	A	A	1/2	76
Afro-Arts Workshop				
Typing I 500	D	D	1/2	76
Typing II 500				
Typing III 500				
Rel. Off. Prac. 500				
Typ-Centers (500)				
One or More 1	C	C	1/2	75
2	A	A	1/2	76
3	B	B	1/2	77
4	B	B	1/2	78

FAILURES

SUBJECT	MONTH	YEAR

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

EXPLANATION OF MARKS
A—95-100
B—88- 94
C—81- 87
D—75- 80
F—FAILURE

CLASSES MEET FIVE 40-MINUTE PERIODS PER WEEK UNLESS OTHERWISE INDICATED, E.G. (7r) MEANS SEVEN PERIODS PER WEEK, (10r) MEANS 10 PERIODS PER WEEK (20r) MEANS 20 PER. PER WEEK

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

EXPLANATION OF SUBJECT LEVELS

- STATE BOARD REGULAR HIGH SCHOOL STANDARD
- DEPARTURE FROM DIRECTIVE AND ASSIGNMENTS
- NOT FOR THE DIPLOMA

HONORS - COURSE CONCEPT MEETS REGULAR H.S. STANDARD
HONORS PLACEMENT - COURSE MEETS COLLEGE HONORS C.E.E.B. STANDARD

VOCATIONAL HIGH SCHOOL - 2100 E. 67th Street - Chicago, Illinois 60637

PRINCIPAL'S SIGNATURE Leonard Ford

NAME--1588 DEBRA DENESE
ADDRESS--4933 S WABASH
GUARDIAN--WEBB MARY
MOTHERS MAIDEN NAME--BOLES MARY
ENTRY DATE-09/20/74 FROM-(SCHOOL)-01230 DUSABLE HIGH

STUDENT NO.--07173415
BIRTHDATE--03/21/60
BIRTHPLACE--CHICAGO IL
BIRTH VER.--1126082496 2

DIV.--~~956~~ 941
FEMALE
DIST.13 AREA-A

DATE OF ENTRY _____ FROM _____

DATE OF LEAVING _____ TO _____ SCHOOL

RE-ENROLLED _____ FROM _____ LEFT _____

GRADUATED 6-5-78 RANKS 201 IN A CLASS OF 758 SCH. AVE. 2.5255

SUMMARY OF TRAIT RATINGS

TRAITS	Above Aver.	Aver.	Below Aver.
COURTESY — regularly considerate of others in his group, both teacher and classmates	4		
DEPENDABILITY — present on time regularly with necessary tools for work. Completes various assignments	4		
LEADERSHIP — initiative, executive ability and good influence class and school activities	4		
SERVICE — voluntary work in clubs, committees, teams, class school activities	4		

summary of number of teachers giving each rating

SUMMARY OF ACTIVITIES

ACTIVITY	Year 1	2	3	4	Letter or Award

SUMMARY OF ATTENDANCE AND CREDIT DATA

YEAR	Year Ending (Month-Year)	Days Abs.	Times Tardy	Units for yr	Total Units	Division Teacher
1	6-75	17	0	4½	4½	[illegible]
2	6-76	4	4	5¼	10	Kenger
3	6-77	2	11	5½	15½	[illegible]
4	6-78	5	1	4½	19½	[illegible]
5						
6						
7						

NOT FOR CREDIT GRADES

Subject	Date	Grade
DRIVER EDUC.	6-76	F
CONSUMER ED.	6-76	B
PUBLIC LAW 195	6-76	B

Subject	Level	Mid.	Final	Unit of Credit	Year
Eng. 3	R	A	A	1	75
3	K	C	B	1	76
3		B	B	1	77
4		B	B	1	78
Math.	R	C	C	1	75
		B	B	1	77
		B	B	1	78
Sci.	R	D	D	1	75
	R	D	D	1	76
Soc. Sci.					

Official Report of Test Results

TESTS OF GENERAL EDUCATIONAL DEVELOPMENT

ged SM

issued by

OFFICIAL GED CENTERS of the

GENERAL EDUCATIONAL DEVELOPMENT TESTING SERVICE OF THE AMERICAN COUNCIL ON EDUCATION

Name of Examinee: Davis (Last) Dianne (First) L. (Middle)

Address: 3518 N 60th Street
Milwaukee, WI 53216

Reported To:

Phone Number: (414) 875-9993

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

Social Security Number 398-86-8251

	Test Date	Form	Standard Score	Percentile Rank for U.S.
Test 1: Writing Skills Test	08/13/82		56	
Test 2: Social Studies Test	08/13/82		52	
Test 3: Science Test	08/13/82		54	
Test 4: Interpreting Literature and the Arts	08/13/82		61	
Test 5: Mathematics Test	08/13/82		44	
Total			267	X Passed
Standard Score Average			53	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 retest scores are lower than scores previously achieved, the retest scores are not reported.

Center Identification Number (if required)

Signature of Chief Examiner: [signature]

Name of Center: Milwaukee Area Technical College

Phone Number: (414) 297-6233

Address of Center: 700 West State Street
Milwaukee, WI 53233-1443

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. Eggleston — PRESIDENT

Royal B. Emerich — PRINCIPAL

Burton T. Williams — SECRETARY

Leon A. Brittell — SUPERINTENDENT OF SCHOOLS

SECONDARY SCHOOL RECORD

Gary Public Schools — Tolleston High School

NAME Carruthers, (Last Name) Churchill (First Name) Winston (Middle Name) SEX M (M. or F.)

HOME ADDRESS 2600 Harrison Street, (Number and Street) Gary

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

ENTERED Tolleston (Gary, Indiana) School in January 1956 (Month Year) WAS GRADUATED ☒ WILL BE GRADUATED ☐ WITHDREW ☐ May 1962 (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 (195 8-9)	10 (19 9-10)	11 (19 10-11)	12 (19 11-12)	19	Summer	Units*	TEACHERS	Note
ENGLISH	[illegible]	C C						1	[illegible]	
	[illegible]		D					1	[illegible]	
	III [illegible]			C				1	Dilley	Special E non-college tory.
	IV [illegible]				C			1	[illegible]	
LANG.	Speech R			B				1	Beckman	
	Spanish I R			B				1	Dougherty	
MATH.	[illegible] I - II	D C		D				2	[illegible]	
	[illegible] R		D					1	[illegible]	"A" denote ated course
	Trigonometry				D			.5	Lucas	
SCIEN.	Bio Phy. Science	D D						1	Wallace	
	Physics				C			1	Moore	Physical Sci Bio-Physica are non-coll paratory.
SOC. STUDIES	[illegible] History		D					1	[illegible]	
	U. S. History R			C				1	DeRegnere	
	U. S. Government R				C				(Bus. Ins. Sch.)	Summer
	Economics R				C			.5	Lucas	
	Sociology				B			.5	Crane	
ED.	Physical Education	C C	C					1	Kelly	½ unit per
	Safety				C			.5	Wade	
OTHER SUBJECTS	R.O.T.C.	D C C						2	Sgt. Stewart	14.
									McThomas 5-14-61	"A unit the study ject one dev for a school yea
	Total Units	4.5	4.5	5.0	4.5					
	Days Absent	8	9	1	2					
	Times Tardy	20	0	0	1					

DILIGENCE RATING G G IN A GRADUATING CLASS OF 195 [illegible]

SIGNATURE [illegible] TITLE Superintendent

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

Illinois Training 61-62

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) 777 REGULAR EDUCATION

— *end 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

Elizabeth Burmaster
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 20th day of December 1996, at Ripley High School, Lauderdale County, Ripley Tennessee.

ADDRESS OF SCHOOL

THE GREAT SEAL OF THE STATE OF TENNESSEE
XVI
AGRICULTURE
COMMERCE
1796

STATE COMMISSIONER OF EDUCATION

Bobby H. Webb
SUPERINTENDENT OF SCHOOLS

Maxine Gay
CHAIRMAN, BOARD OF EDUCATION

Jon Pavletic
PRINCIPAL OF SCHOOL

ED-2357-1

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

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: 5/7/2002

Retain original for DHFS

4083f Ser — BROWN Last Name — Name — JAMES Middle Name — JUN 1 6 1989 Graduated — Course

DOB: /24/70

UNITS EARN. (No. of Credits)	UNITS ATT. (No. of Failures)	NON-GPA UNITS (Scholarship Average)	CUMULATIVE GPA	RANK IN CLASS	NO. IN CLASS
23.50	25.25	0.0	2.774	14	111

ERIC BROWN 4083628

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
Milw. 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

SCH-024 HM-3084 4083628
BROWN, ERIC J

CRSE.#	COURSE	GR.	UNIT	ABS T
BB311	TYPING 1	C	0.50	6
EN221	BRIT AUTH	B	0.50	4
EN304	MAJOR DRAM	B	0.50	8
EN314	MYTH&FOLK	A	0.50	3
MA271	ADV MATH 1	D	0.50	6
PE251	LIFE SPT 3	B	0.25	3
SC821	PHYSICS 1	B	0.50	4

HMRM ABS 8 HMRM TARDIES
UNITS 3.25 GPA 2.882 JAN.-8

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 TI
CC815	COMPR LIT	A	0.50	6
EN231	BRIT AUTH	A	0.50	9
EN325	THE NOVEL	A	0.50	7
PE261	LIFE SPT 4	A	0.25	5
SC831	PHYSICS 1	A	0.50	5
SP025	CREAT COMM	A	0.50	8
SS111	AFRO	A	0.50	4

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.

TER SKILLS:

Basic C and C++ programming skills.
llen-Bradley PLC programming knowledge.
owledge of Microsoft Power Point and Harvard Graphics presentation program 2.0.
rd Processor skills including Microsoft Word and Word perfect 5.0, 6.0, and 7.0.
iliar with Windows 3.X, Windows NT, Windows 95 and Windows 98.
ch (Wonderware) programming skills.
rienced user of Microsoft Office Suite.
t hardware maintenance using A+ certification texts.

MPL

NT SUMMARY

gust 20
resent

HOLY REDEEMER EDUCATIONAL COMPLEX

Milwaukee, Wisconsin

Teacher

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.

0

2001
94 to
7

T TECHNICAL INSTITUTE

Greenfield, Wisconsin

tructor

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

ACKGROUND 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					

ores 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

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PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF 08/18/2007

Passed/not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to each score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

The enclosed score interpretive leaflet provides additional information about state requirements. Passed/not passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

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

Last Name Fullove First Name Wanetta Middle Name Jean

Birthday: Month May Day 5 Year 1950 Birthplace Milwaukee

Entered this school on September 9, 1964 from Robert Fulton

Left Returned

Left 8/1/68 Returned

Gr.- U.W. Sheboygan Center

Gr.-Phi Delta Kappa Schol., Beta Chi Chapter-3/25/68

Credits sent to: Mil. Sho. Upp. Center 1/29/68

Gr. - Wis. State Univ., Oshkosh - 3/25/68

Gr.-UWM - 10/25/68

DATE GRADUATED JUN 10 1968

Personality Rating		Above Ave
SERIAL NO. 34876		
PERSONALITY RATING		ABOVE
ABILITY TO GET ALONG WITH OTHERS	7	
ABILITY TO THINK	3	
LEADERSHIP	5	
EMOTIONAL CONTROL	6	
COOPERATION	7	
RESPONSIBILITY	7	
WORK HABITS	5	
12-67 TOTALS	40	
NO. OF CARDS 13	COMPOSITE	

Father	Mother
Name Dennis Fullove	Laura Fullove
Residence 3401 North 13 St.	3401 North 13 St.
Birthplace Geneva Lincoln Ind.	Centerville, Iowa
Occupation Home-maker	Head cook

	7	8	9	10	11	12
Days Absent:			5½	5½	3½	10
Times Tardy:			2	4	5	6

Additional information

Student at 1531 N. 6 Street with grandmother, Mrs. Della Conley

College Entrance Examination Board PRELIMINARY SCHOLASTIC APTITUDE TEST

FULLOVE WANETTA J

PSAT						
E	IR	SI	SP	AA	DJ	CG
	31	24	44	22	66	

Tests and Scores

FULLOVE WANETTA F CA - 16/09
LIA 3-1967 LORGE V NV T
NATL NORMS PR - 34 36 35
TESTS OF ACADEMIC PROGRESS
SS CMP SC RDG MA LIT C
PR - 42 38 09 10 36 45 25

1	67	17	10	12	16	12	5	17	3	4	23	3

American College Testing Program

HIGH SCHOOL GRADES

| | | | | | | | | | | |

Last Name | Wanetta — First Name | Joan — Middle Name | JUN 1 0 1966 — Graduated | Course

0 — No. of Failures | 2.592 — Scholarship Average | 89 — Rank In Class | 278 — No. In Class

WANETT 34876

COURSE	GR.	CREDIT
LISH 1	B	1.00
SCI 1	A	1.00
ZEN 1	B	1.00
ED 1-2MW	B	.25
BUS 1	B	1.00

GR PT 3.250 1-65

FULLOVE WANETT 34876

CRSE. #	COURSE	GR.	CREDIT
143	ENGLISH 3	B	1.00
221	ALGEBRA 1	C	1.00
257	BIOLOGY 1	B	1.00
423	PHY ED 3-4MW	B	.25
521	FRENCH 1	D	1.00
661	TYPE 1	D	.50

CR 4.75 GR PT 2.111 1-66

FULLOVE WANETT 34876

CRSE. #	COURSE	GR.	CREDIT
145	ENGLISH 5	B	1.00
223	GEOM 1	D	1.00
381	A CHOIR	A	.50
425	PHY ED 5-6TT	C	.25
523	FRENCH 3	C	1.00
663	TYPE 3	C	.50

CR 4.25 GR PT 2.250 1-67

FULLOVE WANETT 34876

CRSE. #	COURSE	GR.	CREDIT
147	ENGLISH 7	B	1.00
161	SPEECH 1	A	1.00
347	SOCIOLOGY	A	1.00
381	A CHOIR	A	.50
427	PHY ED 7-8MW	C	.25
461	A & C 1	A	.50

CR 4.25 GR PT 3.647 1-68

WANETT 34876

COURSE	GR.	CREDIT
LISH 2	C	1.00
SCI 2	B	1.00
ZEN 2	B	1.00
ED 3-2MW	B	.25
BUS 2	B	1.00

GR PT 2.750 6-65

FULLOVE WANETT 34876

CRSE. #	COURSE	GR.	CREDIT
144	ENGLISH 4	C	1.00
222	ALGEBRA 2	D	1.00
258	BIOLOGY 2	A	1.00
424	PHY ED 3-4TT	B	.25
522	FRENCH 2	D	1.00
662	TYPE 2	C	.50

CR 4.75 GR PT 2.000 6-66

FULLOVE WANETT 34876

CRSE. #	COURSE	GR.	CREDIT
146	ENGLISH 6	B	1.00
224	GEOM 2	C	1.00
382	A CHOIR	A	.50
426	PHY ED 5-6TT	C	.25
524	FRENCH 4	C	1.00
664	TYPE 4	D	.50

CR 4.25 GR PT 2.375 6-67

FULLOVE WANETT 34876 25

CRSE. #	COURSE	GR.	CREDIT
148	ENGLISH 8	B	1.00
162	SPEECH 2	A	1.00
348	ECON 1	B	1.00
382	A CHOIR	A	.50
428	PHY ED 7-8MW	C	.25
462	A & C 2	B	.50

CR 4.25 GR PT 3.294 6-68

CRSE. #	COURSE	GR.	CREDIT
	FULLOVE WANETT		34876
345	US HIST 1	C	1.00
436	DR ED	C	.50
	*SUMMER*29		

CR 1.50 GR PT 0-66

CRSE. #	COURSE	GR.	CREDIT
438	DR ED BTW	C	.25
	*SUMMER*29		

FULLOVE WANET 34876

CRSE. #	COURSE	GR.	CREDIT
346	US HIST 2	B	1.00
	*SUMMER*29		

CR 1.00 GR PT 0-04

Unofficial

Last Name DRAKE First Name KIMBERLY Mid Name ---

Birth Month March Day 17 Year 1965 Birthplace

Entered this school on September 4, 1979 from Rufus King Junior High School

Left Returned

Left Returned

Credits sent to:

DATE GRADUATED JUN 9 1983

PERSONALITY RATING LABEL

	Father	Mother	Additional information
Name	Lawrence A. Drake	Marlowe R. Drake	
Residence	5414 N. 67th St.	5414 N. 67th St.	
Birthplace			
Occupation			

Days Absent: 7 8 9 7½ 10 15 11 13 12 14

Times Tardy: 7 8 9 13 10 39 11 14 12 22

DRAKE KIMBERLY ACADEMIC SKILLS
LEVEL I FORM A
BD 0365 RDG MATH ENG
SCH 022 NO. ITEMS - 78 48 69
GRADE 10 NO. RIGHT -072 044 064
OCT 1980 NAT'L PR - 92 80 82
STANINE - 8 7 7

DRAKE KIMBERLY SCHOOL - 022
ID - 3346250 BD - 0365
THE ABOVE HAS SCORED AT OR ABOVE
THE TEST LEVEL SET AS A MINIMUM
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

Activities
ORCH - ACHOIR - MONITOR - PAGE - MESSENGER

Honors, Scholarships, etc.

Homeroom Advisor HIDA

Certified as a correct record of the JAMES MADISON High School. Date JUN 9 1983

Counselor S. Walbschlager

Principal Robert C. Jones

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:

[X] Regular Certification [ ] Limited Certification [ ] Provisional Certification

TO PROVIDE:

[ ] In-Home Child Day Care [X] 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

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.

Peggy Kenner
President

John J. Petubura
Secretary-Business Manager

Lee R. McMurrin
Superintendent

Robert C. Jones
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

Karen Faye Milhite

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.

Victoria M. Grip
Dean

MILWAUKEE STRATTON COLLEGE
Est. 1963

Marilyn Damanski
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

00002157

Johnson Stephanie L
452 Otis Dr.
Brownsville TN 38012

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

07/03/08

Dyersburg State Comm College

ECED 1020		EARLY CHILDHOOD DEVELOPMENT	A		3.00	
ECED 2040		FAMILY & COMMUNITY INVOLVEMENT	A		3.00	
ECED 2070		DEVELOPMENT ASSESSMENT	A		3.00	
ECED 2130		CLINICAL PRACTICUM I	B		3.00	
HIST 2010		AMERICAN HISTORY I	B		3.00	
MGT 101		INTRODUCTION TO MANAGEMENT	C		3.00	
MGT 213		SMALL BUSINESS MANAGEMENT	C		3.00	
MIS 111		INTRODUCTION TO COMPUTERS	B		3.00	
			CAREER	HRS ATT	HRS ERN	QP	GPA
					24.00		

Spring Semester 2004

BIO 131	002	BIOLOGICAL SCIENCE	B	3.00	3.00	9.00
EDU 230	002	FOUNDATIONS OF EDUCATION	C	3.00	3.00	6.00
ENG 131	004	COMPOSITION I	A	3.00	3.00	12.00
MAT 135	008	ALGEBRA	A	5.00	5.00	20.00
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				14.00	14.00	47.00	3.357
			CAREER	HRS ATT	HRS ERN	QP	GPA
				14.00	38.00	47.00	3.357

Fall 2004

ENG 132	003	COMPOSITION II	F	3.00	.00	.00
MUS 235	001	FUNDAMENTALS OF MUSIC	A	3.00	3.00	12.00
PSY 230	002	HUMAN GROWTH AND DEVELOPMENT	A	3.00	3.00	12.00
PSY 330	001	THE EXCEPTIONAL LEARNER	B	3.00	3.00	9.00
SPC 230	004	FOUNDATIONS OF SPEECH	D	3.00	3.00	3.00
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				15.00	12.00	36.00	2.400
			CAREER	HRS ATT	HRS ERN	QP	GPA
				29.00	50.00	83.00	2.862

Spring 2005

ART 231	001	FUNDAMENTALS OF ART	A	3.00	3.00	12.00
ENG 132	014	COMPOSITION II	B (RP)	3.00	3.00	9.00
HIS 132	001	US HISTORY II	C	3.00	3.00	6.00
PER 121	001	MODERN DANCE/JAZZ DANCE	A	1.00	1.00	4.00
PHY 131	004	PHYSICAL SCIENCE	W	3.00	.00	.00
SOC 344	001	THE FAMILY	A	3.00	3.00	12.00
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				16.00	13.00	43.00	3.308
			CAREER	HRS ATT	HRS ERN	QP	GPA
				45.00	63.00	126.00	3.231

Fall 2005

BIO 341	001	ECOLOGY AND ENVIRONMENTAL BIOL	W	4.00	.00	.00
ENG 221	003	INTRODUCTION TO LITERATURE	D	3.00	3.00	3.00
PER 114	001	AEROBICS I	A	1.00	1.00	4.00
PER 223	001	ELEMENTARY GAMES	C	2.00	2.00	4.00
PER 326	002	FIRST AID AND SAFETY	A	2.00	2.00	8.00
PSY 131	001	EDUCATIONAL PSYCHOLOGY	A	3.00	3.00	12.00

COPY ALTERS FACE OF ORIGINAL DOCUMENT WHEN PHOTOCOPIED · SEE REVERSE FOR ADDITIONAL SECURITY FEATURES

A PHOTOCOPY OF THIS DOCUMENT IS NOT OFFICIAL

OFFICIAL ACADEMIC DOCUMENT

EDU 420	001 EDUCATION SEMINAR	A	2.00	2.00	8.00

		Degree	Major	Grad Date
000021157	Johnson Stephanie L 452 Otis Dr. Brownsville TN 38012	B.A.	INT	29 Apr 2007

07/03/08

Fall 2007

EDU 430	001 ENHANCED STUDENT TEACHING	A	10.00	10.00	40.00

	HRS ATT	HRS ERN	QP	GPA
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

	HRS ATT	HRS ERN	QP	GPA
CURRENT	6.00	6.00	24.00	4.000
CAREER	139.00	147.00	435.00	3.537

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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 Dixson

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

Chairman

Secretary

For the Faculty

President

Dean

KING'S Academy Christian School

Jackson-Madison County | School System

Click here for more of the
North Side High School Web Site

North Side High School

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

"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

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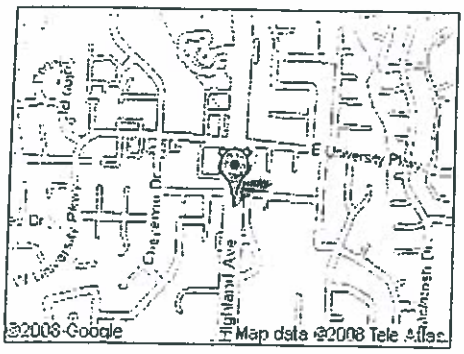
Google northside high school Jackson Tennessee Search | Advanced Search Preferences

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

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

7595 N 60th ST MILWAUKEE, WI 53223

MADISON COUNTY SCHOOL SYSTEM

CLASSIFICATION | 10 | 11 | 12 |

Name (Last): Dixson — First: Jacqueline — Middle: Ann — Date of Birth: 8-13-64 — Place: Madison Co., Tn. — Birth Certificate Number: 4½ 9½ 14½

Address: Rt. 5 Jackson, Tn. — Social Security Number: 409-29-7297 — Sex: M [ ] F [✓]

Name of Father: Virgil Dixson — Name of Mother: Louise Dixson — Race: B

SUBJECT	YR	SEM. 1	SEM. 2	UNIT
LANGUAGE ARTS				
	78-79	A	A	1
H	10	C	C	1
II	11	B+	C	1
V	12	C	C	1
H I				
H II				
CH I				
CH II				
H I	11	D-	D	1
CH II				

SUBJECT	YR	SEM. 1	SEM. 2	UNIT
MATHEMATICS				
ARITH.				
ALGEBRA I	78-79	C	D+	1
ALGEBRA II				
UNIF. GEOM.				
APP. MATH				
ADV. MATH				
SOCIAL STUDIES				
WORLD HIST.				
ANC. HIST.				
MOD. HIST.				
AM. HIST.	11	C+	C	1
WRLD. GEOG.				
CIVICS				
ECONOMICS	12	JA		
SOCIOLOGY				
PSYCH.				
AM. GOV.				
OTHER				
DR. EDUC.				

SUBJECT	YR	SEM. 1	SEM. 2	UNIT
SCIENCE				
GEN. SCI.				
PHY. SCI.	78-79	A-	B+	1
BIOLOGY I				
BIOLOGY II				
CHEM. I	10	F69	A+	0
CHEM. II				
PHYSICS				
VOCATIONAL EDUCATION				
AG. I				
AG. II				
AG. III				
AG. IV				
HOME EC. I	78-79	B	B	1
HOME EC. II				
HOME EC. III				
Child Dev.	10	B86	B	3
" " II	11	B90	C83	3
FAMILY LIV.				
BLD. TR.				
IND. ARTS				

SUBJECT	YR	SEM. 1	SEM. 2	UNIT
ART & MUSIC				
ART I				
ART II				
BAND I				
BAND II				
ORCH. I				
ORCH. II				
GEN. MUSIC				
CHORUS				

SUBJECT	YR	SEM. 1	SEM. 2	UNIT
BUSINESS EDUCATION				
TYPING I L.	11	C	B	1
TYPING II				
S'HAND				
BKKPING I	11	C	C	1
BKKPING II				
GEN. BUS.				
V. O. E.				
P. E. & HEALTH				
P. E. I	78-79	A	A	½
P. E. II	10	—	B	½
P. E. III				
P. E. IV				
HEALTH	10	B	—	½

ATTENDANCE

Grade	Year	Days Belonging	Pres.	Ab.
9	78-79	Bad	Bad	
10	79-80	175	168	7
11	80-81	179	174	5
12	81-82	176	167	9

STAMP GRADING CODE HERE

A — 100-95
B — 94-87
C — 86-76
D — 75-70
F — BELOW 70 (NO CREDIT)
ACCELERATED (ACC.)
AVERAGE (AVG.)
DEVELOPMENTAL (DEV.)

Hon Eng
A & B = 4
C = 3
D = 2

TOTAL UNITS: 18½
MAJOR:
MINOR:
DATE OF GRAD.: May 21, 1982
NO. IN CLASS: 316
RANK IN CLASS: 184
STUDENT'S AV.: 2.5000

NORTH SIDE HIGH SCHOOL
JACKSON, TENNESSEE

Thurman Reynolds
PRINCIPAL

SUPERINTENDENT

TESTS OF GENERAL EDUCATIONAL DEVELOPMENT

ged SM

issued by

OFFICIAL GED CENTERS of the

GENERAL EDUCATIONAL DEVELOPMENT TESTING SERVICE OF THE AMERICAN COUNCIL ON EDUCATION

Name of Examinee:

Ellis (Last) Sarah (First) E. (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			51	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 retest scores are lower than scores previously achieved, the retest scores are not reported

Signature of Chief Examiner: Carolyn [illegible]

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): 3000520330

Date: 12/03/08

*Passed or Failed as determined by state policy

GEDTS FORM 30/100M - 06/08
REVISED 12/00

MILWAUKEE AREA TECHNICAL COLLEGE

THIS COLLECTION AREA OF THE DOCUMENT CHANGES COLOR GRADUALLY AND EVENLY FROM DARK TO LIGHT WITH DARKER AREAS NEAR TOP AND BOTTOM

Ms. Sarah E. Ellis
10139 W Daphne Street
Milwaukee, WI 53224

ID Number: 0018729

Birth Date: 12/03/59

Course		Title	Grd	Repeat	Credits Att	Credits Cmpt	Grade Points	Course Dates	Credit Type	Notes
PSYCH	231	Intro to Psychology	B-		3.00	3.00	9.75000	01/13/93-05/18/93		
FLANG	211	Spanish 1	U		4.00	0.00	0.00000	01/13/93-05/18/93		
		Term SP1993 Totals:			14.00	10.00	25.7500	GPA = 1.8393		
		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 1	A-		3.00	3.00	11.25000	06/14/93-07/23/93		
		Term SU1993 Totals:			6.00	6.00	17.2500	GPA = 2.8750		
		Cumulative Totals:			54.00	50.00	151.7500	GPA = 2.8102		
MUSIC	190	Choir 1	W	R Repl	0.00	0.00	0.00000	08/30/93-12/22/93		
HIST	215	Nat Amer Hist Cult	B-		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 FA1993 Totals:			9.00	9.00	25.5000	GPA = 2.8333		
		Cumulative Totals:			63.00	59.00	177.2500	GPA = 2.8135		
NATSCI	206	Vertebrate Zoology	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	270	Cpnt Ap/Lib 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 SU1994 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	08/28/95-12/20/95		
		Term FA1995 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.CMPT = 71.00 GRADE.PTS = 207.2500 GPA = 2.7633

Academic Summary: Total Undergraduate including
Advanced Standing, Military Credit, Bypass, Special
CLEP and Scholastic Amnesty

SEP 11 2008
Milwaukee Campus
Registrar

THE BACK OF THIS DOCUMENT CONTAINS AN ARTIFICIAL WATERMARK

Serial No. | DRAKE (Last Name) | KIMBE (First Name) | --- (Middle Name) | JUN 9 1983 (Graduated) | Course

24.25	3	2.135	228	430
of Credits	No. of Failures	Scholarship Average	Rank in Class	No. in Class

NO 22 HM-RM 0235
KE KIMB 29224

E#	COURSE		GR.	UNIT
31	ENG 9		C	.50
31	SPANISH 2		D	.50
31	ALGEBRA		C	.50
31	ORCH		A	.50
31	PE 1/HL 1		C	.50
31	PHYS SCIEN		B	.50

.00 GR PT 2.333 1-80

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR.	UNIT
FL741	SPANISH 3		B	.50
EN401	COMPOSITN		D	.50
MA211	GEOMETRY		C	.50
MU351	CHORUS		A	.50
PE211	PHY ED 3	M	B	.25
SC201	BIOLOGY 1		C	.50
SS181	WLD HIST 1		B	.50

UN 3.25 GR PT 2.538 1-81

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR.	UNIT
SC401	CHEM 1		D	.50
SS302	US HIST 1		D	.50
FL761	SPANISH 4		U	
EN421	JOURNALISM		D	.50
MA311	ADV MATH 1		D	.50
MU371	CHORUS ADV		A	.50
PE331	LIFE SPT 3M		B	.25

UN 2.75 GR PT 1.462 1-82

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR.	UNIT
BB501	TYPE 1		C	.50
EN121	BRIT AUTH		C	.50
HE401	HM EC SR 1		B	.50
MU381	A CHOIR		A	.50
MA341	PROB/STAT		D	.50
MA411	ADV MATH 2		D	.50
SX761	ATMOS SCI M		C	.25

UN 3.25 GR PT 2.000 1-83

NO 22 HM-RM 0235
KE KIMB 29224

E#	COURSE		GR.	UNIT
31	ENG 9		B	.50
31	SPANISH 2		B	.50
31	ALGEBRA		C	.50
31	ORCH		B	.50
31	PE 1/HL 1		B	.50
31	PHYS SCIEN		B	.50

.00 GR PT 2.833 6-80

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR.	UNIT
EN171	CONTEM LIT		C	.50
FL751	SPANISH 3		B	.50
MA221	GEOMETRY		C	.50
MU351	CHORUS		A	.50
PE221	PHY ED 4	M	C	.25
SC211	BIOLOGY 1		D	.50
SS191	WLD HIST 2		C	.50

UN 3.25 GR PT 2.308 6-81

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR.	UNIT
EN431	CREAT WRIT		C	.50
FL771	SPANISH 4		U	
MA321	ADV MATH 1		D	.50
MU371	CHORUS ADV		A	.50
PE341	LIFE SPT 4M		A	.25
SC411	CHEM 1		U	
SS312	US HIST 2		D	.50

UN 2.25 GR PT 1.538 6-82

SCH-022 HM-0234 3346250
DRAKE,KIMBERLY

CRSE. #	COURSE		GR.	UNIT
BB511	TYPE 1		D	0.50
EN131	BRIT AUTH		D	0.50
HE411	HM EC SR 2		C	0.50
MA351	PROB/STAT		D	0.50
MA421	ADV MATH 2		D	0.50
MU381	A CHOIR		A	0.50
PE351	LIFE SPT 5		B	0.25
SX771	ATMOS SCI		C	0.25

UN 3.50 GPA 1.786 6-83

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 holidy 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 way 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 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 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**

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

The Standards on which the evaluation is based

1. 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 **ACEI** – Association for Childhood Education International

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

The teacher makes proficient use of mathematical concepts, processes and reasoning to foster student understanding.	E	G	F	P	U
The teacher makes proficient use of science (physical, life, and earth) and scientific concepts, thinking and reasoning in their teaching.	E	G	F	P	U
The teacher makes proficient use of the interrelationships of the social sciences as well as the major concepts and modes of inquiry of the discipline.	E	G	F	P	U

Comments_____

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.

	NS	S	AP	AI	NW
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.

	NS	S	AP	AI	NW
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.

	NS	S	AP	AI	NW
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

	NS	S	AP	AI	NW
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:

Starting Date	Full Time Hours	Part Time Hours
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 Reimployment 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	1st grade	X
Ellis, Sarah	Full-time	2008	BA-1999	NONE	NONE	NONE	2nd grade	X
Steward, Claudia	Full-time	2004	BS-1994 BA-2001	Ohio Wisconsin	Elem Ed 1-8	2013	3rd grade	X
Summers, Sylvia	Full-time	2005	AAS-2003	NONE	NONE	NONE	4th grade	X
Johnson, Stephanie	Full-time	2009	BA-2007	NONE	NONE	NONE	5th grade	X
Glover, Jacqueline	Full-time	2008	High School Diploma	NONE	NONE	NONE	6th grade	X
Brown, Eric J.	Full-time	2004	BAS-1998	NONE	NONE	NONE	7th grade	X
Evers, Connie	Full-time	2008	BA-2006	NONE	NONE	NONE	8th grade	X
Burdean Black	Full-time	2003	BS-1969	WI	Elem Ed 1-6	2000	Reading Intervention	X
Robert Beaumier	Full-time	2005	MLIS-1998 MAT-1984	WI WI	Libraary 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 Caruthers	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

University of Wisconsin-Whitewater
MS Degree, December 1993
Major: Business Education-Post Secondary

National Louis University, Milwaukee, WI
MAT Degree, June 2005
License MCEA; Grades 1-6

University of Wisconsin-Whitewater
BS Degree, December 1990
Major: Economics
Minor: Business Management

PROFESSIONAL PREPARATION

Principalship Practicum — **Spring 2007**
King's Academy Christian School — Milwaukee, WI
Evelyn Jones – Supervisor / Advisor

Student Teaching / Internship (Grade 3) — **Fall 2004**
King's Academy Christian School — Milwaukee, WI
Evelyn Jones - Cooperating Teacher / Principal

Practicum 2 (Grade 2) — **Fall 2003**
William Bruce Elementary School — Milwaukee, WI
Rachel Wagoner - Cooperating Teacher

Special Education Practicum (Various Grades) — **Spring 2003**
*Henry David Thoreau Elementary School — Milwaukee. WI
Karolyn Winston & Kim Stoke - Coop Teachers
*William Bruce Elementary School — Milwaukee. WI
P. Stevens, K. Mendoza, M. Temple, D. Kulinski - Coop Teachers

Practicum 1 (Grade 6) — **Fall 2002**
Henry David Thoreau Elementary School — Milwaukee. WI
Beth Schefelker - Cooperating Teacher

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 rrecommending 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

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

UNIVERSITY OF WISCONSIN SYSTEM

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

UNIVERSITY OF WISCONSIN 1868 WHITEWATER

James R. Cannon
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

Kenneth A. Shaw
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.

UNIVERSITY OF WISCONSIN · 1868 · WHITEWATER

President of the Board

President, University of Wisconsin System

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 of the University

Provost

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

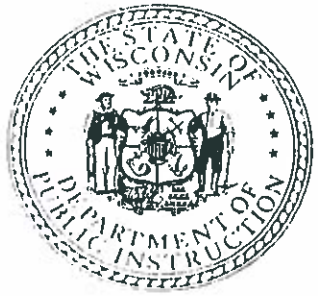
VALID 7/1/2006 THROUGH 6/30/2011

LAUREL LYNNE NOBLES

72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 777 REGULAR EDUCATION

— *end 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.

Elizabeth Burmaster
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/tepdl/lisearch.html**

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

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. G.

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. Jones S.J.
President

Daniel A. Laughlin, S.J.
Principal

MARQUETTE UNIVERSITY MILWAUKEE 3, WISC

Robert (FIRST NAME)	Joseph (SECOND NAME)		
537 North 91st Street	Wauwatosa (CITY)	Wisconsin (STATE)	
ricago (STATE) Illinois	DATE OF BIRTH June 29, 1945	SEX M	R 1
rquette University High School (SCHOOL OF GRADUATION)	NAME OF PARENT OR GUARDIAN Lawrence Joseph Beaumier		
01 West Wisconsin Avenue	ADDRESS OF PARENT OR GUARDIAN 2537 North 91st Street		
lwaukee (STATE) Wisconsin	Wauwatosa (CITY)	Wisconsin (STATE)	

May 1963	ENTRANCE AND PLACEMENT TESTS	CEEB - SAT VERBAL	CEEB - SAT MATH.	CEEB - ACHIEVEMENT ENGLISH	INT. MATH.	ADV. MATH.	
80 of 229		502	604	458	545		

ptember 1963 (ADMITTED)	COLLEGE OR CURRICULUM Liberal Arts	CONDITIONS Clear	DATE September 1963
AWARDED: chelor of Arts	DATE June 2, 1968	HONORS	RANK IN CLASS 477 in 534 / G. P. A. 2.228
tury		MINORS: Philosophy	

ENTRANCE UNITS			
English	4	Geometry	1
Latin	4	Trigonometry	½
History	2	College Math	1
Physics	1		
Chemistry	1	TOTAL	16½
Algebra	2		

SUMMARY OF ADVANCED STANDING CREDITS

ACCEPTANCE	SEMESTER HOURS	Q P AI C VALUE	Q P AI EARNED VALUE
BY: FROM:			
BY: FROM:			
BY: FROM:			
BY: FROM:			
BY: FROM:			

COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
F SEMESTER 63-64					
AT 003	INTERMEDIATE	B	3	3	9
NGL 001	RHET & COMPOSITION 1	C	3	3	6
HEO 030	OLD TESTAMENT REVEL	C	2	2	4
ATH 080	ANAL GEOM & CALC 1	D	4	4	4
R 001	FRESHMEN LECTURE	CR			
	SCHOLASTIC WARNING				
			12	12	23
NE SEMESTER 63-64					
ATH 081	ANAL GEOM & CALC 2	F	4		
HEO 031	CHRIST OF NEW TEST	C	2	2	4
AT 004	INTERMECIATE	C	3	3	6
HIL 001	LOGIC	C	3	3	6
NGL 002	RHET & CCMPCSITICN 2	C	3	3	6
	SCHOLASTIC WARNING CONTINUED		15	11	22

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
1ST SEMESTER 64-65						
PHIL	050	PHILOSOPHY OF MAN	B	3	3	9
THEO	032	ORIGINS OF CHURCH	B	2	2	6
HIST	001	GR WSTRN CIV TO 1715	A	3	3	12
SPCH	011	SPEECH IN GROUPS	B	2	2	6
ENGL	005	SURVEY OF ENGL LIT 1	C	3	3	6
		SCHOLASTIC WARNING REMOVED				
				13	13	39
2ND SEMESTER 64-65						
SPCH	012	BUS & PROF SPEAKING	W			
POLS	001	AMERICAN NATL GOVT	C	3	3	6
HIST	002	GR WTRN CIV SNC 1715	B	3	3	9
ENGL	006	SURVEY OF ENGL LIT 2	C	3	3	6
MATH	060	BASIC STATISTICS	C	3	3	6
				12	12	27

Georgia D. McRae, University Registrar

Name of Student .AUMIER, Robert Joseph

MARQUETTE UNIVERSITY (Back of permanent record card)

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
1ST SEMESTER 65-66						
PHIL	104	THEORY OF ETHICS	C	3	3	6
SOC	001	AMERICAN SOCIETY	D	3	3	3
PHIL	102	METAPHYSICS	B	3	3	9
PSYC	011	GENERAL PSYC 1	C	3	3	6
POLS	175	WORLD AFFAIRS	C	1	1	2
SPCH	012	PUB & PROF SPEAKING	D	2	2	6
THEO	117	PAULINE WRITINGS	W			
				15	15	32
		67 - 63 - 143				
2ND SEMESTER 65-66						
THEO	160	THEO OF SPIRITL LIFE	A	2	2	8
POLS	002	PRIN & PROB OF POLS	C	3	3	6
THEO	150	CATHOLIC MARRIAGE	D	2	2	2
PHIL	103	PHILOSOPHY OF GOD	B/X	3	3	6
PHIL	114	HIST OF MODERN PHIL	D/	3	3	3
PSYC	012	GENERAL PSYC 2	W			
				13	13	25
		80 76 - 168				
1ST SEMESTER 66-67						
HIST	004	GRWTH AMER NATION 1	B	3	3	9
PHIL	160	CONTEMP EXISTENTLISM	B	3	3	9
HIST	174	INTEL HIST MOD EUR 1	C	3	3	6
HIST	152	MDRN GERM 1870 TO PR	C	3	3	6
FIAR	025	BASIC MUSIC 1	A	2	2	8
				14	14	38
		74 - [illegible] - 256				
2ND SEMESTER 66-67						
HIST	187	20 CENTURY EUROPE 2	C	3	3	6
FIAR	026	BASIC MUSIC 2	A	2	2	8
HIST	005	GRWTH AMER NATION 2	C	3	3	6
ECON	020	PRIN OF MACRO ECON	B	3	3	9
HIST	175	INTEL HIST MOD EUR 2	C	3	3	6
PHIL	112	HIST OF ANCIENT PHIL	C/W	3	3	6
		71 - 101 - 247		17	17	41

[illegible] 9/68- Readmitted and Transferred: Clear.
11/18/68- Withdrew.

Georgia D. McRae

Georgia D. McRae, University Registrar

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
1ST SEMESTER 67-68						
ENGL	113	SHAKESPEARE MAJ PLYS	F	3		
ENGL	131	VCTRN PTRY 1837-1900	C	3	3	6
HIST	149	BR EMPIRE SINCE 1815	C	3	3	6
SOC	120	THE FAMILY	C	3	3	6
THEO	152	CHRISTIAN CONT SOC 1	A	2	2	8
				14	11	26
		[illegible]				
SECOND SEMESTER 1967-68						
EDUC	050	HUMAN DEVEL & LRNING	C	3	3	5
HIST	112	SOC & INTEL HIS US 2	B	3	3	9
HIST	163	LAT AM NATIONL PERCD	B	3	3	9
SOC	180	INTRO TO SOCL WORK	C	3	3	6
THEO	130	CONT ATHSM & THEISM	C	3	3	6
				15	15	35
		19[illegible] - 19[illegible]				

SUMMARY OF DEGREE CREDITS

Marquette/Transfer	140	133	312
Advanced Standing			
Total	140	133	312

MICROFILMED..... AUG 21 1968

FIRST SEMESTER 1968-69
EDUC 151 METHL OF TCHNG SECON

Continued on Second Card if Checked Here

13 560

ARD

(2) marquette univer..ty
MILWAUKEE, WISCONSIN

BEAUMIER SURNAME	Robert FIRST NAME	Joseph SECOND NAME			
UDENT NUMBER	M SEX	1 D	June 29, 1945 DATE OF BIRTH	Chicago, Illinois PLACE OF BIRTH	2537 North 91st Street; Wauwatosa HOME ADDRESS

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
		[illegible]											

MICROFILMED..... SEP 1970

Georgia D. McRae

Georgia D. McRae, University Registrar

THE FACE OF THIS DOCUMENT HAS LORED BACKGROUND ON WHITE PAPER

UNIVERSITY OF WISCONSIN–MILWAUKEE GRADUATE TRANSCRIPT

Name Beaumier,Robert Joseph
SSN 387-44-0500
BA 1968-05-15 Marquette University Milwaukee WI
MAT 1984-05-15 Cardinal Stritch University Milwaukee WI
MLIS 1998-08-15 UW Milwaukee Milwaukee WI

OFFICIAL GRADUATE ACADEMIC RECORD

Issued 17-OCT-2005
Page 1

----Acadamic History----

Program : Library Science Grad NonDegree
1987-05-15 NDC Library Science
Program : Off-Campus Graduate
1988-05-15 Off-Campus Graduate
Program : Library Science Graduate
1995-05-15 Library & Information Science
1997-05-15 Library & Information Science
1998-05-15 Library & Information Science
Program : Library Science Grad NonDegree
1999-05-15 NDC 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 Storytell				
Term GPA: 3.670	GPA Credit:	1.00			3.67
Cum GPA: 3.670	Cum Totals:	1.00			3.67
Summer 1988	UWM Credit				
CLT FND 520	Peace Education		3.00	B+	9.99
Term GPA: 3.330	GPA Credit:	3.00			9.99
Cum GPA: 3.415	Cum Totals:	4.00			13.66
Summer 1995	UWM Credit				
L&I SCI 510	Intro Reference Srvc/Resources		3.00	B+	9.99
L&I SCI 648	Library Materials for Children		3.00	A-	11.01
Term GPA: 3.500	GPA Credit:	6.00			21.00
Cum GPA: 3.466	Cum Totals:	10.00			34.66
Fall 1995	UWM Credit				
L&I SCI 520	Managing Library Collections		3.00	A-	11.01
L&I SCI 530	Intro-Bibliog Control Material		3.00	A	12.00
L&I SCI 632	Microcomptr-Info Rsources Mgmt		3.00	A-	11.01
L&I SCI 658	Library Materials-Young Adults		3.00	A-	11.01
Term GPA: 3.753	GPA Credit:	12.00			45.03
Cum GPA: 3.622	Cum Totals:	22.00			79.69
Spring 1996	UWM Credit				
L&I SCI 550	Intro to Information Science		3.00	A	12.00
L&I SCI 670	Prdctn&Utilztn-Instrl Tech		3.00	A	12.00
L&I SCI 672	School Libr Media-Prog/Resrces		3.00	A	12.00
L&I SCI 990	Fieldwork-Libr & Info Sci Srvc		3.00	A	12.00
Term GPA: 4.000	GPA Credit:	12.00			48.00
Cum GPA: 3.756	Cum Totals:	34.00			127.69
Summer 1996	UWM Credit				
L&I SCI 540	Mngmnt Library & Info Services		3.00	A-	11.01
Term GPA: 3.670	GPA Credit:	3.00			11.01
Cum GPA: 3.749	Cum Totals:	37.00			138.70
Summer 1998	UWM Credit				
L&I SCI 774	Online Information Retrieval		3.00	A-	11.01
Term GPA: 3.670	GPA Credit:	3.00			11.01
Cum GPA: 3.743	Cum Totals:	40.00			149.71

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				
Term GPA: 4.000	GPA Credit:	3.00			12.00
Cum GPA: 3.761	Cum Totals:	43.00			161.71
Fall 2001	UWM Credit				
L&I SCI 757	Libr Svc-Children/Young Adults		3.00	A	12.00
Term GPA: 4.000	GPA Credit:	3.00			12.00
Cum GPA: 3.776	Cum Totals:	46.00			173.71

Summery

CUM GPA CREDITS	46.000
CUM GRADE POINTS	173.710
GRADUATE GPA	3.778

Effective; 05-12-1996
-- Wisconsin Department Of Public
-- Instruction Approved Program Completed
-- For Certification As Initial
-- Instructional Library Media Specialist.

RAISED SEAL NOT REQUIRED

----End Of Record----

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

THE BACK OF THIS DOCUMENT CONTAINS AN FICIAL WATERMARK - HOLD AT AN ANGLE TO VIEW

UNIVERSITY of WISCONSIN
UWMILWAUKEE
Graduate School
PO Box 340
Milwaukee, WI 53201-0340

UNIVERSITY OF WISCONSIN-MILWAUKEE
OFFICE OF THE GRADUATE SCHOOL
OCT 14 2005
RECEIVED

For Office Use Only
Hold: ____ ID: ____ By: ____
Date Processed: ____ By: ____

OFFICIAL TRANSCRIPT REQUEST FORM

- 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.

STUDENT INFORMATION

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

If registered under a former name, please indicate below:

Student ID: 387-44-0500

Area Code + Daytime Phone Number: 414 (447-0361)

E-mail Address: beaumirj@gawab.com

STUDENT SIGNATURE

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

MAILING ADDRESS

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

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

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.

THE FACE OF THIS DOCUMENT IS PRINTED ON WHITE PAPER

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
1977-78 S1	Ro 513	READING DISABILITY: DIAGNOSIS & CORRECTION	-	W
		MICROFILMED OCT 78		
1980-81 S2	Ro 513	READING DISABILITY: DIAGNOSIS & CORRECTION	3	B
1982 SS	Rd 545	Impl the Whole Lang Appr in Elem & Secondary Schools	3	A
	Rd 514	Rd Difficulty: Lab Experience	3	A
1982-83 S1	Ro 512B	CURRICULUM & INSTRUCTION IN READING 7-12	3	A
	Ps 549	INDIVIDUAL & FAMILY COUNSELING	2	B+
	Eo 521	EDUCATIONAL STATISTICS	2	B
S2	Eo 510	COMPUTER USE IN THE SCHOOLS	-	W
	RLA 549	MODELS AND PROCESSES OF READING	2	B
	RLA 552	RECENT RESEARCH IN READING	-	W
1983 SS	RLA 539	SUPERV OF READING INSTRUCTION	3	B
	Ed 550	EDUCATIONAL RESEARCH	1	S
	Ps 508	ADOLESCENT PSYCHOLOGY	2	B-
1983-84 S1	RLA 552	Recent Research in Reading	2	A
S2	RLA 501A	READING IN BUSINESS & INDUSTRY	2	B
	Beaumier Robert J	SUMMER SESSION 85		
	Ed 514	Analysis of Instruction	3	A- 11.1
	RLA 556GF	Graduate Field Experience	4	S 0
	SEMESTER GPA: 3.70	TOTAL QP: 11.1	CREDITS EARNED: 7	

Graduate Credit accepted from other Universities

Beaumier Robert — SEMESTER I 1985-86

RLA 521 Rdg/Wrtng in the Cntnt Fld 2 B 6

SEMESTER GPA: 3.00 TOTAL QP: 6 CREDITS EARNED: 2

Beaumier Robert — SUMMER SESSION 1986

RLA 570A Comp App-Rdg & Wrt Prg-Beg 2 B 6

SEMESTER GPA: 3.00 TOTAL QP: 6 CREDITS EARNED: 2

BEAUMIER ROBERT ID 000005392

86-87 SUMMER 1

SED 501 SYMPOSIUM:TRAN ASSMT & TRMT DYSLX B 1.0 3.00

3.00 QP 1.00 GH 3.000 GPA 1.00 CR

MICROFILMED DEC 90

ROBERT J. BEAUMIER ID 000005392

91-92 SPRING

ED 522 HUMAN GRWTH&DEV A 2.0 8.00

11.00QP 3.00GH 3.666GPA 3.00CR

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 Glynn

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 BLUE BACKGROUND ON WHITE PAPER

CARDINAL STRITCH UNIVERSITY

MILWAUKEE, WISCONSIN

NAME: BEAUMIER, 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

T.	COURSE	SEM. HRS.	PTS.

DEPT	NO.	COURSE TITLE	SEM. HRS.	GR.	PTS.
		1974-75 SEMESTER 1			
CH	101	PRIN OF PHYSICAL SCIENCES	4	B	12
PS	310	NATURE OF EXCEPTIONAL CHIL	3	D	3
PS	220	CHILD PSYCHOLOGY	3	B	9
EO	217	HEALTH EDUCATION	2	B	6
HS	344	20TH CENTURY AMERICA	3	B	9
			15		39
		1974-75 SEMESTER 2			
PS	310	PSYCH OF EXCEPT CHILD	3	B	9
SED	313	INTRO TO M.R.	3	B	9
SEO	308	SPEECH IMPROVEMENT	2	C	4
ED	112	MATH METHODS	-	W	-
RD	309	TEACHING OF READING	3	B	9
ED	202	MUSIC EDUCATION	2	C	4
			13		35
		1975 SUMMER SESSION			
ED	303	GROUP TESTS & MEASUREMENTS	1	B	3
		1975-76 SEMESTER 1			
ED	210	PHY EO METHODS	2	A	8
SED	201	ART EDUCATION	2	B	6
			4		14
		1975-76 SEMESTER 2			
RD	310	IMPLEMENTING READING IN CLSRM		AUDIT	
SED	318	CURRICULUM & INSTR MR	5	C	10
PS	303	PSYCH APPLIED TO TCHNG	3	B	9
EO	300	SPECIFIC AIDING	-	W	-
ED	112	MATH METHODS	1	B	3
MT	100	REAL NOS FOR ELEM TCHRS	3	B	9
		MICROFILMED NOV 76	12		31

DEPT.	NO.	COURSE TITLE	SEM. HRS.	GR.	PTS.
		1976-77 SEMESTER 1			
SED	418	STUDENT TEACHING	8	P	-
RD	512A	CURRICULUM & INSTR IN RDG K-8	3	C	6
ED	362	UNDERSTANDING & DEALING WITH PROBLEMS IN CLRM BEHAVIOR	2	C	4
		MICROFILMED OCT 78	13		10

MICROFILMED OCT 00

Christine Glynn
Interim Registrar

GRADING SYSTEM

GRADE	POINTS
A	4
B	3
C	2
D	1
P (PASS; NOT INCLUDED IN GRADE POINT)	
I (INCOMPLETE)	
W (WITHDRAW	
N-NC (NO GRA	O CREDIT)

Human Relations Requirement Satis

Completed NCATE Approved Program for Teacher Preparation

Teaching Major: SPECIAL EDUCATION
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.

Elizabeth Burmaster
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**

: **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**

e Type: **08 Life License** Validity
on/Level: **27 GRADES 7-12**
ubject: **810 COGNITIVE DISABILITIES**
ow Grade: **07 Seventh Grade** High Grade: **12 Twelfth Grade**

Prior Licenses:

Valid: **July 1, 2002 through June 30, 2007**

:nse 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**
r ion/Level: **22 GRADES PREKINDERGARTEN-12**
ect: **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**
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: **316 READING TEACHER**
Low Grade: **PK Pre-Kindergarten** High Grade: **12 Twelfth Grade**

d: **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**

se 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**
ubject: **810 COGNITIVE DISABILITIES**
ow Grade: **07 Seventh Grade** High Grade: **12 Twelfth Grade**

ducator License Lookup Introduction: **dpi.wi.gov/tepdl/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. W. Tate

'S Taylor, Burdea
LAST NAME MIDDLE NAME FIRST NAME

ELEMENTARY SCHOOL RECORD

ENTERED FROM Coffee Creek School

ENTRANCE DATE GRADE

ENTRANCE AGE 6 YEAR OF SMALLPOX VAC.

SCHOOL YEAR							
GRADE	1st.	2nd	3rd.	4th.	5th.	6th.	
SUBJECT							
ARITHMETIC							
ART							
CIVICS OR CITIZENSHIP							
GEOGRAPHY							
GRAMMAR OR LANGUAGE							
HEALTH EDUCATION							
HISTORY OR SOC. SCIENCE							
MUSIC							
PHYSICAL EDUCATION							
READING OR ENGLISH							
SPELLING							
WRITING							
RANK IN CLASS							
NO. IN CLASS							
DAYS PRESENT							
DAYS ABSENT							
TIMES TARDY							

Jimmy Lowery

DATE OF GRADUATION

DATE OF WITHDRAWAL

HOME ADDRESS OF PUPIL Rte. 1 Box 78 Marvell Arkansas

DATE OF BIRTH 10-25-46 SEX M (F) PLACE OF BIRTH Marvell BIRTH CERTIFICATE YES (NO)

FATHER'S NAME Allie B. Lowery OCCUPATION Farmer NATIONALITY Am.

MOTHER'S MAIDEN NAME Ozena (~~[illegible]~~) Thomas OCCUPATION Farmer NATIONALITY Am.

DATE ENTERED July 14, 1959 GRADE 7th AGE 14 ENTERED FROM Coffee Creek

7th GRADE 1959-60 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
English		C	B	
Arith		C	B	
Hist.		C	B	
Science		D	C	
Phy. Ed.		C		½
DAYS ABSENT		CIT. RATING		
DAYS PRESENT		TIMES TARDY		

8th GRADE SUBJECTS 1960-61	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
English		C+	B	
Arith.		B	B-	
History		B	B-	
Science		C	C-	
Phy. Ed.		C	C+	½
DAYS ABSENT 8		CIT. RATING		
DAYS PRESENT 173		TIMES TARDY		

9th GRADE 1961-62 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
Arithmetic		B	B	1
English		B-	A	1
Home Ec.		C-	C	1
Science		D	B	1
Phys. Ed.		C	B	1
DAYS ABSENT		CIT. RATING		
DAYS PRESENT		TIMES TARDY		

10th GRADE 19__-__ SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
[illegible]	36	D	D	1
[illegible]	36	C	C	1
[illegible]	36	A	A	1
[illegible]	36	C	A	1
DAYS ABSENT 3		CIT. RATING		
DAYS PRESENT [illegible]		TIMES TARDY		

11th GRADE 1963-64 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
English		C-	C+	1
Geometry		C	C	1
History		C	B	1
Speech		B	B-	1
Home ec.				
DAYS ABSENT		CIT. RATING		
DAYS PRESENT		TIMES TARDY		

12th GRADE 1964-65 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
Bus. Math		B	B+	1
English		B+	B	1
Government		C+	B	1
Typing		C+	C	1
Fren.		B	B	1
DAYS ABSENT		CIT. RATING		
DAYS PRESENT		TIMES TARDY		

DATE OF GRADUATION RANK IN CLASS 14 NUMBER IN CLASS 41 COLLEGE ENTERED DATE

DATE OF WITHDRAWAL CAUSE OF WITHDRAWAL 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**

d: **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/tepdl/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 Milwaukee, Wisconsin

Teacher

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.

April 2000 to August 2001
October 1994 to October 1997

ITT TECHNICAL INSTITUTE Greenfield, Wisconsin

Instructor

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.** — Franksville, Wisconsin
Systems Engineer
Responsibilities:
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** — Glendale, Wisconsin
Battery Technician
Responsibilities:
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.** — Milwaukee, Wisconsin
Field Service Technician
Responsibilities:
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.** — West Allis, Wisconsin
Copier Technician
Responsibilities:
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.

40836 Serie — BROWN Last Name — F ame — JAMES Middle Name — JUN 1 6 1989 Graduated — Course

DOB: 4/70

UNITS EARN. No. of Credits	UNITS ATT. No. of Failures	NON-GPA UNITS Scholarship Average	CUMULATIVE GPA	RANK IN CLASS	NO. IN CLASS	ERIC BROWN 4083628
23.50	25.25	0.0	2.774	14	111	

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
Milw. 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

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	MYTH&FOLK	A	0.50	3
MA271	ADV MATH 1	D	0.50	6
PE251	LIFE SPT 3	B	0.25	3
SC821	PHYSICS 1	B	0.50	4

HMRM ABS 8 HMRM TARDIES 2
UNITS 3.25 GPA 2.692 JAN.-89

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	9
EN325	THE NOVEL	A	0.50	7
PE261	LIFE SPT 4	A	0.25	5
SC831	PHYSICS 1	A	0.50	5
SP025	CREAT COMM	A	0.50	9
SS111	AFRD	A	0.50	4

HMRM ABS 3 HMRM TARDIES
UNITS 3.25 GPA 4.000 JUNE-89

Spanish 8 D

Morse Jr. H.S. 6-85

OFFICIAL

Last Name BROWN First Name ERIC Middle Name JAMES

Birthday: Month AUGUST Day 24 Year 1970 Birthplace

Entered this school on 9-6-88 from Marshall High School

Left Returned

Left Returned

Credits sent to: Parcel Post 1-10-92 DATE GRADUATED JUN 1 6 1989

Additional Information

~~NORTH DIVISON~~

Competency Status
End Grade 8

	Father	Mother
Name	JOHN LEE	BERTHA LEE
Residence		2134 N. 38th St. 53208
Birthplace		
Occupation		

Competency Status
End Grade 9

Days Absent: 7 8 9 10 11 12

Times Tardy: 7 8 9 10 11 12

Competency Status
End Grade 10

Standardized Test Data
Grade 8

Standardized Test Data
Grade 10

Competency Status
End Grade 11

Standardized Test Data
Grade 9

BROWN ERIC J (Name of Student) 12 88 (Date Tested) A C A A (High School Grades)

The American College Testing Program

ACT

Standard Scores					College Bound Percentiles				
Eng.	Math.	Soc. S.	N. Sci.	Comp.	Eng.	Math.	Soc. S.	N. Sci.	Comp.
19	13	16	24	18	50	33	43	64	45

Competency Status
End Grade 12

Activities

1/89STUDENT LEADERSHIP RECOGNITION AWARD
ALL CONFERENCE FIRST & SECOND TEAMS
RUNNING BACK
5/89-RAY A. KROC AWARD
6/89-DISTINGUISHED ATHLETE AWARD (MARINES)

Honors, Scholarships, etc.

HONORS (STUDENT WHO HAD A MINIMUM OF 3.00 GPA FOR THE FIRST FIVE MARK PERIODS (88-89)

Homeroom Advisor Counselor

Certified a rect record of the NORTH DIVISION HIGH SCHOOL High S Date JUN 1 6 1989 Principal

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					

cores 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

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KOWN ERIC

PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF 08/18/2007

ssed/not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to ch score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

1473 UNIV WISCONSIN MILWAUKEE

Based on Test Date

est Date	Test Code	Test Name	Your Highest Score	WI Required Minimum Score	Minimum Score Met/Not Met	WI Required Passing Score	Passed/ Not Passed Status
/09/2007	5720	C-PPST: WRITING	177			174	PASSED

est Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

est Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

The enclosed score interpretive leaflet provides additional information about state requirements. Passed/not passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF 08/18/2007

Passed/not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to each score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

The enclosed score interpretive leaflet provides additional information about state requirements. Passed/not passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

DETAILED INFORMATION FOR 08/09/2007 TEST DATE

Test Category *	Raw Points Earned	Raw Points Available	Average Performance Range
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: WRITING			
I. GRAMMATICAL RELATIONSHIPS	5	9	3 - 6
II. STRUCTURAL RELATIONSHIPS	9	14	7 - 11
III. IDIOM AND WORD CHOICE; MECHANICS; NO ERROR	11	15	7 - 11
IV. ESSAY	8	12	7 - 9

* Category-level information indicates the number of test questions answered correctly for relatively small subsets of the questions. Because they are based on small numbers of questions, category scores are less reliable than the official scaled scores, which are based on the full set of questions. Furthermore, the questions in a category may vary in difficulty from one test form to another. Therefore, the category scores of individuals who have taken different forms of the test are not necessarily comparable. For these reasons, category scores should not be considered a precise reflection of a candidate's level of knowledge in that category and ETS recommends that category information not be used to inform any decisions affecting candidates without careful consideration of such inherent lack of precision.

** The range of scores earned by the middle 50% of a group of examinees of appropriate educational level (see interpretive leaflet for details) taking the test during the most recent three academic years. N/C means that this range was not computed because the test was taken by fewer than 10 examinees within the most recent three academic years. N/A indicates that this test set or was not taken and, therefore, this information is not applicable.

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.

(414)362-1552

6029 West Calumet Road, Milwaukee, Wisconsin 53223

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 Coronet)
- 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 — Tolleston High School

NAME Carruthers, Churchill Winston — SEX M

Last Name — First Name — Middle Name — M. or F.

HOME ADDRESS 2600 Harrison Street,

Number and Street — Gary

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

ENTERED Tolleston, Gary, Indiana — School in January 1956 (Month, Year)

WAS GRADUATED ☒ — WILL BE GRADUATED ☐ — WITHDREW ☐ — May 1962 (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 9	10	11	12		Summer	Units*	TEACHERS	Hrs
ENGLISH										
	[illegible]	C						1	[illegible]	
	III		D					1	[illegible]	
	IV			C				1	Dickey	Special E
	Speech R				C			1	[illegible]	non-college
LANG.	Spanish I P			B				1	[illegible]	
				B				1	Dougherty	
MATH.	[illegible] I-II	C		D				2	[illegible]	
	[illegible]		D					1	[illegible]	"*" denote
	Trigonometry				D			.5	Lynch	ated course
SCIENCE	Bio. Phy. Science	D						1	Wallace	
	Physics				C			1	Moore	Physical Sci
										Bio-Physical
										are non-coll
										paratory.
SOC. STUDIES	[illegible]		D					1	[illegible]	
	U. S. History R			C				1	McFeggans	
	U. S. Government R				C				Bess [illegible]	
	Economics R				C			.5	Lynch	
	Geography				B			.5	Lynch	
ED.	Physical Education	C	C	C				1	Kelly	.5 unit per
	Safety				C			.5	Kelly	
OTHER SUBJECTS	R.O.T.C.	D	C	C				2	Lt. [illegible]	

Jacqueline A. Dixson
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 **Subsitute 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 **Libral Arts/Business**	McKenzie, TN 1/06 to 5/07
Concordia College **Business Managment**	Mequon, WI 8/00 to 6/03
M.A.T.C. **Associate in Arts**	Milwaukee, WI Associate Degree

References: Available upon request

Dixon, Jacqueline Renee
(Last) (First) (Middle)

ss: Route 5 Jackson, Tn.
es of address:

other: older younger
ters: older younger
's Occupation
r's Occupation
in family relationship (death, divorce, marriage):

SCHOOL ACTIVITIES

Type	Yr.	Office – Honor – Award
Junior Club	1	
Basketball	1,2	
4-H Club	4	
D.H.A	1	
Junior Achievement	3,4	
Student Board Program	3	
Church Choir		

Dr to Jackie Dixon - Wisconsin - 1/7/83
TR To Jacqueline - Wisconsin 5/7/84
TR To Milwaukee Co. Medical Company School of Nursing
Tr. To A. Zerr Business College 7-22-03

IMMUNITY STATUS

SHOULD HAVE 4 DPT, 4 POLIO, 1 MEASLES, AND 1 RUBELLA IMMUNIZATION
RECORD DATE OF EACH SHOT

DPT OR DIPHTHERIA PERTUSSIS (WHOOPING COUGH) TETANUS DATE	POLIO DATE (3)	MEASLES (2) DATE	RUBELLA (2) DATE
1 12-18-70 (3)	1 8-18-78	1 1-24-73	1 1-24-73
2 8-18-78 B (4)	2		
3	3	OTHER	OTHER
4	4		

SCHOOL HISTORY

Entry (E) Transfer (T) Withdrawal (W) Re-entry (R)

Date	E-T-W-R	School	Reason
8-26-79	E from	Beech Bluff Jr.	To NSHS.

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

Standard Scores — National %-iles

American College Test – Date

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

College Entrance Examination Board

PSAT

SEE STATE PROFICIENCY TEST KLA 81 03 24
DIXSON JACQUELINE GRADE 11 SCHOOL 00570045
SPELL 85 LANG 89 READ 80
SCORES ABOVE ARE PERCENT CORRECT BY SUBTEST
STATE PROFICIENCY TEST KLA 11/81 2ND ADMINISN
DIXSON JACQUELINE GRADE 12 SCHOOL 00570045
SPELL LANG READ
SCORES ABOVE ARE PERCENT CORRECT BY SUBTEST

ON JACQUELINE GRADE 11
409297297 FEMALE
H8IDEH8 ASVAB SA
TN CC
4YR COLL 80 NOV 06
COMPOSITE SCORES

	VE	MA	PS	ME	TT	AA
T	19	17	091	13	28	18
LE	50	40	140	40	70	50
GRADE%	21	23	71	22	30	12
GRADE/SEX%	22	23	64	27	44	13

SUB-TEST SCORES

	GI	NO	AD	WK	AR	SP
CORRECT	06	34	19	11	07	05
POSSIBLE	15	50	30	30	20	20
GRADE%	19	50	83	18	14	12

	MK	EI	MC	GS	SI	AI
CORRECT	10	13	06	08	08	07
POSSIBLE	20	30	20	20	20	20
GRADE%	35	30	45	35	30	49

MADISON COUNTY SCHOOL SYSTEM

CLASSIFICATION | | 10 | 11 | 12 | |

Name (Last): Dixson
Name (First): Jacqueline
Name (Middle): Ann
Date of Birth: 8-13-64
Place: Madison Co., Tn.
Birth Certificate Number: 4½ 9½ 14½

Address: Rt 5 Jackson, Tn.
Social Security Number: 409-29-7297

Name of Father: Virgil Dixson
Name of Mother: Louise Dixson
Sex: M | F
Race: B

SUBJECT	YR	SEM 1	SEM 2	UNIT
LANGUAGE ARTS				
	78-79	A	A	1
11	10	C	C	1
	11	B+	C	1
	12	C	C	1
MATHEMATICS				
ARITH.				
ALGEBRA I	78-79	C	D70	1
ALGEBRA II				
UNIF. GEOM.				
APP. MATH				
ADV. MATH				
SOCIAL STUDIES				
WORLD HIST.				
ANC. HIST.				
MOD. HIST.	11	D-	D	1
AM. HIST.	11	C+	C	1
WRLD. GEOG.				
CIVICS				
ECONOMICS	12	BA		
SOCIOLOGY				
PSYCH.				
AM. GOV.				
OTHER				
DR. EDUC.				

SUBJECT	YR	SEM 1	SEM 2	UNIT
SCIENCE				
GEN. SCI.				
PHY. SCI.	78-79	A-	B+	1
BIOLOGY I				
BIOLOGY II				
CHEM. I	10	Fag	Drop	0
CHEM. II				
PHYSICS				
VOCATIONAL EDUCATION				
AG. I				
AG. II				
AG. III				
AG. IV				
HOME EC. I	78-79	B	B	1
HOME EC. II				
HOME EC. III				
Child Dev.	10	B86	B	3
" " II	11	B90	C83	3
FAMILY LIV.				
BLD. TR.				
IND. ARTS				

SUBJECT	YR	SEM 1	SEM 2	UNIT
ART & MUSIC				
ART I				
ART II				
BAND I				
BAND II				
ORCH. I				
ORCH. II				
GEN. MUSIC				
CHORUS				

SUBJECT	YR	SEM 1	SEM 2	UNIT
BUSINESS EDUCATION				
TYPING I L.	11	C	B	1
TYPING II				
S'HAND				
BKKPING I	11	C	C	1
BKKPING II				
GEN. BUS.				
V. O. E.				
P. E. & HEALTH				
P. E. I	78-79	A	A	½
P. E. II	10	—	B	½
P. E. III				
P. E. IV				
HEALTH	10	B	—	½

ATTENDANCE

Grade	Year	Days Belonging	Pres.	Ab.
9	78-79	Bent	Blank	
10	79-80	175	168	7
11	80-81	179	174	5
12	81-82	176	167	9

STAMP GRADING CODE HERE

A — 100-95
B — 94-87
C — 86-76
D — 75-70
F — BELOW 70 (NO CREDIT)
ACCELERATED (ACC.)
AVERAGE (AVG.)
DEVELOPMENTAL (DEV.)

Hon Eng
A & B = 4
C = 3
D = 2

TOTAL UNITS: 18½
MAJOR:
MINORS:
DATE OF GRAD.: May 21, 1982
NO. IN CLASS: 316
RANK IN CLASS: 184
STUDENT'S AV.: 2.5000

NORTH SIDE HIGH SCHOOL
JACKSON, TENNESSEE

Thurman Reynolds
PRINCIPAL

SUPERINTENDENT

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 Dixson

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

Chairman

Secretary

For the Faculty

President

Dean

7798 North 60th Street
Milwaukee, WI 53223
Tel: (414) 371-9100
Fax: (414) 371-9200

KING'S Academy

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 Coronet)
- 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 — Tolleston High School

NAME Carruthers, Churchill Winston — SEX M

Last Name — First Name — Middle Name — M. or F.

HOME ADDRESS 2600 Harrison Street, Gary

Number and Street

BIRTH DATE April 13, 1946 — NAME OF PARENT OR GUARDIAN Johnnie and Churchill Carut

ENTERED Tolleston, Gary, Indiana — School in January 1956 (Month, Year)

WAS GRADUATED / WILL BE GRADUATED / WITHDREW — May 1962 (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 →)	8 1958	9 1959	10 1960	11 1961	12 1962	19	Summer	Units	TEACHERS	Note
ENGLISH	[illegible]	C							1	[illegible]	
	[illegible]		D						1	[illegible]	
	III			C					1	Riley	Special E non-college for.
	IV				C				1	Campbell	
LANG.	Speech R			B					1	Cardman	
	Spanish I R			B					1	Dougherty	
MATH.	Gen. Math. I - II	D C		D					2	[illegible]	
	Gen. Math. R		D						1	[illegible]	"R" denote ated course
	Trigonometry				C				.5	Freed	
SCIENCE	Bio. Phy. Science N	D							1	Wallace	
	Physics				C				1	Mouse	Physical Sci Bio-Physics are non-coll peratory.
SOC. STUDIES	World History		D						1	[illegible]	
	U. S. History R			C					1	DeKeuran	
	U. S. Government R				C				.5	Bro. Inc. Self-Gov.	
	Economics R				C				.5	Freed	
	Sociology				C				.5	Carter	
ED.	Physical Education	C C	C						1	Kent	R and per
	Safety				C				.5	Kent	
OTHER SUBJECTS	R.O.T.C.	D C	D						2	Lt. Clemens	
										McKinney 5-17-61	
	Total Units	4.5	4.5	5.0	4.5						
	Days Absent	2	2	1	2						
	Times Tardy	0	0	0	1						

PUPIL'S RANK C.C. — IN GRADUATING CLASS OF 162

SIGNATURES [illegible]

Adapted from Secondary-School Record, National Association of Secondary-School Principals

Minnie Freeman 6-1-62

Jacqueline A. Dixson
18565 Kamala Court
Brookfield, WI 53045
(262) 501-5582
E-mail: anmmytime@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 **Subsitute 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 **Libral Arts/Business**	McKenzie, TN 1/06 to 5/07
Concordia College **Business Managment**	Mequon, WI 8/00 to 6/03
M.A.T.C. **Associate in Arts**	Milwaukee, WI Associate Degree

References: Available upon request

Jr to Jackie Dixson - Wisconsin - 1/7/83
TR To Jacqueline - Wisconsin 5/7/87
TR To. Milwaukee Co. Medical Complex School of Nursing
Tr - To. N. Dak. Business College 7-22-03

Name (Last) Jacqueline (First) Ann (Middle)
Bonds, S Jackson, Jr.
Address:

older younger
older younger
Occupation
Occupation
Family relationship (death, divorce, marriage):

SCHOOL ACTIVITIES

Type	Yr.	Office – Honor – Award
Club	1	
Choir	1,2	
4-H Club	4	
H.A	1	
Achievement	3,4	
Board Program	3	
Choir		

IMMUNITY STATUS
SHOULD HAVE 4 DPT, 4 POLIO, 1 MEASLES, AND 1 RUBELLA IMMUNITATION
RECORD DATE OF EACH SHOT

DPT OR DIPHTHERIA PERTUSSIS (WHOOPING COUGH) TETANUS DATE	POLIO DATE	MEASLES DATE	RUBELLA DATE
1. 12-18-70 (3)	1. 8-18-78 (3)	(2) 1. 1-24-73	(2) 1. 1-24-73
2. 8-18-78 B (4)	2.		
3.	3.	OTHER	OTHER
4.	4.		

SCHOOL HISTORY

Entry (E) Transfer (T) Withdrawal (W) Re-entry (R)

Date	E-T-W-R	School	Reason
8-26-79	E from	Bluff Jr.	To NSHS.

Eng.	Math.	Soc.S.	N.Sci.	Comp.	Eng.	Math.	Soc.S.	N.Sci.	Comp.
Standard Scores					National %-iles				

American College Test – Date

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

College Entrance Examination Board
PRELIMINARY SCHOLASTIC APTITUDE TEST
PSAT

DIXSON JACQUEL E JR 25 27 0
KL GRADE VERBAL MATH TOTAL

E STATE PROFICIENCY TEST KLA 81 03 24
DIXSON JACQUELINE GRADE 11 SCHOOL 00570045
SPELL 85 LANG 89 READ 80
SCORES ABOVE ARE PERCENT CORRECT BY SUBTEST
ACT PROFICIENCY TEST KLA 11/81 2ND ADMINTSN
DIXSON JACQUELINE GRADE 12 SCHOOL 00570045
SPELL LANG READ
SCORES ABOVE ARE PERCENT CORRECT BY SUBTEST

ON JACQUELINE GRADE 11
409297297 FEMALE
HSIDE:H8 ASVAB:SA
TN CC:
4YR COLL: 80 NOV 06
COMPOSITE SCORES

	VE	MA	PS	ME	TT	AA
T	19	17	091	13	28	18
LE	50	40	140	40	70	50
GRADEX	21	23	71	22	30	12
GRADE/SEXX	22	23	64	27	44	13

SUBTEST SCORES

	GI	NO	AD	WK	AR	SP
CORRECT	06	38	19	11	07	05
POSSIBLE	15	50	30	30	20	20
GRADEX	19	50	63	18	14	12

	MK	EI	MC	GS	SI	AI
CORRECT	10	13	08	08	08	07
POSSIBLE	20	30	20	20	20	20
GRADEX	35	30	45	35	30	49

MADISON COUNTY SCHOOL SYSTEM

CLASSIFICATION | 10 | 11 | 12 |
4½ 9½ 14½

Last: on — First: Jacqueline — Middle: Ann

Date of Birth: 8-13-64 — Place: Madison Co., Tn.

Birth Certificate Number: 5 Jackson, Tn.

Social Security Number: 409-29-7297

Father: ngil Dixon

Name of Mother: Louise Dixon

Sex: M | F

Race: B

SUBJECT	YR.	SEM. 1	SEM. 2	UNIT
LANGUAGE ARTS				
	78-79	A	A-	1
	10	C	C	1
	11	B+	C	1
	12	C	C	1
MATHEMATICS				
ARITH.				
ALGEBRA I	78-79	C	D+	1
ALGEBRA II				
UNIF. GEOM.				
APP. MATH				
ADV. MATH				
SOCIAL STUDIES				
WORLD HIST.				
AMC. HIST.				
MOD. HIST.	11	D-	D	1
ATM. HIST.	11	C+	C	1
WRLD. GEOG.				
CIVICS				
ECONOMICS	12	A	A	
SOCIOLOGY				
PSYCH.				
AM. GOV.				
OTHER				
DR. EDUC.				

SUBJECT	YR.	SEM. 1	SEM. 2	UNIT
SCIENCE				
GEN. SCI.				
PHY. SCI.	78-79	A-	B+	1
BIOLOGY I				
BIOLOGY II				
CHEM. I	10	F60	A70	0
CHEM. II				
PHYSICS				
VOCATIONAL EDUCATION				
AG. I				
AG. II				
AG. III				
AG. IV				
HOME EC. I	78-79	B	B	1
HOME EC. II				
HOME EC. III				
Home Oc.	10	B86	B	3
" " II	11	B90	C83	3
FAMILY LIV.				
BLD. TR.				
IND. ARTS				

SUBJECT	YR.	SEM. 1	SEM. 2	UNIT
ART & MUSIC				
ART I				
ART II				
BAND I				
BAND II				
ORCH. I				
ORCH. II				
GEN. MUSIC				
CHORUS				

SUBJECT	YR.	SEM. 1	SEM. 2	U.
BUSINESS EDUCATION				
TYPING I L.	11	C	B	1
TYPING II				
S'HAND				
BKKPING I	11	C	C	1
BKKPING II				
GEN. BUS.				
V. O. E.				
P. E. & HEALTH				
P. E. I	78-79	A	A	½
P. E. II	10	—	B	½
P. E. III				
P. E. IV				
HEALTH	10	B	—	½

ATTENDANCE

Grade	Year	Days Belonging	Pres.	Ab.
9	78-79	Beg.	Bkd	
10	79-80	175	168	7
11	80-81	179	174	5
12	81-82	176	167	9

STAMP GRADING CODE HERE

A – 100-95
B – 94-87
C – 86-76
D – 75-70
F – BELOW 70 (NO CREDIT)
ACCELERATED (ACC.)
AVERAGE (AVG.)
DEVELOPMENTAL (DEV.)

Hon. Eng
A & B = 4
C = 3
D = 2

TOTAL UNITS: 18½
MAJOR:
MINORS:
DATE OF GRAD.: May 21, 1982
NO. IN CLASS: 316
RANK IN CLASS: 184
STUDENT'S AV.: 2.500 U

NORTH SIDE HIGH SCHOOL
JACKSON, TENNESSEE

Thurman Reynolds
PRINCIPAL

SUPERINTENDENT

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 Dixson

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

Chairman

Secretary

For the Faculty

President

Dean

7798 North 60th Street
Milwaukee, WI 53223
Tel: (414) 371-9100
Fax: (414) 371-9200

KING'S ACADEMY

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 August1992- 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- May1994

- 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.

PRESIDENT OF THE BOARD OF REGENTS

CHANCELLOR, UNIVERSITY OF WISCONSIN-MILWAUKEE

Katharine 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

Elizabeth Burmaster
State Superintendent

Not valid if name has been changed or altered. Not valid unless official Wisconsin seal is affixed.

PI-1782-B (Rev. 6/0

Connie M. Evers

5177 N. Teutonia Ave. #4 Milwaukee, WI. 53209
Phone: (414) 940-0822
E-mail: cmevers59@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→ & Service RRCO's Young Entrepreneurs Program (YEP) gives youth the 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.

Evelyn J. Pfeiffer
President

Lee R. McMurrin
Superintendent

Secretary-Business Manager

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

Birthday: Month September Day 2 Year 1959 Birthplace

Entered this school on September 5, 1973 from Garden Homes

Left Returned

Left Returned

Credits sent to: Self 10/20/94

DATE GRADUATED JUN 16 1977

PERSONALITY RATING LABEL

	Father	Mother	Additional information
Name	Leon Davis	Leah Davis	
Residence	4265 N. 26th Str.	Same (445-9321)	
Birthplace			
Occupation			

Days Absent:	7		8		9 7	10	13½	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 PR SCORES 70 65

VR-NA	AR	CS	MR	SR	SP	GR
65	65	10	50	70	20	55

PLACE TEST LABEL HERE

PLACE TEST LABEL HERE

DAVIS CONNIE ACADEMIC SKILLS
LEVEL 1 FORM A
CA 107 OBT. ITEMS - 78 48 69
SEX 020 OBT. RIGHT -054 043
GRADE 10 NAT'L PR - 38 74
OCT 1974 STANINE - 4 6

PLACE TEST LABEL HERE

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 Larkin

Serial	Last Name	First Name	Middle Name	Graduated	Course
26610	DAVIS	COUNTE	MAXINE	JUN 16 1977	

No. of Credits	No. of Failures	Scholarship Average	Rank in Class	No. In Class
21.50	3	2.765	34	220

SCH NO 20 HM-RM 0228
DAVIS CONNI 26610

CRSE. #	COURSE	GR.	UNIT CREDIT
1411	ENG 1	A	1.00
2211	ALGEBRA	B	1.00
2551	PHY SCI	B	1.00
3521	URBAN STDY	B	1.00
4211	PE G 1 TR	A	.50
5211	FRENCH 1	A	1.00

UN 5.50 GR PT 3.455 6-74

SCH NO 20 HM-RM 0228
DAVIS CONNI 26610

CRSE. #	COURSE	GR.	UNIT CREDIT
1431	ENGLISH 2	C	1.00
2231	GEOMETRY	C	1.00
2571	BIOLOGY 1	C	1.00
4251	PHY ED G 3TR	B	.50
4271	DANCE MW	A	.50
5231	FRENCH 2	B	1.00
5611	TYPING 1	B	1.00

UN 6.00 GR PT 2.583 6-75

SCH NO 20 HM-RM 0201
DAVIS CONNI 26610

CRSE. #	COURSE	GR.	UNIT
1131	AMER AUTH	C	1.00
2251	ADV MATH 1	D	1.00
3441	US HISTORY	B	.50
3451	US HISTORY	C	.50
4311	MOD DANCE TR	B	.50
6201	CLOTH/TEXT	A	1.00
6878	DIST ED 1	C	1.00

UN 5.50 GR PT 2.273 6-76

SCH NO 20 HM-RM 0305
DAVIS CONNI 26610

CRSE. #	COURSE	GR.	UNIT
1194	COMM MEDIA	C	.50
1335	JOURNALISM	U	
3794	CHORUS MIX	B	1.00
4465	DR EDUC 1	U	
4481	DR EDUC 2	U	
6898	DIST ED 2	C	1.00
6938	DE OJT	A	2.00

UN 4.50 GR PT 2.435 6-77

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 OSF
President of the University

CARDINAL STRITCH UNIVERSITY
MILWAUKEE 1937 WISCONSIN

Thomas A. Zalatel
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	
ASC 012A	COLLEGE READING	DV	B	3.00	0.00	0.00		0.00	
EN 010A	BASIC GRM/CDMP	DV	A-	3.00	0.00	0.00		0.00	
MT 010A	FUNDMTLS MATH	DV	A	3.00	0.00	0.00		0.00	
REL 250A	FAITH DEVELPMNT	LC	B-	3.00	3.00	3.00		8.01	
			Term Totals :	15.00	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	TECHNOLGY 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
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	3.3300
			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	
HS 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	CONTMPRY 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	17.00	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	3.5810
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	

Date Printed: 06/29/2006

ID : 462392 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
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
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	

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 : 05/21/2006

Major(s)
Psychology

Minor(s)
Religious Studies

Certification(s)

END OF RECORD

Date Printed: 06/29/2006

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 **2006-Present**
Milwaukee, Wisconsin

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 **2005-2006**
Milwaukee, Wisconsin

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 **2002-2005**
Milwaukee, Wisconsin

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 **1999-2001**
Milwaukee, Wisconsin

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 wee 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 **1997-1999**
Milwaukee, Wisconsin

Receptionist
Responsibilities include:

- Answered phones, transferred calls, scheduled room reservations, sighed 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 **1986-1997**
Milwaukee, Wisconsin

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 **1991-1993**
Milwaukee, Wisconsin

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

Serial No.	Last Name	First Name	Middle Name	Graduated	Course
3363589-2	GLOVER	JACQUELINE	RENE	1986	

No. of Credits	No. of Failures	Scholarship Average	Rank in Class	No. in Class

HUG HS RENO NEVADA
GLOVER JACQUELINE 9th

PHY ED 9	D	.50
TYPING I	D	.50
THEATER & TV	C	.50
MATH CONC	D	.50
ENG 9	B	.50

UN 2.50 GPA 1.600 1-83

HUG HS RENO NEVADA
GLOVER JACQUELINE 10th

WORLD GEOG	D	.50
LIFE SPTS 1	C	.50
WORLD HIST	D	.50
FUND OF ENG	D	.50
DR ED 1	D	.50
PHYS SCI	D	.50

UN 3.00 GPA 1.167 1-84

SCH-026 HM-306 3363589
GLOVER,JACQUEL R

CRSE. #	COURSE		GR. UNIT
BB101	ACCTG 1	U	0.00
EN623	LANG S LAB	C	0.50
MA911	PREALGEBRA	U	0.00
PE331	LIFE SPT 3	A	0.25
SC201	BIOLOGY 1	U	0.00
SS301	US HIST 1	U	0.00

UN 0.75 GPA 0.727 1-85

SCH-026 HM-306 3363589
GLOVER,JACQUEL R

CRSE. #	COURSE		GR. UNIT
EN901	COMPETEN 4	D	0.50
HE401	HM EC SR	D	0.50
MA471	COMPETENCY	B	0.50
PE711	CREAT MOV1	A	0.25
RD171	COMPT RDG	D	0.50
SC101	APPL SCI	D	0.50
AC501	JR ACHIEVE	P	0.50

UN 3.25 GPA 2.000 1-86

AC511 JR ACHIEVE P .50 6

HUG HS RENO NEVADA
GLOVER JACQUELINE 9th

HEALTH 9	U	
TYPING I	D	.50
THEATRE ARTS	D	.50
MATH CONC	U	
ENG 9	D	.50
PHY ED 9	U	

UN 1.50 GPA .500 6-83

HUG HS RENO NEVADA
GLOVER JACQUELINE 10th

MATH CONC	U	
LIFE SPTS 1	B	.50
WORLD HIST	D	.50
FUND OF ENG	U	
ART FOUND	C	.50
CWA	U	

UN 1.50 GPA 1.000 6-84

SCH-026 HM-306 3363589
GLOVER,JACQUEL R

CRSE. #	COURSE		GR. UNIT
BB111	ACCTG 1	D	0.50
EN401	COMPOSITN	C	0.50
MA921	PREALGEBRA	U	
PE341	LIFE SPT 4	B	0.25
SC211	BIOLOGY 1	U	
SS311	US HIST 2	U	

UN 1.25 GPA 0.818 6-85

SCH-026 HM-306 3363589
GLOVER,JACQUEL R

CRSE. #	COURSE		GR. UNIT
EN911	COMPETEN 4	C	0.50
HE411	HM EC SR	D	0.50
MA481	COMPETENCY	A	0.50
PE721	CREAT MOV2	A	0.25
PE721	CREAT MOV2	A	0.25
RD181	COMPT RDG	B	0.50
SC111	APPL SCI	D	0.50
SS311	US HIST	D	0.50

UN 3.50 GPA 2.286 6-86

SCH-026 HM-
GLOVER,JACQUEL R 3363589

CRSE. #	COURSE		GR. UNIT
MA917	PREALGEBRA	C	0.50
SS307	US HIST 1	D	0.50

UN 1.00 GPA 1.500 8-85

Milwaukee Public Schools

SCHOLARSHIP RECORD

Last Name Glover First Name Jacqueline Middle Name Rene 3363589-2

Birthday: Month 3 Day 24 Year 68 Birthplace Galveston, Texas

Entered this school on 10-16-84 from Hug High School, Reno, Nevada

Leftover 12 8-26-86 Returned

Left Returned

Self 4/5/95

Credits sent to: UW-Whitewater 12-4-85, UWM 5-23-86 DATE

Self 8-26-86 Self 2/17/94 SEP 9-24-04, Self 12/12/05 GRADUATED

PERSONALITY RATING LABEL

	Father	Lives with Mother	Additional Information
Name		Arreader Sallis	
Residence		1916A N. 21st Street 53205	
Birthplace			
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 Adviser

Counselor

Certified as a correct record of the PULASKI High School. Date DEC 1 - 2000 Principal A Rivera

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
07/03/2008

Order Number	1786296
a	JACQUELINE GLOVER
e 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:
JELINE 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

Certificafe- 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 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 12th day of December 1996, at Ripley High School, Lauderdale County, Ripley Tennessee.

ADDRESS OF SCHOOL

THE GREAT SEAL OF THE STATE OF TENNESSEE XVI AGRICULTURE COMMERCE 1796

STATE COMMISSIONER OF EDUCATION

Bobby H. Webb
SUPERINTENDENT OF SCHOOLS

Maxine Gay
CHAIRMAN, BOARD OF EDUCATION

Jon Pavletic
PRINCIPAL OF SCHOOL

ED-2357-1

OFFICIAL ACADEMIC DOCUMENT

COPY APPEARS ACROSS FACE OF ENTIRE DOCUMENT WHEN PHOTOCOPIED - LIQUID BLEACH TURNS OFFICIAL PAPER BROWN

000021157

Johnson Stephanie L
452 Otis Dr.
Brownsville TN 38012

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

07/03/08

Dyersburg State Comm College

ECED 1020		EARLY CHILDHOOD DEVELOPMENT	A		3.00	
ECED 2040		FAMILY & COMMUNITY INVOLVEMENT	A		3.00	
ECED 2070		DEVELOPMENT ASSESSMENT	A		3.00	
ECED 2130		CLINICAL PRACTICUM I	B		3.00	
HIST 2010		AMERICAN HISTORY I	B		3.00	
MGT 101		INTRODUCTION TO MANAGEMENT	C		3.00	
MGT 213		SMALL BUSINESS MANAGEMENT	C		3.00	
MIS 111		INTRODUCTION TO COMPUTERS	B		3.00	
			CAREER	HRS ATT	HRS ERN	QP	GPA
					24.00		
Spring Semester 2004							
BIO 131	002	BIOLOGICAL SCIENCE	B	3.00	3.00	9.00	
EDU 230	002	FOUNDATIONS OF EDUCATION	C	3.00	3.00	6.00	
ENG 131	004	COMPOSITION I	A	3.00	3.00	12.00	
MAT 135	008	ALGEBRA	A	5.00	5.00	20.00	
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				14.00	14.00	47.00	3.357
			CAREER	HRS ATT	HRS ERN	QP	GPA
				14.00	38.00	47.00	3.357
Fall 2004							
ENG 132	003	COMPOSITION II	F	3.00	.00	.00	
MUS 235	001	FUNDAMENTALS OF MUSIC	A	3.00	3.00	12.00	
PSY 230	002	HUMAN GROWTH AND DEVELOPMENT	A	3.00	3.00	12.00	
PSY 330	001	THE EXCEPTIONAL LEARNER	B	3.00	3.00	9.00	
SPC 230	004	FOUNDATIONS OF SPEECH	D	3.00	3.00	3.00	
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				15.00	12.00	36.00	2.400
			CAREER	HRS ATT	HRS ERN	QP	GPA
				29.00	50.00	83.00	2.862
Spring 2005							
ART 231	001	FUNDAMENTALS OF ART	A	3.00	3.00	12.00	
ENG 132	014	COMPOSITION II	B (RP)	3.00	3.00	9.00	
HIS 132	001	US HISTORY II	C	3.00	3.00	6.00	
PER 121	001	MODERN DANCE/JAZZ DANCE	A	1.00	1.00	4.00	
PHY 131	004	PHYSICAL SCIENCE	W	3.00	.00	.00	
SOC 344	001	THE FAMILY	A	3.00	3.00	12.00	
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				16.00	13.00	43.00	3.308
			CAREER	HRS ATT	HRS ERN	QP	GPA
				45.00	63.00	126.00	3.231
Fall 2005							
BIO 341	001	ECOLOGY AND ENVIRONMENTAL BIOL	W	4.00	.00	.00	
ENG 221	003	INTRODUCTION TO LITERATURE	D	3.00	3.00	3.00	
PER 114	001	AEROBICS I	A	1.00	1.00	4.00	
PER 223	001	ELEMENTARY GAMES	C	2.00	2.00	4.00	
PER 326	002	FIRST AID AND SAFETY	A	2.00	2.00	8.00	
PSY 141	001	EDUCATIONAL PSYCHOLOGY	A	3.00	3.00	12.00	

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OFFICIAL ACADEMIC DOCUMENT

000021157

Johnson Stephanie L
452 Otis Dr.
Brownsville TN 38012

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

07/03/08

	CURRENT	HRS ATT	HRS ERN	QP	GPA
		15.00	11.00	31.00	2.818
	CAREER	HRS ATT	HRS ERN	QP	GPA
		60.00	74.00	157.00	3.140

Fall 2005

EDU 330	001 CLASSROOM MANAGEMENT	A	3.00	3.00	12.00
EDU 336	001 TEACHING IN MIDDLE SCHOOLS	A	3.00	3.00	12.00
EDU 401	001 FIELD EXPERIENCE I	P	.00	.00	.00
ENG 221	002 INTRODUCTION TO LITERATURE	B (RP)	3.00	3.00	9.00
FIN 122	001 PERSONAL FINANCIAL MANAGEMENT	B	2.00	2.00	6.00
PER 335	001 SCHOOL HEALTH AND NUTRITION	B	3.00	3.00	9.00
SPN 131	004 ELEMENTARY SPANISH I	A	3.00	3.00	12.00

CURRENT	HRS ATT	HRS ERN	QP	GPA
	17.00	17.00	60.00	3.529
CAREER	HRS ATT	HRS ERN	QP	GPA
	77.00	88.00	214.00	3.344

Summer 2006

REL 132	001 NEW TESTAMENT	B	3.00	3.00	9.00
SPC 230	002 FOUNDATIONS OF SPEECH	A (RP)	3.00	3.00	12.00
SPN 132	001 ELEMENTARY SPANISH II	B	3.00	3.00	9.00

CURRENT	HRS ATT	HRS ERN	QP	GPA
	9.00	9.00	30.00	3.333
CAREER	HRS ATT	HRS ERN	QP	GPA
	86.00	94.00	241.00	3.443

Fall 2006

BIO 341	001 ECOLOGY AND ENVIRONMENTAL BIOL	A	4.00	4.00	16.00
EDU 332	002 TESTS AND MEASUREMENTS	B	3.00	3.00	9.00
EDU 402	001 FIELD EXPERIENCE II	P	.00	.00	.00
ENG 339	001 TEACHING LANGUAGE ARTS	A	3.00	3.00	12.00
ORN 110	008 FRESHMAN ORIENTATION	A	1.00	1.00	4.00
PER 260	001 FITNESS FOR LIFE	A	3.00	3.00	12.00
PHY 131	002 PHYSICAL SCIENCE	A	3.00	3.00	12.00
REL 130	002 WORLD RELIGIONS	B	3.00	3.00	9.00

CURRENT	HRS ATT	HRS ERN	QP	GPA
	20.00	20.00	74.00	3.700
CAREER	HRS ATT	HRS ERN	QP	GPA
	106.00	114.00	315.00	3.500

Spring 2007

BIO 330	001 TEACHING ELEMENTARY SCIENCE	A	3.00	3.00	12.00
ENG 237	001 CHILDREN'S LITERATURE	C	3.00	3.00	6.00
GEO 231	001 WORLD GEOGRAPHY	B	3.00	3.00	9.00
HIS 336	001 METHODS OF TEACH SOCIAL SCI	B	3.00	3.00	9.00
MAT 330	001 TEACHING ELEM MATH (K-8)	A	3.00	3.00	12.00

CURRENT	HRS ATT	HRS ERN	QP	GPA
	15.00	15.00	48.00	3.200
CAREER	HRS ATT	HRS ERN	QP	GPA
	121.00	129.00	363.00	3.457

Fall 2007

OFFICIAL ACADEMIC DOCUMENT

E .20	001 EDUCATION SEMINAR	A	.00	2.00	8.00	

		Degree	Major	Grad Date
00021157	Johnson Stephanie L 452 Otis Dr. Brownsville TN 38012	B.A.	INT	29 Apr 2007

07/03/08

Fall 2007

EDU 430	001 ENHANCED STUDENT TEACHING	A	10.00	10.00	40.00	

	HRS ATT	HRS ERN	QP	GPA
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	

	HRS ATT	HRS ERN	QP	GPA
CURRENT	6.00	6.00	24.00	4.000
CAREER	139.00	147.00	435.00	3.537

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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

•7324 N. 69th Street • Milwaukee, WI 53224 • joe_kim111@sbcglobal.net • (414) 379-4646•

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 03/96 - 08/97
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, billing, and record keeping

Skills:

[illegible] Lotus Notes, Power Point, Excel and other programs), using a 10-key calculator, proof verifying and filing, [illegible] the job, [illegible] billing, [illegible] teaching/training, creating curriculums, 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

Serial No.	Last Name	First Name	Middle Name	Graduated	Course
	DRAKE	KIMBE	---	JUN 9 1983	

No. of Credits	No. of Failures	Scholarship Average	Rank in Class	No. in Class
24.25	3	2.135	228	430

NO 22 HM-RM 0235
KIMB 29224

#	COURSE		GR. UNIT
	ENG 9	C	.50
	SPANISH 2	D	.50
	ALGEBRA	C	.50
	ORCH	A	.50
	PE 1/HL 1	C	.50
	PHYS SCIEN	B	.50

.00 GR PT 2.333 1-80

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
FL741	SPANISH 3	B	.50
EN401	COMPOSITN	D	.50
MA211	GEOMETRY	C	.50
MU351	CHORUS	A	.50
PE211	PHY ED 3 M	B	.25
SC201	BIOLOGY 1	C	.50
SS181	WLD HIST 1	B	.50

UN 3.25 GR PT 2.538 1-81

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
SC401	CHEM 1	D	.50
SS302	US HIST 1	D	.50
FL761	SPANISH 4	U	
EN421	JOURNALISM	O	
MA311	ADV MATH 1	D	.50
MU371	CHORUS ADV	A	.50
PE331	LIFE SPT 3M	B	.25

UN 2.75 GR PT 1.462 1-82

SCH NO 22 HM-RM 0234
DRAKE KIME 29224

CRSE. #	COURSE		GR. UNIT
BB501	TYPE 1	D	.50
EN121	BRIT AUTH	C	.50
HE401	HM EC SR 1	B	.50
MU381	A CHOIR	A	.50
MA341	PROB/STAT	D	.50
MA411	ADV MATH 2	D	.50
SX761	ATMCS SCI M	C	.25

UN 3.25 GR PT 2.000 1-83

NO 22 HM-RM 0235
KIMB 29224

#	COURSE		GR. UNIT
	ENG 9	B	.50
	SPANISH 2	B	.50
	ALGEBRA	C	.50
	ORCH	B	.50
	PE 1/HL 1	B	.50
	PHYS SCIEN	B	.50

00 GR PT 2.833 6-80

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
EN171	CONTEM LIT	C	.50
FL751	SPANISH 3	B	.50
MA221	GEOMETRY	C	.50
MU351	CHORUS	A	.50
PE221	PHY ED 4 M	C	.25
SC211	BIOLOGY 1	D	.50
SS191	WLD HIST 2	C	.50

UN 3.25 GR PT 2.308 6-81

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
EN431	CREAT WRIT	C	.50
FL771	SPANISH 4	U	
MA321	ADV MATH 1	D	.50
MU371	CHORUS ADV	A	.50
PE341	LIFE SPT 4M	A	.25
SC411	CHEM 1	U	
SS312	US HIST 2	D	.50

UN 2.25 GR PT 1.538 6-82

SCH-022 HM-0234 3346250
DRAKE,KIMBERLY

CRSE. #	COURSE		GR. UNIT
BB511	TYPE 1	D	0.50
EN131	BRIT AUTH	D	0.50
HE411	HM EC SR 2	C	0.50
MA351	PROB/STAT	D	0.50
MA421	ADV MATH 2	D	0.50
MU381	A CHOIR	A	0.50
PE351	LIFE SPT 5	B	0.25
SX771	ATMOS SCI	C	0.25

UN 3.50 GPA 1.786 6-83

Last Name DRAKE First Name KIMBERLY Middle Name ---

Birthday: Month March Day 17 Year 1965 Birthplace

Entered this school on September 4, 1979 from Rufus King Junior High School

Left Returned

Left Returned

Credits sent to:

DATE GRADUATED JUN 9 1983

PERSONALITY RATING LABEL

	Father	Mother	Additional information
Name	Lawrence A. Drake	Marlowe R. Drake	
Residence	5414 N. 67th St.	5414 N. 67th St.	
Birthplace			
Occupation			

Days Absent: 7 8 9 7½ 10 15 11 13 12 14

Times Tardy: 7 8 9 13 10 39 11 14 12 22

DRAKE KIMBERLY ACADEMIC SKILLS
LEVEL 1 FORM A RDG MATH ENG
BD 0365 NO. ITEMS - 78 48 69
SCH 022 NO. RIGHT -072 044 064
GRADE 10 NATL PR - 92 80 82
OCT 1980 STANINE - 8 7 7

DRAKE KIMBERLY SCHOOL - 022
ID - 3346250 BD - 0365
THE ABOVE HAS SCORED AT OR ABOVE
THE TEST LEVEL SET AS A MINIMUM
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

Activities
Choir - Monitor - Page - Messenger

Honors, Scholarships, etc.

Homeroom Advisor HDA

Counselor S. Schlechlegen

Certified as a correct record of the James Madison High School Date JUN 9 1983 Principal Robert C. [illegible]

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:

[X] Regular Certification [ ] Limited Certification [ ] Provisional Certification

TO PROVIDE:

[ ] In-Home Child Day Care [X] 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

The Registry

- 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

Jere L. Wallden, Director

The Registry is a collaboration of: ★ Wisconsin Early Childhood Association (WECA) ★ Wisconsin Family Child Care Association (WFCCA) ★ Wisconsin Child Care Administrators' Association (WCCAA) ★ Wisconsin School-Age Care Alliance (WISACA) ★ Wisconsin Head Start Association (WHSA)

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
07/24/2008

...der Number	1803574
...ame	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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STUDENT NO.

OFFICIAL RECORD AND TRANSCRIPT

2100 E. 87th Street

NAME--WEBB DEBRA DENESE
ADDRESS--4933 S WABASH
GUARDIAN--WEBB MARY
MOTHERS MAIDEN NAME--BOLES MARY
ENTRY DATE-09/20/74 FROM-(SCHOOL)-01280 DUSABLE HIGH

STUDENT NO.--07173415
BIRTHDATE--03/21/60
BIRTHPLACE--CHICAGO IL
BIRTH VER.--11260824962

DIV.--~~3350~~ 841
FEMALE
DIST.13 AREA-A

DATE OF ENTRY _____ FROM _____

DATE OF LEAVING _____ TO _____ SCHOOL

RE-ENROLLED _____ FROM _____ LEFT _____

GRADUATED 6-5-78 (DATE) RANKS 201 IN A CLASS OF 758 (DATE) SCH. AVE 2.5255

SUMMARY OF TRAIT RATINGS

TRAITS	Above Aver.	Aver.	Below Aver.
COURTESY — regularly considerate of others in his group, both teacher and classmates	4		
DEPENDABILITY — present on time regularly with necessary tools for work. Completes various assignments	4		
LEADERSHIP — initiative, executive ability, and good influence class and school activities	4		
SERVICE — voluntary work in clubs, committees, teams, class and school activities	4		

Summary of number of teachers giving each rating

SUMMARY OF ACTIVITIES

ACTIVITY	Year 1	2	3	4	Letter or Award

SUMMARY OF ATTENDANCE AND CREDIT DATA

YEAR	Year Ending (Month-Year)	Days Abs.	Times Tardy	Units for yr.	Total Units	Division Teacher
1	6-75	17	0	4½	4½	[illegible]
2	6-76	4	4	5¼	10	Ringer
3	7-77	2	11	5½	15½	[illegible]
4	6-78	5	1	4½	19½	[illegible]
5						
6						
7						

NOT FOR CREDIT GRADES

Subject	Date	Grade
DRIVER EDUC.	6-76	A
CONSUMER ED.	6-76	B
PUBLIC LAW 195	6-76	B

Subject	Level	Hld.	Final	Unit of Credit	Year
[illegible]	R	A	B	1	75
[illegible]	R	C	B	1	76
[illegible]	B	B	1	77
[illegible]	B	B	1	78
[illegible]	R	C	C	1	75
[illegible]	B	B	1	77
[illegible]	B	B	1	78
[illegible]	R	D	D	1	75
[illegible]	R	D	D	1	76
[illegible]				1	77

BASIC CORE 10X / 10X PER WEEK	Level	Hld.	Final	Unit of Credit	Year
Area I					
Literature					
Cont. Health (Phys)					
Chemistry					
Electronics					
Graphic Arts (Print)					
Horticulture					
Interior Design					
Machine					
Metals					
Plastics					
Sheet Metal					
Tailoring					
Welding					
Wood					
MAJOR BUSINESS SUBJECTS					
Bus. Direct. Beg. (10th)					
Bus. Disp. & Com. (10th)					
Gl. Bookkeeping (10th)					
Gen. Business (10th)					
Shorthand I (10th)		D	D	1	76
Bookkeeping (11)					
Gl. Off. Prac. I (10) (11)					
Sec. Prac. I (11)					
Accounting (11)					
Business Law (11)					
Data Process (11)					
Off. Prac. II (10) (11)					
Sec. Prac. II (11)					
Adv. Typing (11)					
Office Machines		D	1	76	

VOCATIONAL MAJORS 20X PER WEEK	Hld.	Final	Unit of Credit	Year
[illegible]				
[illegible]		B	1	77
[illegible]	B		1	77
[illegible]		B	1	78
HOME EC. SUBJECTS				
Clothing-Dressmaking				
Foodservice				
Home Ec. Survey	C	C	1	75
HOBBIES				
Drafting I				
Drafting II				
Music I	B	A	1/2	75
Art I	A	A	1/2	76
Auto-Auto Mechan				
Typing I (50)	D	D	1/2	77
Typing II (50)				
Typing III (50)				
Tel. Off. Prac. (50)				
Type-Creation (50)				
Gym or ROTC 1	A	C	1/2	75
2	A	B	1/2	76
3	A	A	1/2	77
4	A	A	1/2	78

FAILURES

SUBJECT	MONTH	YEAR

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

EXPLANATION OF MARKS
A—95-100
B—88-94
C—81-87
D—75-80
F—FAILURE

CLASSES MEET FIVE 40-MINUTE PERIODS PER WEEK UNLESS OTHERWISE INDICATED. E.G. (7x) MEANS SEVEN PERIODS PER WEEK, (10x) MEANS 10 PERIODS PER WEEK (20x) MEANS 20 PER. PER WEEK

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

EXPLANATION OF GRADING LEVELS

PRINCIPAL'S SIGNATURE

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.

Karen Lattimore-Rogers
1928 North 24th Place
Milwaukee, WI 53205
414-933-2414
[illegible]

Objective: To obtain a position in the education field that utilizes my teaching skills

Experience:

Deerwood Christian Educational Center — Brown Deer, WI
Teacher — December 2005 to Present

- Assisted students, individually and in groups, with lesson assignments to present and reinforce learning concepts.
- Conferred with parents on progress of students.
- Prepared lesson plan in assigned area and submitted outline to teacher for review.
- Successfully handled field trips
- Successfully managed a five person team 2006 Summer school age program

Christ the King Baptist Church — Milwaukee, WI
Sunday School Teacher — 2006 to Present

- Teach Sunday school lessons
- Assist in Childrens Worship Service
- Prepare art activities

Wells Fargo Bank — Milwaukee, WI
Teller/Teller Supervisor — 2000 to 2005

- Assist customers in bank related transactions
- Audit and balance cash drawers
- Maintained sales requirements
- Provided direction and assistance to tellers
- Trained and managed tellers and created operational guidelines.

Education:

James Madison High School — Milwaukee, WI
Diploma — June 1981

Bryant & Stratton College — Milwaukee, WI
Associate Degree Fashion Merchandising — June 1983

Milwaukee Area Technical College — Milwaukee, WI
Cutep Program — 2006 to Present

References: Available upon request

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.

Peggy Kenner
President

John J. Petrakis
Secretary-Business Manager

Lee R. McMurrin
Superintendent

Robert C. Jasna
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

Karen Faye Wilhite

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.

Victoria M. Grip
Dean

MILWAUKEE STRATTON COLLEGE

Phillip Damascus
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

'er Number	1792001
' ..e	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.

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
07/03/2008

er Number	1786296
e	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 Universitiy, 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.

Lockport Township High School

District Number 205

Lockport, Illinois

This Certifies That

Claudia De Washington

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

Diploma

Given at Lockport, 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.

THE STATE OF WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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 Burmaster
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/tepdl/lisearch.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 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 hereunto affixed this June, 1978.

Phyllis Ernest
President

Richard T. O'Neil
Clerk

Kenneth P. Niemyer
Superintendent

Lawrence E. Grant
Principal

Mrs. Samm
4th

MILWAUKEE AREA TECHNICAL COLLEGE

THIS MULTI-TONE AREA OF THE DOCUMENT CHANGES COLOR GRADUALLY AND EVENLY FROM DARK TO LIGHT WITH DARKER AREAS BOTH TOP AND BOTTOM.

08/23/04

TRANSCRIPT

.a 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 Srvs 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 1	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 Intrviewng & Rcordkeep	B-		3.00	3.00	8.25000	01/17/02-05/16/02		
'SVC	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 SU2002 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		
AODA	109	Issues: Alchlsm-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	08/01/02-12/19/02		
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 FA2002 Totals:			18.00	18.00	57.0000	GPA = 3.1667		
		Cumulative Totals:			60.00	60.00	198.0000	GPA = 3.3000		
MATH	182	Math Applctns Using Cptr Techn	C		2.00	2.00	4.00000	01/22/03-05/21/03		
HUMSVC	104	Advanced Field Experience	A		8.00	8.00	32.00000	01/27/03-05/19/03		
		Term SP2003 Totals:			10.00	10.00	36.0000	GPA = 3.6000		

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

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THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT PROVIDES THAT THIS TRANSCRIPT MAY NOT BE RELEASED TO ANY OTHER PERSON OR ORGANIZATION WITHOUT CONSENT OF THE STUDENT.

MILWAUKEE AREA TECHNICAL COLLEGE

THIS MULTI-TONE AREA OF THE DOCUMENT CHANGES COLOR GRADUALLY AND EVENLY FROM DARK TO LIGHT WITH DARKER AREAS BOTH TOP AND BOTTOM.

Sylvia 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
	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 H. Brown
Milwaukee Campus
Registrar
COMPLETED AUG 2 '04

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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.

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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 & Marilynn 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.

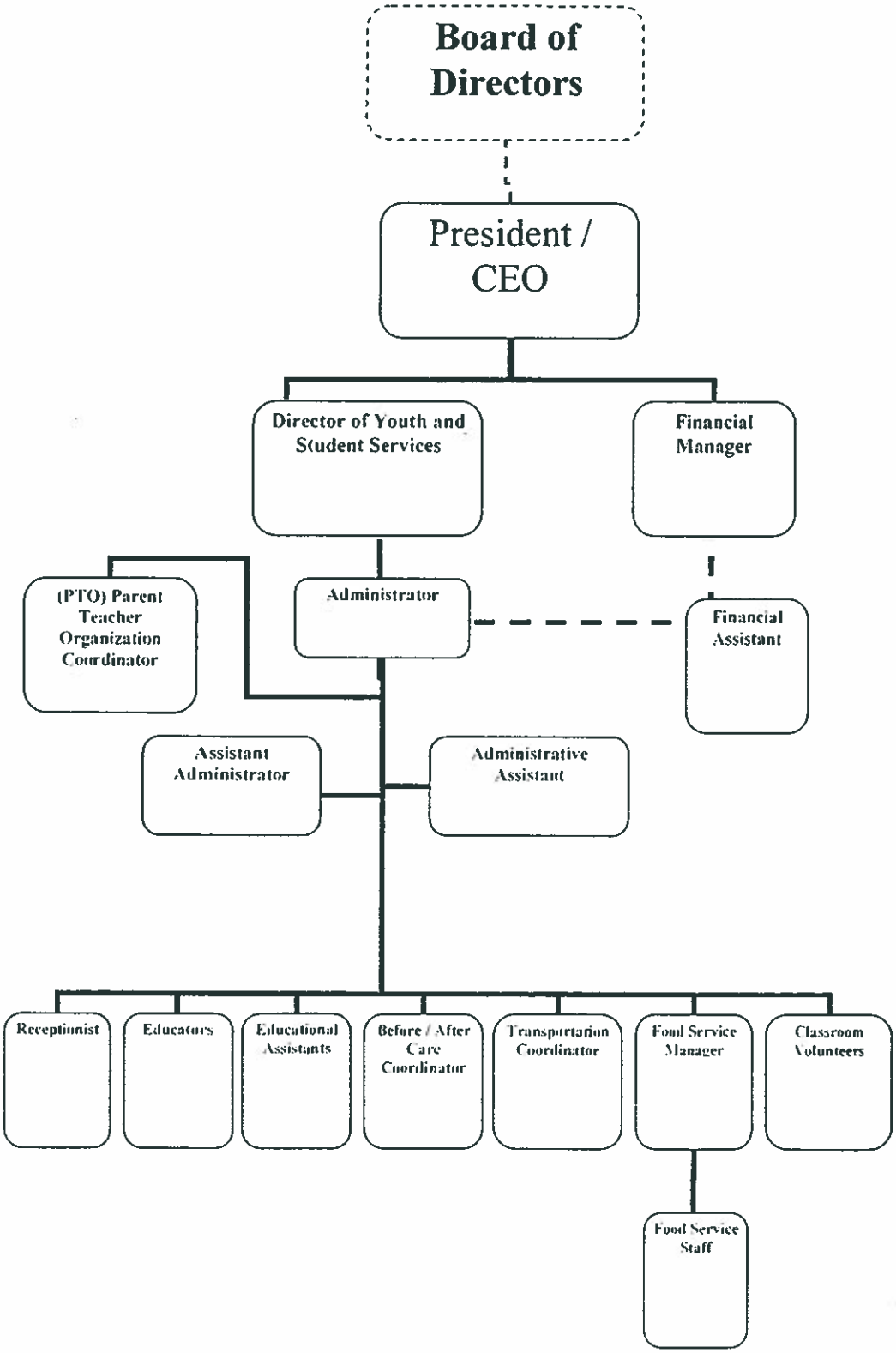
PHILOSOPHY

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
Hanging earrings
(post earrings ok for girls only)
Sweatshirts
Messages in the hair
Tattoos
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/Skorts: **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/Skorts: **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 written policy specifying that the school board retains ownership and possessory control of all pupil lockers and designing 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 amended 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 and 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, which 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;

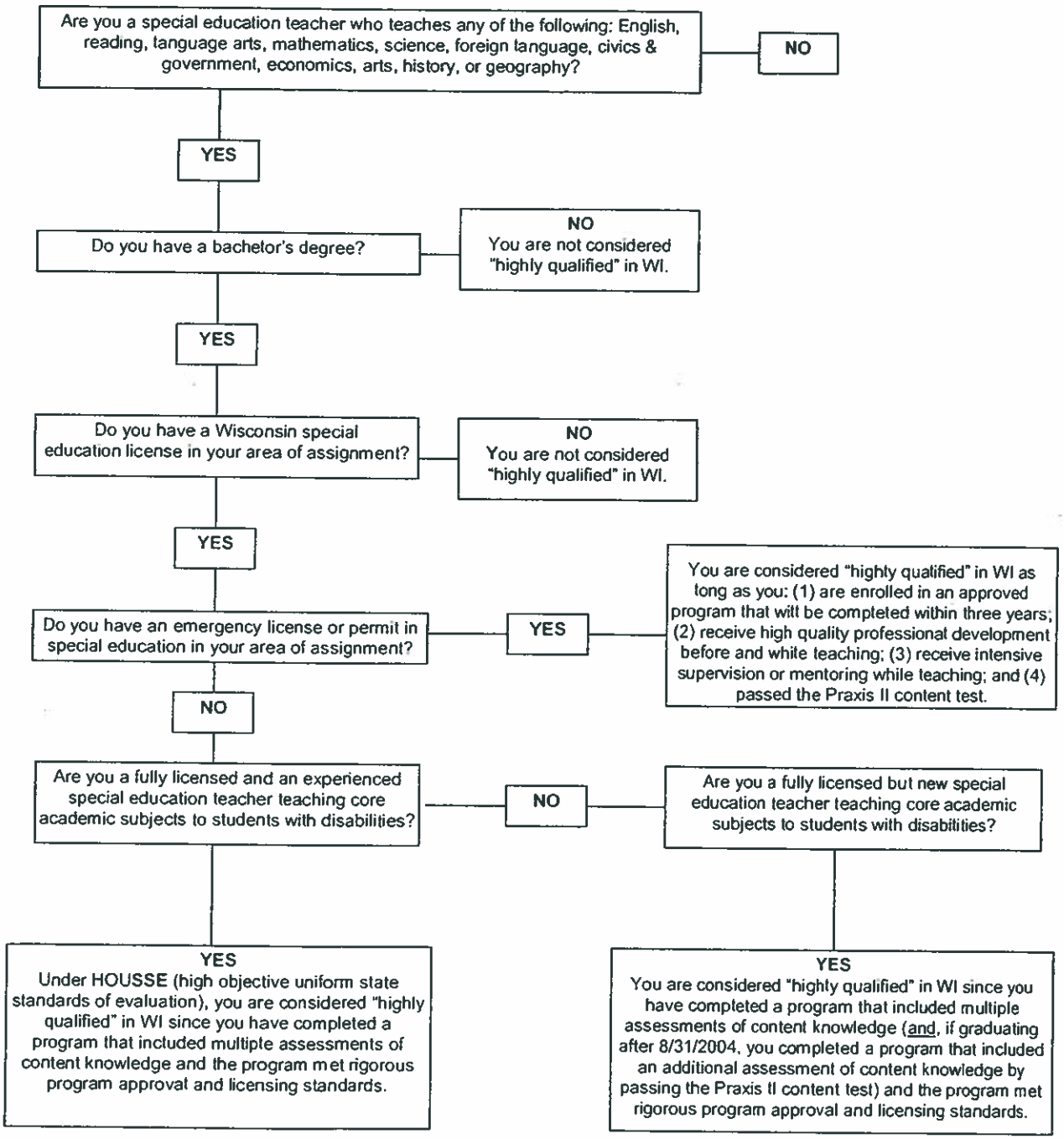
(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(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?



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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 ~~1487~~ 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].

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.

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 ~~1491o~~ 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 ~~1491o~~ 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-

dum 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) (e) 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 instruction 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) (e) 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 education 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)

GM 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.)

GM 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.*)

GM 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.)

GM I certify that the school named in this application is or will be nonsectarian.

GM 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.

GM 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.)

GM I certify that the school named in this application will abide by health and safety codes that apply to public schools, including immunization requirements.

GM I certify that the school named in this application is located in the City of Milwaukee.

GM I certify that the applicant is not a for-profit entity.

CHARTER SCHOOL APPLICATION

For the 2010-2011 School Year

K4-8th Grade School

Book ~~4~~ 3

Section IV: Attachments

7798 North 60th Street
Milwaukee, WI 53223

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CITY OF MILWAUKEE
09 SEP 11 PM 4:15
RONALD D. LEONHARDT
CITY CLERK

AVERY READY INDEX® DOUBLE-COLUMN DIVIDERS 60012

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

University of Wisconsin-Whitewater
MS Degree, December 1993
Major: Business Education-Post Secondary

National Louis University, Milwaukee, WI
MAT Degree, June 2005
License MCEA; Grades 1-6

University of Wisconsin-Whitewater
BS Degree, December 1990
Major: Economics
Minor: Business Management

PROFESSIONAL PREPARATION

Principalship Practicum — **Spring 2007**
King's Academy Christian School — Milwaukee, WI
Evelyn Jones – Supervisor / Advisor

Student Teaching / Internship (Grade 3) — **Fall 2004**
King's Academy Christian School — Milwaukee, WI
Evelyn Jones - Cooperating Teacher / Principal

Practicum 2 (Grade 2) — **Fall 2003**
William Bruce Elementary School — Milwaukee, WI
Rachel Wagoner - Cooperating Teacher

Special Education Practicum (Various Grades) — **Spring 2003**
*Henry David Thoreau Elementary School — Milwaukee, WI
Karolyn Winston & Kim Stoke - Coop Teachers
*William Bruce Elementary School — Milwaukee, WI
P. Stevens, K. Mendoza, M. Temple, D. Kulinski - Coop Teachers

Practicum 1 (Grade 6) — **Fall 2002**
Henry David Thoreau Elementary School — Milwaukee, WI
Beth Schefelker - Cooperating Teacher

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 rrecommending 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

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

UNIVERSITY OF WISCONSIN SYSTEM

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

UNIVERSITY OF WISCONSIN 1868 WHITEWATER

Jane R. Cannon
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.

UNIVERSITY OF WISCONSIN 1868

President of the Board

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.

UNIVERSITY OF WISCONSIN 1866

President of the Board

President, University of Wisconsin System

Chancellor, University of Wisconsin - Whitewater

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**

cator License Lookup Introduction: **dpi.wi.gov/tepdl/lisearch.html**

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 of the University

Provost

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) 777 REGULAR EDUCATION

— *end 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.

Elizabeth Burmaster
STATE SUPERINTENDENT

Rev. 1/02

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

A. M. D. G.

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. Jones, S.J.
President

Daniel A. Laughlin, S.J.
Principal

RQUETTE UNIVERSITY MILWAUKEE 3, WISCO(

BR SURNAME	Robert	Joseph	
OF STUDENT	FIRST NAME	SECOND NAME	
orth 91st Street	CITY	Wauwatosa	STATE Wisconsin
CITY	STATE Illinois	DATE OF BIRTH June 29, 1945	SEX M / R 1
OF GRADUATION		NAME OF PARENT OR GUARDIAN	
te University High School		Lawrence Joseph Beaumier	
est Wisconsin Avenue		ADDRESS OF PARENT OR GUARDIAN 2537 North 91st Street	
ee	STATE Wisconsin	CITY Wauwatosa	STATE Wisconsin

963	ENTRANCE AND PLACEMENT TESTS	CEEB - SAT		CEEB - ACHIEVEMENT			
IN 229		VERBAL	MATH.	ENGLISH	INT. MATH.	ADV. MATH.	
		502	604	458	545		

er 1963	COLLEGE OR CURRICULUM Liberal Arts	CONDITIONS Clear	DATE September 1963
EO			
of Arts	DATE June 2, 1968	HONORS	RANK IN CLASS 477 IN 534 / G. P. A. 2.228
		MINOR(S) Philosophy	

ENTRANCE UNITS			
English	4	Geometry	1
Latin	4	Trigonometry	½
History	2	College Math	1
Physics	1		
Chemistry	1		
Algebra	2	TOTAL	16½

SUMMARY OF ADVANCED STANDING CREDITS

ACCEPTANCE	SEMESTER HOURS	Q. P. AT C-VALUE	Q. P. AT EARNED VALUE
BY:			
FROM:			
BY:			
FROM:			
BY:			
FROM:			
BY:			
FROM:			
BY:			
FROM:			

COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
1ESTER 63-64					
003	INTERMEDIATE				
001	RHET & COMPOSITION 1	B	3	3	9
030	OLD TESTAMENT REVEL	C	3	3	6
180	ANAL GEOM & CALC 1	C	2	2	4
101	FRESHMEN LECTURE	D	4	4	4
OLASTIC WARNING		CR			
			12	12	23
MESTER 63-64					
081	ANAL GEOM & CALC 2	F	4		
031	CHRIST OF NEW TEST	C	2	2	4
004	INTERMEDIATE	C	3	3	6
001	LOGIC	C	3	3	6
002	RHET & COMPOSITION 2	C	3	3	6
CHOLASTIC WARNING CONTINUED			15	11	22

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
1ST SEMESTER 64-65						
PHIL	050	PHILOSOPHY OF MAN	B	3	3	9
THEO	032	ORIGINS OF CHURCH	B	2	2	6
HIST	001	GR WSTRN CIV TO 1715	A	3	3	12
SPCH	011	SPEECH IN GROUPS	B	2	2	6
ENGL	005	SURVEY OF ENGL LIT 1	C	3	3	6
		SCHOLASTIC WARNING REMOVED				
				13	13	39
2ND SEMESTER 64-65						
SPCH	012	BUS & PROF SPEAKING	W			
POLS	001	AMERICAN NATL GOVT	C	3	3	6
HIST	002	GR WTRN CIV SNC 1715	B	3	3	9
ENGL	006	SURVEY OF ENGL LIT 2	C	3	3	6
MATH	060	BASIC STATISTICS	C	3	3	6
				12	12	27

2005

Georgia D. McRae

Georgia D. McRae, University Registrar

ident BEAUMIER, Robert Joseph

COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
T SEMESTER 65-66					
HIL 104	THEORY OF ETHICS	C	3	3	6
OC 001	AMERICAN SOCIETY	D	3	3	3
HIL 102	METAPHYSICS	B	3	3	9
SYC 011	GENERAL PSYC 1	C	3	3	6
OLS 179	WORLD AFFAIRS	C	1	1	2
PCH 012	RUS & PROF SPEAKING	B	2	2	6
HEO 117	PAULINE WRITINGS	W			
	67-63-143		15	15	32
D SEMESTER 65-66					
HEO 160	THEO OF SPIRITL LIFE	A	2	2	8
OLS 002	PRIN & PROB OF POLS	C	3	3	6
HEO 150	CATHOLIC MARRIAGE	D	2	2	2
HIL 103	PHILOSOPHY OF GOD	B/X	3	3	6
HIL 114	HIST OF MODERN PHIL	D/	3	3	3
SYC 012	GENERAL PSYC 2	W			
	80-76-168		13	13	25
T SEMESTER 66-67					
IST 004	GRWTH AMER NATION 1	B	3	3	9
HIL 160	CONTEMP EXISTENTLISM	B	3	3	9
IST 174	INTEL HIST MOD EUR 1	C	3	3	6
IST 152	MDRN GERM 1870 TO PR	C	3	3	6
IAR 025	BASIC MUSIC 1	A	2	2	8
	94-78-226		14	14	38
SEMESTER 66-67					
ST 187	20 CENTURY EUROPE 2	C	3	3	6
AR 026	BASIC MUSIC 2	A	2	2	8
ST 005	GRWTH AMER NATION 2	C	3	3	6
ON 020	PRIN OF MACRO ECON	B	3	3	9
ST 175	INTEL HIST MOD EUR 2	C	3	3	6
IL 112	HIST OF ANCIENT PHIL	C/W	3	3	6
	111-101-212		17	17	41

/68- Readmitted and Transferred: Clear.
8/68- Withdrew.

Georg... ...ae, University Registrar

MARQUETTE UNIVERSITY (Back of permanent record card)

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
1ST SEMESTER 67-68						
ENGL	113	SHAKESPEARE MAJ PLYS	F	3		
ENGL	131	VCTRN PTRY 1837-1900	C	3	3	6
HIST	149	BR EMPIRE SINCE 1815	C	3	3	6
SOC	120	THE FAMILY	C	3	3	6
THEO	152	CHRISTIAN CONT SOC 1	A	2	2	8
				14	11	26
		125-11-213				
SECOND SEMESTER 1967-68						
EDUC	050	HUMAN DEVEL & LRNING	C	3	3	6
HIST	112	SOC & INTEL HIS US 2	B	3	3	9
HIST	163	LAT AM NATIONL PERCD	B	3	3	9
SUC	180	INTRO TO SOCL WORK	C	3	3	6
THEO	130	CONT ATHSM & THEISM	C	3	3	6
				15	15	36
		140-13-309				

SUMMARY OF DEGREE CREDITS

Marquette/Transfer	140	133	312
Advanced Standing			
Total	140	133	312

MICROFILMED..... AUG 21 1968

FIRST SEMESTER 1968-69
EDUC 151 MTHD OF TCHNG SECDN

Continued on Second Card if Checked Here

CARD (2) marquette university
MILWAUKEE, WISCONSIN

NUMBER	SURNAME	FIRST NAME	SECOND NAME	SEX	DATE OF BIRTH	PLACE OF BIRTH	HOME ADDRESS
60	BEAUMIER	Robert	Joseph	M	June 29, 1945	Chicago, Illinois	2537 North 91st Street; Wauwatosa

Course Number	Title Of Course	Grade	Semester Hours Attempted	Semester Hours Earned	Quality Points
R SESSION 1968-69					
152	PRN ELED TCH SOCSTD	B	3	3	9
157	SP MTHD TCH SECONDY	C	2	2	4
			5	5	13

5-4-68 MICROFILMED..... SEP 1970

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

2005

Georgia D. McRae

Georgia D. McRae, University Registrar

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

UNIVERSITY OF WISCONSIN–MILWAUKEE GRADUATE TRANSCRIPT

Name Beaumier,Robert Joseph
SSN 387-44-0500
BA 1968-05-15 Marquette University Milwaukee WI
MAT 1984-05-15 Cardinal Stritch University Milwaukee WI
MLIS 1998-08-15 UW Milwaukee Milwaukee WI

OFFICIAL GRADUATE ACADEMIC RECORD

Issued 17-OCT-2005
Page 1

----Academic History----

Program : Library Science Grad NonDegree
1987-05-15 NDC Library Science
Program : Off-Campus Graduate
1988-05-15 Off-Campus Graduate
Program : Library Science Graduate
1995-05-15 Library & Information Science
1997-05-15 Library & Information Science
1998-05-15 Library & Information Science
Program : Library Science Grad NonDegree
1999-05-15 NDC 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 Storytell				
Term GPA: 3.670	GPA Credit: 1.00			3.67	
Cum GPA: 3.670	Cum Totals: 1.00			3.67	
Summer 1988	UWM Credit				
CLT FND 520	Peace Education	3.00	B+	9.99	
Term GPA: 3.330	GPA Credit: 3.00			9.99	
Cum GPA: 3.415	Cum Totals: 4.00			13.66	
Summer 1995	UWM Credit				
L&I SCI 510	Intro Reference Srvc/Resources	3.00	B+	9.99	
L&I SCI 648	Library Materials for Children	3.00	A-	11.01	
Term GPA: 3.500	GPA Credit: 6.00			21.00	
Cum GPA: 3.466	Cum Totals: 10.00			34.66	
Fall 1995	UWM Credit				
L&I SCI 520	Managing Library Collections	3.00	A-	11.01	
L&I SCI 530	Intro-Bibliog Control Materiel	3.00	A	12.00	
L&I SCI 632	Microcomptr-Info Rsources Mgmt	3.00	A-	11.01	
L&I SCI 658	Library Matsrials-Young Adults	3.00	A-	11.01	
Term GPA: 3.753	GPA Credit: 12.00			45.03	
Cum GPA: 3.622	Cum Totals: 22.00			79.69	
Spring 1996	UWM Credit				
L&I SCI 550	Intro to Information Science	3.00	A	12.00	
L&I SCI 670	Prdctn&Utlztn-Instrl Tech	3.00	A	12.00	
L&I SCI 672	School Libr Media-Prog/Resrces	3.00	A	12.00	
L&I SCI 990	Fieldwork-Libr & Info Sci Srvc	3.00	A	12.00	
Term GPA: 4.000	GPA Credit: 12.00			48.00	
Cum GPA: 3.756	Cum Totals: 34.00				127.69
Summer 1996	UWM Credit				
L&I SCI 640	Mngmnt Library & Info Services	3.00	A-	11.01	
Term GPA: 3.670	GPA Credit: 3.00			11.01	
Cum GPA: 3.749	Cum Totals: 37.00			138.70	
Summer 1998	UWM Credit				
L&I SCI 774	Online Information Retrieval	3.00	A-	11.01	
Term GPA: 3.670	GPA Credit: 3.00			11.01	
Cum GPA: 3.743	Cum Totals: 40.00			149.71	

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				
Term GPA: 4.000	GPA Credit: 3.00			12.00	
Cum GPA: 3.761	Cum Totals: 43.00			161.71	
Fall 2001	UWM Credit				
L&I SCI 767	Libr Svc-Children/Young Adults	3.00	A	12.00	
Term GPA: 4.000	GPA Credit: 3.00			12.00	
Cum GPA: 3.776	Cum Totals: 46.00			173.71	

Summary

CUM GPA CREDITS	46.000
CUM GRADE POINTS	173.710
GRADUATE GPA	3.776

Effective: 05-12-1996
-- Wisconsin Department Of Public
-- Instruction Approved Program Completed
-- For Certification As Initial
-- Instructional Library Media Specialist

RAISED SEAL NOT REQUIRED

---End Of Record----

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

THE BACK OF THIS DOCUMENT CONTAINS AN OFFICIAL WATERMARK. HOLD AT AN ANGLE TO VIEW

THE FACE OF THIS DOCUMENT IS MICROFILMED ON WHITE PAPER

CARDINAL STRITCH UNIVERSITY

me BEAUMIER, ROBERT JOSEPH

Field of Specialization READING/LANGUAGE ARTS

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

Previous Degree B.A.

te of Birth JUNE 29, 1945

College MARQUETTE UNIVERSITY, MILWAUKEE, WI Date 1968

cial curity No. [redacted]

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

M.A.T. JUNE 30, 1984

Year Session	Dept. No.	Description	Cr.	Grade
77-78 S1	Ro 513	READING DISABILITY: DIAGNOSIS & CORRECTION	–	W
80-81 S2	Ro 513	MICROFILMED OCT 78 READING DIBABILITY: DIAGNOSIS & CORRECTION	3	B
82 SS	Rd 545	Impl the Whole Lang Appr in Elem & Secondary Schools	3	A
	Rd 514	Rd Difficulty: Lab Experience	3	A
82-83 S1	Ro 512B	CURRICULUM & INSTRUCTION IN READING 7-12	3	A
	Ps 549	INDIVIDUAL & FAMILY COUNSELING	2	B+
	Ed 521	EDUCATIONAL STATISTICS	2	B
S2	Ed 510	COMPUTER USE IN THE SCHOOLS	–	W
	RLA 549	MODELS AND PROCESSES OF READING	2	B
	RLA 552	RECENT RESEARCH IN READING	–	W
83 SS	RLA 539	SUPERV OF READING INSTRUCTION	3	B
	Ed 550	EDUCATIONAL RESEARCH	1	S
	Ps 508	ADOLESCENT PSYCHOLOGY	2	B-
983-84 S1	RLA 552	Recent Research in Reading	2	A
S2	RLA 501A	READING IN BUSINESS & INDUSTRY	2	B
	Beaumier Robert J	SUMMER SESSION 85		
	Ed 514	[redacted]tion	3	A-
	RLA 556GF	Graduate Field Experience	4	S
	SEMESTER GPA: 3.70	TOTAL QP: 11.1	CREDITS EARNED: 7	

11.1
0

Graduate Credit accepted from other Universities

Beaumier Robert — SEMESTER I 1985-86

RLA 521 Rdg/Wrtng in the Cntnt Fld 2 B 6

SEMESTER GPA: 3.00 TOTAL QP: 6 CREDITS EARNED: 2

Beaumier Robert — SUMMER SESSION 1986

RLA 570A Comp App-Rdg & Wrt Prg-Beg 2 B 6

SEMESTER GPA: 3.00 TOTAL QP: 6 CREDITS EARNED: 2

BEAUMIER ROBERT ID 000005392

86-87 SUMMER 1

SED 501 SYMPOSIUM:TRAN ASSMT & TRMT DYSLX B 1.0 3.00

3.00 QP 1.00 GH 3.000 GPA 1.00 CR

MICROFILMED DEC 90

ROBERT J. BEAUMIER ID 000005392

91-92 SPRING

ED 522 HUMAN GRWTH&DEV A 2.0 8.00

11.00QP 3.00GH 3.666GPA 3.00CR

Research Approved JULY 1985 MICROFILMED OCT 00

Comprehensive Exam. Passed FEBRUARY 2, 1985

Degree Conferred MASTER OF ARTS, MAY 18, 1986

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

Christine Glynn

Interim Registrar

Cardinal Stritch College, Milwaukee, Wisconsin

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

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

CARDINAL STRITCH UNIVERSITY

MILWAUKEE, WISCONSIN

ACCREDITED BY NCA; NCATE

: BEAUMIER, ROBERT J.
IESS 924A SOUTH 19TH STREET
MILWAUKEE, WI 53204
H DATE JUNE 29, 1945
H PLACE
NT OR GUARDIAN
ESS
AL SECURITY NUMBER [redacted]

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

SFER CREDITS ACCEPTED

COURSE	SEM. HRS.	PTS.

DEPT	NO.	COURSE TITLE	SEM. HRS.	GR.	PTS.
		1974-75 SEMESTER 1			
CH	101	PRIN OF PHYSICAL SCIENCES	4	B	12
PS	310	NATURE OF EXCEPTIONAL CHIL	3	D	3
PS	220	CHILD PSYCHOLOGY	3	B	9
ED	217	HEALTH EDUCATION	2	B	6
HS	344	20TH CENTURY AMERICA	3	B	9
			15		39
		1974-75 SEMESTER 2			
PS	310	PSYCH OF EXCEPT CHILD	3	B	9
SED	313	INTRO TO M.R.	3	B	9
SED	308	SPEECH IMPROVEMENT	2	C	4
ED	112	MATH METHODS	-	W	-
RD	309	TEACHING OF READING	3	B	9
ED	202	MUSIC EDUCATION	2	C	4
			13		35
		1975 SUMMER SESSION			
ED	303	GROUP TESTS & MEASUREMENTS	1	B	3
		1975-76 SEMESTER 1			
ED	210	PHY ED METHODS	2	A	8
SED	201	ART EDUCATION	2	B	6
			4		14
		1975-76 SEMESTER 2			
RD	310	IMPLEMENTING READING IN CLSRM	AUDIT		
[redacted]	318	CURRICULUM & INSTR MR	5	C	10
PS	303	PSYCH APPLIED TO TCHNG	3	B	9
ED	300	SPECIFIC AIDING	-	W	-
ED	112	MATH METHODS	1	B	3
MT	100	REAL NOS FOR ELEM TCHRS	3	B	9
		MICROFILMED NOV 76	12		31

DEPT.	NO.	COURSE TITLE	SEM. HRS.	GR.	PTS.
		1976-77 SEMESTER 1			
SED	418	STUDENT TEACHING	8	P	-
RD	512A	CURRICULUM & INSTR IN RDG K-8	3	C	6
ED	362	UNDERSTANDING & DEALING WITH PROBLEMS IN CLRM BEHAVIOR	2	C	4
		MICROFILMED OCT 78	13		10

MICROFILMED OCT 00

Christine Glynn
Interim Registrar

Completed NCATE Approved Program for Teacher Preparation

Teaching Major SPECIAL EDUCATION
Preparation Level MR: K-12
Date MAY, 1977

RADING SYSTEM
POINTS
4
3
2
1
SS; NOT INCLUDED IN GRADE POINT)
COMPLETE)
THDRAW
(NO GRA... ...IT)

Human Relations Requirement Satis

THIS DOCUMENT HAS MICROPRINTING ON THE SIDE MARGINS

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.

Elizabeth Burmaster
STATE SUPERINTENDENT

/02

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**

'd: **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**

se Type: **08 Life License** Validity
on/Level: **27 GRADES 7-12**
ubject: **810 COGNITIVE DISABILITIES**
ow 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**

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

d: **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**

se 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**

ducator License Lookup Introduction: **dpi.wi.gov/tepdl/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

OF SCHOOL M. M. Tate

Taylor, Burdea
LAST NAME MIDDLE NAME FIRST NAME

ELEMENTARY SCHOOL RECORD

RED Coffee Creek School

ANCE

GRADE

ANCE 6

YEAR OF SMALLPOX VAC

OL YEAR							
E	1st.	2nd.	3rd.	4th.	5th.	6th.	
CT							
METIC							
S OR ENSHIP							
RAPHY							
MAR OR UAGE							
TH ATION							
RY OR CIENCE							
CAL ATION							
NG OR SSION							
DIG							
IG							
IN CLASS							
CLASS							
PRESENT							
ABSENT							
TARDY							

Tommy Lowery

OF TION

OF RAWAL

HOME ADDRESS OF PUPIL Rte. 1 Box 78, Marvell, Arkansas

DATE OF BIRTH 10-25-46 SEX M (F) PLACE OF BIRTH Marvell BIRTH CERTIFICATE YES (NO)

FATHER'S NAME Allie K. Taylor OCCUPATION Farmer NATIONALITY Am.

MOTHER'S MAIDEN NAME Dena (Thomas) OCCUPATION Farmer NATIONALITY Am

DATE ENTERED July 14, 1959 GRADE 7th AGE 14 ENTERED FROM Coffee Creek

7th GRADE 1959-60 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
English		C	B	
Arith		C	B	
Hesy.		C	B	
Science		D	C	
Ph. Edu		C		Ex

DAYS ABSENT DAYS PRESENT CIT. RATING TIMES TARDY

8th GRADE 1960-61 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
English		C+	B	
Arith.		B	B-	
History		B	B-	
Science		C	C-	
Phy. Ed.		C	C+	Ex

DAYS ABSENT 0 DAYS PRESENT 173 CIT. RATING TIMES TARDY

9th GRADE 1961-62 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
Arithmetic		B	B	1
English		B-	A	1
Home Ecs.		C-	C	1
Science		D	B	1
Phys. Ed.		C	B	1

DAYS ABSENT DAYS PRESENT CIT. RATING TIMES TARDY

10th GRADE 1962-63 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
Alg. Gen	36	D	D	1
B. Survey	36	C	C	1
English	36	A	A	1
Home Ec.	36	C	A	1

DAYS ABSENT 3 DAYS PRESENT 173 CIT. RATING TIMES TARDY

11th GRADE 1963-64 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
English		C-	C+	1
Geometry		C	C	1
History		C	B	1
Speech		B	B-	1
Home ec				

DAYS ABSENT DAYS PRESENT CIT. RATING TIMES TARDY

12th GRADE 1964-65 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
Bus. Math		B	B+	1
English		B+	B	1
Government		C+	B	1
Typing		C+	C	1
French		B	B	1

DAYS ABSENT DAYS PRESENT CIT. RATING TIMES TARDY

DATE OF GRADUATION RANK IN CLASS 14 NUMBER IN CLASS 95 COLLEGE ENTERED DATE

DATE OF WITHDRAWAL CAUSE OF WITHDRAWAL 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**

d: **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/tepdl/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 Milwaukee, Wisconsin

Teacher

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.

April 2000 to August 2001
October 1994 to October 1997

ITT TECHNICAL INSTITUTE Greenfield, Wisconsin

Instructor

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. Franksville, Wisconsin

Systems Engineer

Responsibilities:

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 Glendale, Wisconsin

Battery Technician

Responsibilities:

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. Milwaukee, Wisconsin

Field Service Technician

Responsibilities:

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. West Allis, Wisconsin

Copier Technician

Responsibilities:

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.

4083628 Serial | BROWN Last Name | F Name | JAMES Middle Name | JUN 1 6 1989 Graduated | Course

DOB: 5/24/70

23.50	25.25	0.0	2.774	14	111	ERIC BROWN 4083628
ITS EARN. (No. of Credits)	UNITS ATT. (No. of Failures)	NON-GPA UNITS (Scholarship Average)	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
Milw. 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

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	MYTH&FOLK	A	0.50	3	
MA271	ADV MATH 1	D	0.50	6	
PE251	LIFE SPT 3	B	0.25	3	
SC821	PHYSICS 1	B	0.50	4	

HMRM ABS 8 HMRM TARDIES 2
UNITS 3.25 GPA 2.882 JAN.-89

en. English	D	.50
orld History	D	.50
eneral Math	U	.00
panish 1	C	.50
hy Ed	D	.25

1.75 6-86
ldwell 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	TDY
CC815	COMPR LIT	A	0.50	6	
EN231	BRIT AUTH	A	0.50	9	
EN325	THE NOVEL	A	0.50	7	
PE261	LIFE SPT 4	A	0.25	5	
SC831	PHYSICS 1	A	0.50	5	
SP025	CREAT COMM	A	0.50	8	
SS111	AFRO	A	0.50	4	

HMRM ABS 3 HMRM TARDIES
UNITS 3.25 GPA 4.000 JUNE-89

panish 8 D

orse Jr. H.S. 6-85

OFFICIAL

st Name BROWN First Name ERIC Middle Name JAMES

thday: Month AUGUST Day 24 Year 1970 Birthplace

tered this school on 9-6-88 from Marshall High School

ft Returned

ft Returned

edits sent to: Parent Pick 1-10-92 DATE GRADUATED JUN 1 6 1989

Additional Information

~~NORTH DIVISON~~

Competency Status
End Grade 8

Father	Mother
me JOHN LEE	BERTHA LEE
idence	2134 N. 38th St. 53208
hplace	
cupation	

Competency Status
End Grade 9

	7	8	9	10	11	12
s Absent:						
es Tardy:						

Competency Status
End Grade 10

Standardized Test Data
Grade 8

Standardized Test Data
Grade 10

Competency Status
End Grade 11

Standardized Test Data
Grade 9

BROWN ERIC J
NAME OF STUDENT

The American College Testing Program

ACT

DAY	YR.
12	88

DATE TESTED

ENG.	MATH.	SOC. S.	N. SCI.
A	C	A	A

HIGH SCHOOL GRADES

STANDARD SCORES					COLLEGE BOUND PERCENTILES				
ENG.	MATH.	SOC. S.	N. SCI.	COMP.	ENG.	MATH.	SOC. S.	N. SCI.	COMP.
19	13	16	24	18	50	33	43	64	45

Competency Status
End Grade 12

Activities

1/89STUDENT LEADERSHIP RECOGNITION AWARD
ALL CONFERENCE FIRST & SECOND TEAMS
RUNNING BACK
6/89-RAY A. KROC AWARD
6/89-DISTINGUISHED ATHLETE AWARD (MARINES)

Honors, Scholarships, etc.

HONORS (STUDENT HWHO HAD A MINIMUM OF 3.00 GPA FOR THE FIRST FIVE MARK PERIODS (88-89)

eroom Advisor Counselor

ified a ord of the NORTH DIVISION HIGH SCHOOL High S JUN 1 6 1989 Principal

ETS

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

st de	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					

cores will be available for reporting for ten years.

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

MESSAGE CODES

Y SCORE REPORTED TO RECIPIENT LISTED

PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF 08/18/2007

ssed/not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next ch score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

1473 UNIV WISCONSIN MILWAUKEE

Based on Test Date

est Date	Test Code	Test Name	Your Highest Score	WI Required Minimum Score	Minimum Score Met/Not Met	WI Required Passing Score	Passed/ Not Passed Status
·/09/2007	5720	C-PPST: WRITING	177			174	PASSED

'est Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

'est Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

The enclosed score interpretive leaflet provides additional information about state requirements. Passed/not passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF 08/18/2007

Passed/not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to each score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

The enclosed score interpretive leaflet provides additional information about state requirements. Passed/not passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

DETAILED INFORMATION FOR 08/09/2007 TEST DATE

Test Category *	Raw Points Earned	Raw Points Available	Avera Perform. Range
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: WRITING			
I. GRAMMATICAL RELATIONSHIPS	5	9	3 - 6
II. STRUCTURAL RELATIONSHIPS	9	14	7 - 11
III. IDIOM AND WORD CHOICE; MECHANICS; NO ERROR	11	15	7 - 11
IV. ESSAY	8	12	7 - 9

* Category-level information indicates the number of test questions answered correctly for relatively small subsets of the questions. Because they are based on small numbers of questions, category scores are less reliable than the official scaled scores, which are based on the full set of questions. Furthermore, the questions in a category may vary in difficulty from one test form to another. Therefore, the category scores of individuals who have taken different forms of the test are not necessarily comparable. For those reasons, category scores should not be considered a precise reflection of a candidate's level of knowledge in that category and ETS [illegible] category information [illegible]

** The range of scores earned by the middle 50% of a group of examinees of appropriate educational level (see interpretive leaflet for details) taking this test during the most recent three academic years. N/C means that this range was not computed because the test was taken by fewer than 30 examinees within the most recent three academic years. N/A [illegible]

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
12/10/2003

Order Number	598877
Name	ERIC BROWN
Date of Birth	08/24/1970
Sex	MALE
SSN	[redacted]
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.

(414)362-1552

6029 West Calumet Road, Milwaukee, Wisconsin 53223

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 Coronet)
- 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 — Tolleston High School

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

HOME ADDRESS 2600 Harrison Street, (Number and Street) Gary

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

ENTERED Tolleston (Gary, Indiana) School in January 1956 (Month Year)

WAS GRADUATED [X] WILL BE GRADUATED [ ] WITHDREW [ ] May 1962 (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 →)	8 1958	9 1959	10 1960	11 1961	12 1962	19	Summer	Units*	TEACHERS
ENGLISH	[illegible]	C	C+						1	[illegible]
	[illegible]		B						1	[illegible]
	III B				C				1	Dilley
	IV					C			1	[illegible]
	Speech R				B				1	[illegible]
LANG.	Spanish I R				B				1	Gonzalez
MATH.	[illegible] II	D	C		A				2	[illegible]
	[illegible] P			B					1	[illegible]
	Trigonometry					D			.5	Lemon
SCIENCE	Bio. Phy. Science	D	W						1	Wallace
	Physics					C			1	Moore
SOC. STUDIES	[illegible] History			B					1	[illegible]
	U. S. History R				C				1	DeLeuere
	U. S. Government K					C				(Boys Com. Sch.) — Term
	Economics K					C			.5	Gise
	Sociology					B			.5	Crane
ED.	Physical Education	C	C	C					1	Kary — ½ unit per
	Safety					C			.5	Vance
OTHER SUBJECTS	R.O.T.C.	D	C	C					2	Sgt. Stewart — 14.
										M. Thomas 5-17-61
	Total Units	4.5	4.5	5.0	4.5					
	Days Absent	3	0	0	1	2				
	Times Tardy	0	0	0	0	1				

Notes: Special Ed non-college tory. "x" denotes ated course. Physical Sci Bio-Physica are non-coll paratory. *A unit the study ject one day for a school yea

APPLICANT RANKS 96 IN A GRADUATING CLASS OF 185 STATE

SIGNATURE [illegible] TITLE Counselor

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

FORM R

Princess Training 61-62

Jacqueline A. Dixson
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 **Subsitute 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 **Libral Arts/Business**	McKenzie, TN 1/06 to 5/07
Concordia College **Business Managment**	Mequon, WI 8/00 to 6/03
M.A.T.C. **Associate in Arts**	Milwaukee, WI Associate Degree

References: Available upon request

Dr to Jackie Dixson - Wisconsin - 1/7/83
TR To Jacqueline - Wisconsin 5/7/87
TR To. Milwaukee Co. Medical Complex School of Nursing
Tr - To. W. Tenn. Business College 7-22-03

...son, Jacqueline Anna
...art) (First) (Middle)
...of address: Route 5 Jackson, Tn.

...ers older younger
... older younger
...occupation
...Occupation
...family relationship (death, divorce, marriage):

SCHOOL ACTIVITIES

Type	Yr.	Office – Honor – Award
...w Club	1	
...shettes	1,2	
...H Club	4	
...H.A	1	
...i Ambassador	3,4	
...d Board Program	3	
...ch Chair		

MADISON COUNTY SCHOOL SYSTEM

Last: on — First: Jacqueline — Middle: Ann

Date of Birth: 8-13-64 — Place: Madison Co., Tn.

CLASSIFICATION: 10 | 11 | 12 — 4½ 9½ 14½

Birth Certificate Number: 5 Jackson, Tn.

Social Security Number: [redacted]

Father: Virgil Dixon

Name of Mother: Louise Dixon

Sex: M [ ] F [✓]

Race: B

NGUAGE ARTS	YR.	SEM. 1	SEM. 2	UNIT
	78-79	A	A	1
	10	C	C	1
	11	B+	C	1
	12	C	C	1

MATHEMATICS	YR.	SEM. 1	SEM. 2	UNIT
ARITH.				
ALGEBRA I	78-79	C	D70	1
ALGEBRA II				
UNIF. GEOM.				
APP. MATH				
ADV. MATH				

SCIENCE	YR.	SEM. 1	SEM. 2	UNIT
GEN. SCI.				
PHY. SCI.	78-79	A-	B+	1
BIOLOGY I				
BIOLOGY II				
CHEM. I	10	F60	Drp	0
CHEM. II				
PHYSICS				

ART & MUSIC	YR.	SEM. 1	SEM. 2	UNIT
ART I				
ART II				
BAND I				
BAND II				
ORCH. I				
ORCH. II				
GEN. MUSIC				
CHORUS				

BUSINESS EDUCATION	YR.	SEM. 1	SEM. 2	UNIT
TYPING I L.	11	C	B	1
TYPING II				
S'HAND				
BKKPING I	11	C	C	1
BKKPING II				
GEN. BUS.				
V. O. E				

SOCIAL STUDIES	YR.	SEM. 1	SEM. 2	UNIT
WORLD HIST.				
ANC. HIST.				
MOD. HIST.	11	D-	D	1
AM. HIST.	11	C+	C	1
WRLD. GEOG.				
CIVICS				
ECONOMICS	12	A	A	
SOCIOLOGY				
PSYCH.				
AM. GOV.				

OTHER	YR.	SEM. 1	SEM. 2	UNIT
DR. EDUC.				

VOCATIONAL EDUCATION	YR.	SEM. 1	SEM. 2	UNIT
AG. I				
AG. II				
AG. III				
AG. IV				
HOME EC. I	78-79	B	B	1
HOME EC. II				
HOME EC. III				
Child Dev.	10	B86	B	3
" " II	11	B90	C93	3
FAMILY LIV.	—			
BLD. TR.				
IND. ARTS				

P. E. & HEALTH	YR.	SEM. 1	SEM. 2	UNIT
P. E. I	78-79	A	A	½
P. E. II	10	—	B	½
P. E. III				
P. E. IV				
HEALTH	10	B	—	½

ATTENDANCE

Grade	Year	Days Belonging	Pres.	Ab.
9	78-79	Bus.	Bluff	
10	79-80	175	168	7
11	80-81	179	174	5
12	81-82	176	167	9

STAMP GRADING CODE HERE

A — 100-95
B — 94-87
C — 86-76
D — 75-70
F — BELOW 70 (NO CREDIT)
ACCELERATED (ACC.)
AVERAGE (AVG.)
DEVELOPMENTAL (DEV.)

Hon. Eng
A & B = 4
C = 3
D = 2

TOTAL UNITS: 18½
MAJOR:
MINORS:
DATE OF GRAD.: May 21, 1982
NO. IN CLASS: 316
RANK IN CLASS: 184
STUDENT'S AV.: 2.5000

NORTH SIDE HIGH SCHOOL
JACKSON, TENNESSEE

Thurman Reynolds
PRINCIPAL

SUPERINTENDENT

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 Dixson

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

Chairman

Secretary

For the Faculty

President

Dean

7798 North 60th Street
Milwaukee, WI 53223
Tel: (414) 371-9100
Fax: (414) 371-9200

KING'S Academy Christian School

Connie M. Evers

5177 N. Teutonia Ave. #4 Milwaukee, WI. 53209
Phone: (414) 940-0822
E-mail: cmevers59@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→ & Service RRCO's Young Entrepreneurs Program (YEP) gives youth the 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.

Evelyn J. Pfeiffer
President

Lee R. McMurrin
Superintendent

Clinton
Secretary-Business Manager

Bill Larkin
Principal

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

lame D[illegible] First Name CONNIE Middle Nam MAXINE

ay: Month September Day 2 Year 1959 Birthplace

d this school on September 5, 1973 from Garden Homes

Returned

Returned

s sent to: Self 10/20/94

DATE GRADUATED JUN 16 1977

PERSONALITY RATING LABEL

Father	Mother	Additional information
Leon Davis	Leah Davis	
nce 4265 N. 26th Str.	Same (445-9321)	
ace		
ation		

bsent:	7		8		9 7	10	13½	11 23	12 15
Tardy:	7		8		9 12	10	15	11 47	12 29

S CONNIE SCHOOL - 020
IFFERENTIAL APTITUDE TESTS
E 9 FALL 1973 VR NA
ONAL PR SCORES 70 65
R-NA AR CS MR SR SP GR
65 65 10 50 70 20 55

S CONNIE ACADEMIC SKILLS
L 1 FORM A RDG MATH ENG
0/ NO. ITEMS - 78 48 69
020 NO. RIGHT -054 043
E 10 NAT'L PR - 38 74
1974 STANINE - 4 6

PLACE TEST LABEL HERE

PLACE TEST LABEL HERE

PLACE TEST LABEL HERE

PLACE TEST LABEL HERE

Activities

Honors, Scholarships, etc.

om Advisor

Counselor

d as a correct record of the RUFUS KING HIGH High School. Date JUN 16 1977 Principal Bill Larkin

Serir	Last Name	Name	Middle Name	Graduated	Course
		NNIE	MAXINE	JUN 16 1977	

No. of Credits	No. of Failures	Scholarship Average	Rank in Class	No. in Class
21.50	3	2.765	34	220

SCH NO 20 HM-RM 0228
DAVIS CONNI 26610

CRSE. #	COURSE	GR.	CREDIT UNIT
1411	ENG 1	A	1.00
2211	ALGEBRA	B	1.00
2551	PHY SCI	B	1.00
3521	URBAN STDY	B	1.00
4211	PE G 1 TR	A	.50
5211	FRENCH 1	A	1.00

UN 5.50 GR PT 3.455 6-74

SCH NO 20 HM-RM 0228
DAVIS CONNI 26610

CRSE. #	COURSE	GR.	CREDIT UNIT
1431	ENGLISH 2	C	1.00
2231	GEOMETRY	C	1.00
2571	BIOLOGY 1	C	1.00
4251	PHY ED G 3TR	B	.50
4271	DANCE MW	A	.50
5231	FRENCH 2	B	1.00
5611	TYPING 1	B	1.00

UN 6.00 GR PT 2.583 6-75

SCH NO 20 HM-RM 0201
DAVIS CONNI 2661C

CRSE. #	COURSE	GR.	UNIT
1131	AMER AUTH	C	1.00
2251	ADV MATH 1	D	1.00
3441	US HISTORY	B	.50
3451	US HISTORY	C	.50
4311	MOD DANCE TR	B	.50
6201	CLOTH/TEXT	A	1.00
6878	DIST ED 1	C	1.00

UN 5.50 GR PT 2.273 6-76

SCH NO 20 HM-RM C
DAVIS CONNI 2

CRSE. #	COURSE	GR.
1194	COMM MEDIA	C
1335	JOURNALISM	U
3794	CHORUS MIX	E 1
4465	DR EDUC 1	U
4481	DR EDUC 2	U
6898	DIST ED 2	C 1
6938	DE OJT	A 2

UN 4.50 GR PT 2.435 6-

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.

Sr. Mary Lee Schneider OSF
President of the University

CARDINAL STRITCH UNIVERSITY
MILWAUKEE 1937 WISCONSIN

Thomas A. Zalewski
Chair, Board of Trustees

ID . .52392 SSN [redacted]
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	
ASC 012A	COLLEGE READING	DV	B	3.00	0.00	0.00		0.00	
EN 010A	BASIC GRM/COMP	DV	A-	3.00	0.00	0.00		0.00	
MT 010A	FUNDMTLS MATH	DV	A	3.00	0.00	0.00		0.00	
REL 250A	FAITH DEVELPMNT	LC	B-	3.00	3.00	3.00		8.01	
			Term Totals :	15.00	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	TECHNOLGY 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
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	3.8575
			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	3.3300
			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	
HS 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	CONTMPRY 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	17.00	17.00		83.02	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 468	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	3.5810
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		9.00	
REL 230	REL DMN SEXLTY	LC	A-	3.00	3.00	3.00		11.01	

[redacted]

Date Printed: 06/29/2006

ID : 462392 SSN [redacted]
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
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	3.6153	
			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 REVEALEO	LC	B	3.00	3.00	3.00	9.00		
			Term Totals :	18.00	16.00	18.00	57.00	3.1666	
			Career Totals :	112.00	97.00	97.00	339.05	3.4953	
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		

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 : 05/21/2006

Major(s)
Psychology

Minor(s)
Religious Studies

Certification(s)

END OF RECORD

[redacted]

Date Printed: 06/29/2006

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 execule 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
University of Wisconsin Milwaukee — August1992- May 1994
Bachelor of fine Arts in Education — August 1994-May 1999
Alverno College
Currently seeking a Masters Degree/ Certification in Elementary Education — June 2007- currently

Employment

Milwaukee Area Technical College — August 1992- May1994

- 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.

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

Elizabeth Burmaster
State Superintendent

Not valid if name has been changed or altered. Not valid unless official Wisconsin seal is affixed.

PI-1782-B (Re

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.

PRESIDENT OF THE BOARD OF REGENTS

CHANCELLOR, UNIVERSITY OF WISCONSIN-MILWAUKEE

PRESIDENT, UNIVERSITY OF WISCONSIN SYSTEM

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 **2006-Present**
Milwaukee, Wisconsin

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 **2005-2006**
Milwaukee, Wisconsin

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 **2002-2005**
Milwaukee, Wisconsin

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 **1999-2001**
Milwaukee, Wisconsin

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 wee 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 **1997-1999**
Milwaukee, Wisconsin

Receptionist
Responsibilities include:

- Answered phones, transferred calls, scheduled room reservations, sighed 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 **1986-1997**
Milwaukee, Wisconsin

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 **1991-1993**
Milwaukee, Wisconsin

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

3363589-2
Serial No.

GLOVER
Last Name

JACQUELINE
First Name

RENE
Middle Name

1986
Graduated

Course

No. of Credits

No. of Failures

Scholarship Average

Rank in Class

No. in Class

HUG HS RENO NEVADA
GLOVER JACQUELINE 9th

PHY ED 9	D	.50
TYPING I	D	.50
THEATER & TV	C	.50
MATH CONC	D	.50
ENG 9	B	.50

UN 2.50 GPA 1.600 1-83

HUG HS RENO NEVADA
GLOVER JACQUELINE 10th

WORLD GEOG	D	.50
LIFE SPTS 1	C	.50
WORLD HIST	D	.50
FUND OF ENG	D	.50
DR ED 1	D	.50
PHYS SCI	D	.50

UN 3.00 GPA 1.167 1-84

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE	GR.	UNIT
BB101	ACCTG 1	U	0.00
EN623	LANG S LAB	C	0.50
MA911	PREALGEBRA	U	0.00
PE331	LIFE SPT 3	A	0.25
SC201	BIOLOGY 1	U	0.00
SS301	US HIST 1	U	0.00

UN 0.75 GPA 0.727 1-85

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE	GR.	UNIT
EN901	COMPETEN 4	D	0.50
HE401	HM EC SR	D	0.50
MA471	COMPETENCY	B	0.50
PE711	CREAT MOV1	A	0.25
RD171	COMPT RDG	B	0.50
SC101	APPL SCI	D	0.50
AC501	JR ACHIEVE	P	0.50

UN 3.25 GPA 2.000 1-86

AC511 JR ACHIEVE P .50 6

HUG HS RENO NEVADA
GLOVER JACQUELINE 9th

HEALTH 9	U	
TYPING I	D	.50
THEATRE ARTS	D	.50
MATH CONC	U	
ENG 9	D	.50
PHY ED 9	U	

UN 1.50 GPA .500 6-83

HUG HS RENO NEVADA
GLOVER JACQUELINE 10th

MATH CONC	U	
LIFE SPTS 1	B	.50
WORLD HIST	D	.50
FUND OF ENG	U	
ART FOUND	C	.50
CWA	U	

UN 1.50 GPA 1.000 6-84

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE	GR.	UNIT
BB111	ACCTG 1	D	0.50
EN401	COMPOSITN	C	0.50
MA921	PREALGEBRA	U	
PE341	LIFE SPT 4	B	0.25
SC211	BIOLOGY 1	U	
SS311	US HIST 2	U	

UN 1.25 GPA 0.818 6-85

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE	GR.	UNIT
EN911	COMPETEN 4	C	0.50
HE411	HM EC SR	D	0.50
MA481	COMPETENCY	A	0.50
PE721	CREAT MOV2	A	0.25
PE721	CREAT MOV2	A	0.25
RD181	COMPT ROG	B	0.50
SC111	APPL SCI	D	0.50
SS311	US HIST	D	0.50

UN 3.50 GPA 2.286 6-86

SCH-026 HM-
GLOVER, JACQUEL R 3363589

CRSE. #	COURSE	GR.	UNIT
MA917	PREALGEBRA	C	0.50
SS307	US HIST 1	D	0.50

UN 1.00 GPA 1.500 8-85

Last Name Glover First Name Jacqueline Middle Name Rene 3363589-2

Birthday: Month 3 Day 24 Year 68 Birthplace Galveston, Texas

Entered this school on 10-16-84 from Hug High School, Reno, Nevada

LeftOver 18 8-26-86 Returned

Left Returned

Self 4/5/95

Credits sent to: UW-Whitewater 12-4-85, UWM 5-23-86

Self 8-26-86 Self 2/17/94 SELF 9-24-04, Self 12/12/05 DATE GRADUATED

PERSONALITY RATING LABEL

Name	Father	Lives with	Mother	Additional information
Residence		Arreader Sallis		
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

Counselor

Certified as a correct record of the PULASKI High School. Date DEC 1 - 2008 Principal

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
07/03/2008

rder Number	1786296
e	JACQUELINE GLOVER
e 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

e:
JELINE 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:
NO	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

OFFICIAL ACADEMIC DOCUMENT

000021157

Johnson Stephanie L
452 Otis Dr.
Brownsville TN 38012

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

07/03/08

Dyersburg State Comm College

ECED 1020		EARLY CHILDHOOD DEVELOPMENT	A		3.00	
ECED 2040		FAMILY & COMMUNITY INVOLVEMENT	A		3.00	
ECED 2070		DEVELOPMENT ASSESSMENT	A		3.00	
ECED 2130		CLINICAL PRACTICUM I	B		3.00	
HIST 2010		AMERICAN HISTORY I	B		3.00	
MGT 101		INTRODUCTION TO MANAGEMENT	C		3.00	
MGT 213		SMALL BUSINESS MANAGEMENT	C		3.00	
MIS 111		INTRODUCTION TO COMPUTERS	B		3.00	
			CAREER	HRS ATT	HRS ERN	QP	GPA
					24.00		
Spring Semester 2004							
BIO 131	002	BIOLOGICAL SCIENCE	B	3.00	3.00	9.00	
EDU 230	002	FOUNDATIONS OF EDUCATION	C	3.00	3.00	6.00	
ENG 131	004	COMPOSITION I	A	3.00	3.00	12.00	
MAT 135	008	ALGEBRA	A	5.00	5.00	20.00	
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				14.00	14.00	47.00	3.357
			CAREER	HRS ATT	HRS ERN	QP	GPA
				14.00	38.00	47.00	3.357
Fall 2004							
ENG 132	003	COMPOSITION II	F	3.00	.00	.00	
MUS 235	001	FUNDAMENTALS OF MUSIC	A	3.00	3.00	12.00	
PSY 230	002	HUMAN GROWTH AND DEVELOPMENT	A	3.00	3.00	12.00	
PSY 330	001	THE EXCEPTIONAL LEARNER	B	3.00	3.00	9.00	
SPC 230	004	FOUNDATIONS OF SPEECH	D	3.00	3.00	3.00	
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				15.00	12.00	36.00	2.400
			CAREER	HRS ATT	HRS ERN	QP	GPA
				29.00	50.00	83.00	2.862
Spring 2005							
ART 231	001	FUNDAMENTALS OF ART	A	3.00	3.00	12.00	
ENG 132	014	COMPOSITION II	B (RP)	3.00	3.00	9.00	
HIS 132	001	US HISTORY II	C	3.00	3.00	6.00	
PER 121	001	MODERN DANCE/JAZZ DANCE	A	1.00	1.00	4.00	
PHY 131	004	PHYSICAL SCIENCE	W	3.00	.00	.00	
SOC 344	001	THE FAMILY	A	3.00	3.00	12.00	
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				16.00	13.00	43.00	3.308
			CAREER	HRS ATT	HRS ERN	QP	GPA
				45.00	63.00	126.00	3.231
Fall 2005							
BIO 341	001	ECOLOGY AND ENVIRONMENTAL BIOL	W	4.00	.00	.00	
ENG 221	003	INTRODUCTION TO LITERATURE	D	3.00	3.00	3.00	
PER 114	001	AEROBICS I	A	1.00	1.00	4.00	
PER 223	001	ELEMENTARY GAMES	C	2.00	2.00	4.00	
PER 326	002	FIRST AID AND SAFETY	A	2.00	2.00	8.00	
PSY 131	001	EDUCATIONAL PSYCHOLOGY	A	3.00	3.00	12.00	

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000021157

Johnson Stephanie L
452 Otis Dr.
Brownsville TN 38012

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

07/03/08

	CURRENT	HRS ATT	HRS ERN	QP	GPA
		15.00	11.00	31.00	2.818
	CAREER	HRS ATT	HRS ERN	QP	GPA
		60.00	74.00	157.00	3.140

Fall 2005

EDU 330	001 CLASSROOM MANAGEMENT	A	3.00	3.00	12.00
EDU 336	001 TEACHING IN MIDDLE SCHOOLS	A	3.00	3.00	12.00
EDU 401	001 FIELD EXPERIENCE I	P	.00	.00	.00
ENG 221	002 INTRODUCTION TO LITERATURE	B (RP)	3.00	3.00	9.00
FIN 122	001 PERSONAL FINANCIAL MANAGEMENT	B	2.00	2.00	6.00
PER 335	001 SCHOOL HEALTH AND NUTRITION	B	3.00	3.00	9.00
SPN 131	004 ELEMENTARY SPANISH I	A	3.00	3.00	12.00

	CURRENT	HRS ATT	HRS ERN	QP	GPA
		17.00	17.00	60.00	3.529
	CAREER	HRS ATT	HRS ERN	QP	GPA
		77.00	88.00	214.00	3.344

Summer 2006

REL 132	001 NEW TESTAMENT	B	3.00	3.00	9.00
SPC 230	002 FOUNDATIONS OF SPEECH	A (RP)	3.00	3.00	12.00
SPN 132	001 ELEMENTARY SPANISH II	B	3.00	3.00	9.00

	CURRENT	HRS ATT	HRS ERN	QP	GPA
		9.00	9.00	30.00	3.333
	CAREER	HRS ATT	HRS ERN	QP	GPA
		86.00	94.00	241.00	3.443

Fall 2006

BIO 341	001 ECOLOGY AND ENVIRONMENTAL BIOL	A	4.00	4.00	16.00
EDU 332	002 TESTS AND MEASUREMENTS	B	3.00	3.00	9.00
EDU 402	001 FIELD EXPERIENCE II	P	.00	.00	.00
ENG 339	001 TEACHING LANGUAGE ARTS	A	3.00	3.00	12.00
ORN 110	008 FRESHMAN ORIENTATION	A	1.00	1.00	4.00
PER 260	001 FITNESS FOR LIFE	A	3.00	3.00	12.00
PHY 131	002 PHYSICAL SCIENCE	A	3.00	3.00	12.00
REL 130	002 WORLD RELIGIONS	B	3.00	3.00	9.00

	CURRENT	HRS ATT	HRS ERN	QP	GPA
		20.00	20.00	74.00	3.700
	CAREER	HRS ATT	HRS ERN	QP	GPA
		106.00	114.00	315.00	3.500

Spring 2007

BIO 330	001 TEACHING ELEMENTARY SCIENCE	A	3.00	3.00	12.00
ENG 237	001 CHILDREN'S LITERATURE	C	3.00	3.00	6.00
GEO 231	001 WORLD GEOGRAPHY	B	3.00	3.00	9.00
HIS 336	001 METHODS OF TEACH SOCIAL SCI	B	3.00	3.00	9.00
MAT 330	001 TEACHING ELEM MATH (K-8)	A	3.00	3.00	12.00

	CURRENT	HRS ATT	HRS ERN	QP	GPA
		15.00	15.00	48.00	3.200
	CAREER	HRS ATT	HRS ERN	QP	GPA
		12	129.00	363.00	3.457

Fall 200

A PHOTOCOPY OF THIS ...

OFFICIAL ACADEMIC DOCUMENT

E	001 EDUCATION SEMINAR	A		2.00	8.00	

		Degree	Major	Grad Date
00021157	Johnson Stephanie L	B.A.	INT	29 Apr 2007
	452 Otis Dr.			
	Brownsville TN 38012			

07/03/08

'all 2007

EDU 430	001 ENHANCED STUDENT TEACHING	A	10.00	10.00	40.00	

	HRS ATT	HRS ERN	QP	GPA
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	

	HRS ATT	HRS ERN	QP	GPA
CURRENT	6.00	6.00	24.00	4.000
CAREER	139.00	147.00	435.00	3.537

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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 10th day of December 1996, at Ripley High School, Lauderdale County, Ripley Tennessee.

ADDRESS OF SCHOOL

THE GREAT SEAL OF THE STATE OF TENNESSEE XVI AGRICULTURE COMMERCE 1796

Jane Walters
STATE COMMISSIONER OF EDUCATION

Bobby G. Webb
SUPERINTENDENT OF SCHOOLS

Maxine Gay
CHAIRMAN, BOARD OF EDUCATION

Jon Pavletic
PRINCIPAL OF SCHOOL

ED-2357-1

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

•7524 N. 89th Street • Milwaukee, WI 53224 • joe_kim111@sbcglobal.net • (414) 379-4646•

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 - 08/97**
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, billing, and record keeping.

Skills:
Skilled in data entry and computer graphing [Windows Vista (Microsoft Works Word Processor, Microsoft Word, Lotus Notes, Power Point, Excel and other programs)], using a 10-key calculator, photo copying and faxing (via the fax machine and the computer). In addition, teaching/training, creating curriculums, 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

No. | DRAKE (Last Name) | KIMBF (First Nam) | --- (Middle Name) | JUN 9 1983 (Graduated) | Course

.25	3	2.135	228	430
redits	No. of Failures	Scholarship Average	Rank in Class	No. in Class

22 HM-RM 0235
KIMB 29224

COURSE		GR. UNIT
NG 9	C	.50
PANISH 2	D	.50
LGEBRA	C	.50
RCH	A	.50
E 1/HL 1	C	.50
HYS SCIEN	B	.50

GR PT 2.333 1-80

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
FL741	SPANISH 3	B	.50
EN401	COMPOSITN	D	.50
MA211	GEOMETRY	C	.50
MU351	CHORUS	A	.50
PE211	PHY ED 3 M	B	.25
SC201	BIOLOGY 1	C	.50
SS181	WLD HIST 1	B	.50

UN 3.25 GR PT 2.538 1-81

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
SC401	CHEM 1	D	.50
SS302	US HIST 1	D	.50
FL761	SPANISH 4	U	
EN421	JOURNALISM	D	.50
MA311	ADV MATH 1	D	.50
MU371	CHORUS ADV	A	.50
PE331	LIFE SPT 3M	B	.25

UN 2.75 GR PT 1.462 1-82

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
BB501	TYPE 1	D	.50
EN121	BRIT AUTH	C	.50
HE401	HM EC SR 1	B	.50
MU381	A CHOIR	A	.50
MA341	PROB/STAT	D	.50
MA411	ADV MATH 2	D	.50
SX761	ATMOS SCI M	C	.25

UN 3.25 GR PT 2.000 1-83

22 HM-RM 0235
KIMB 29224

COURSE		GR. UNIT
NG 9	B	.50
PANISH 2	B	.50
GEBRA	C	.50
RCH	B	.50
E 1/HL 1	B	.50
HYS SCIEN	B	.50

GR PT 2.833 6-80

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
EN171	CONTEM LIT	C	.50
FL751	SPANISH 3	B	.50
MA221	GEOMETRY	C	.50
MU351	CHORUS	A	.50
PE221	PHY ED 4 M	C	.25
SC211	BIOLOGY 1	D	.50
SS191	WLD HIST 2	C	.50

UN 3.25 GR PT 2.308 6-81

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
EN431	CREAT WRIT	C	.50
FL771	SPANISH 4	U	
MA321	ADV MATH 1	D	.50
MU371	CHORUS ADV	A	.50
PE341	LIFE SPT 4M	A	.25
SC411	CHEM 1	U	
SS312	US HIST 2	D	.50

UN 2.25 GR PT 1.538 6-82

SCH-022 HM-0234 3346250
DRAKE,KIMBERLY

CRSE. #	COURSE		GR. UNIT
BB511	TYPE 1	D	0.50
EN131	BRIT AUTH	D	0.50
HE411	HM EC SR 2	C	0.50
MA351	PROB/STAT	D	0.50
MA421	ADV MATH 2	D	0.50
MU381	A CHOIR	A	0.50
PE351	LIFE SPT 5	B	0.25
SX771	ATMOS SCI	C	0.25

UN 3.50 GPA 1.786 6-83

Last Name DRAKE First Name KIMBERLY Middle Name ---

Birthday: Month March Day 17 Year 1965 Birthplace

Entered this school on September 4, 1979 from Rufus King Junior High School

Left Returned

Left Returned

Credits sent to:

DATE GRADUATED JUN 9 1983

PERSONALITY RATING LABEL

	Father	Mother	Additional information
Name	Lawrence A. Drake	Marlowe R. Drake	
Residence	5414 N. 67th St.	5414 N. 67th St.	
Birthplace			
Occupation			

Days Absent: 7 8 9 7½ 10 15 11 13 12 14

Times Tardy: 7 8 9 13 10 39 11 14 12 22

DRAKE KIMBERLY
LEVEL 1 FORM A ACADEMIC SKILLS
BD 0365 RDG MATH ENG
SCH 022 NO. ITEMS - 78 48 69
GRADE 10 NO. RIGHT -072 044 064
OCT 1980 NAT'L PR - 92 80 82
STANINE - 8 7 7

DRAKE KIMBERLY
ID - 3346250 SCHOOL - 022
BD - 0365
THE ABOVE HAS SCORED AT OR ABOVE
THE TEST LEVEL SET AS A MINIMUM
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

Activities: BCH - A CHOIR - MONITOR - PAGE - MESSENGER

Honors, Scholarships, etc.

Homeroom Advisor HIDA

Certified as a correct record of the JAMES MADISON High School Date JUN 9 1983

Counselor S. Wallschlaeger

Principal Robert C. [illegible]

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:

[X] Regular Certification [ ] Limited Certification [ ] Provisional Certification

TO PROVIDE:

[ ] In-Home Child Day Care [X] 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.

:STRICTIONS:

nber 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

The Registry

- 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

Jere L. Wallden

Jere L. Wallden, Director

The Registry is a collaboration of: ★ Wisconsin Early Childhood Association (WECA) ★ Wisconsin Family Child Care Association (WFCCA)
Wisconsin Child Care Administrators' Association (WCCAA) ★ Wisconsin School-Age Care Alliance (WISACA) ★ Wisconsin Head Start Association (WHSA)

STUDENT NO.

OFFICIAL RECORD AND TRANSCRIPT

2100 E. 87th Street

NAME--4588 DEBRA DENESE
ADDRESS--4933 S WABASH
GUARDIAN--WEBB MARY
MOTHERS MAIDEN NAME--BOLES MARY
TRY DATE-09/20/74 FROM-(SCHOOL)-01280 DUSABLE HIGH

STUDENT ND.--07173415
BIRTHDATE--03/21/60
BIRTHPLACE--CHICAGO IL
BIRTH VER.--11260824962

DIV.--~~9561~~ 841
FEMALE
DIST.13 AREA-A

DATE OF ENTRY _____ FROM _____
DATE OF LEAVING _____ TO _____ SCHOOL
RE-ENROLLED _____ FROM _____ LEFT _____
GRADUATED 6-5-78 (DATE) RANKS 201 IN A CLASS OF 758 (DATE) SCH. AVE 2.5755

SUMMARY OF TRAIT RATINGS

TRAITS	Above Aver.	Aver.	Below Aver.
COURTESY — regularly considerate of others in his group, both teacher and classmates	4		
DEPENDABILITY — present on time regularly with necessary tools for work. Completes various assignments	4		
LEADERSHIP — initiative, executive ability, and good influence class and school activities	4		
SERVICE — voluntary work in clubs, committees, teams, class and school activities	4		

Summary of number of teachers giving each rating

SUMMARY OF ACTIVITIES

ACTIVITY	Year 1	2	3	4	Letter or Award

SUMMARY OF ATTENDANCE AND CREDIT DATA

YEAR	Year Ending (Month-Year)	Days Abs.	Times Tardy	Units for yr.	Total Units	Division Teacher
1	6-75	17	0	4 3/4	4 3/4	[illegible]
2	6-76	4	4	5 1/4	10	Ringer
3	7-77	2	11	5 1/4	15 1/4	[illegible]
4	6-78	5	1	4 1/4	19 1/2	[illegible]
5						
6						
7						

NOT FOR CREDIT GRADES

Subject	Date	Grade
DRIVER EDUC.	6-76	P
CONSUMER ED.	6-76	B
PUBLIC LAW 195	6-76	B

SUBJECT	Level	Mid.	Final	Unit of Credit	Year
ENGLISH 1	R	A	B	1	75
2	R	C	B	1	76
3		B	B	1	77
4		B	B	1	78
[illegible]	R	C	C	1	75
History		B	B	1	77
[illegible] Hist.		B	B	1	78
[illegible]-Hist.					
[illegible] Am. Soc.					
[illegible] Algebra					
[illegible]	R	D	D	1	75
[illegible]	R	D	D	1	76
[illegible] Algebra					
[illegible]metry					
[illegible] Algebra					
[illegible]alysis					
[illegible]					
[illegible]					
[illegible]		C	B	1	77
[illegible] Sci. 7th					
[illegible] 7th					
[illegible] 7th					
[illegible] Sci. 7th					
[illegible] 7th					
[illegible]					
[illegible]					

BASIC SHOPS 10% 10% PER WEEK	Level	Mid.	Final	Unit of Credit	Year
Auto I					
Aviation					
Cast Metals (Foundry)					
Electricity					
Electronics					
Graphic Arts (Print)					
Horticulture					
Interior Design					
Machine					
Music ( )					
Plastics					
Sheet Metal					
Tailoring					
Welding					
Wood					
MAJOR BUSINESS SUBJECTS					
Bus. Career Exp. (sept)					
Bus. Comp. & Com. (sept)					
Gl. Bookkeeping (sept)					
Gen. Business (sept)					
Shorthand I (sept)		D	I	1	76
Bookkeeping (Yr)					
Cl Off. Prac I (SX) (Yr)					
Sec. Prac. I (Yr)					
Accounting (Sr)					
Business Law (Sr)					
Data Process (Sr)					
Off. Prac. II (1/2) (Sr)					
Sec. Prac II (Sr)					
Voc. Typing (Sr)					
BUS English		B	I	1	76

VOCATIONAL MAJORS 20% PER WEEK	Mid.	Final	Unit of Credit	Year
( ) 20%				
( ) 20%	C		1	77
( ) 20%		B	1	77
( ) 20%	B		1	78
		B	1	78
HOME EC. EDUCATION				
Cloth-Dressmaking				
Foodservice				
Home Ec. Survey	C	C	1	75
MINORS				
Drafting I				
Drafting II				
Music I	B	A	1/2	75
Art I	A	A	1/2	76
Afro-Arts Workshop				
Typing I (SX)	D	D	1/2	76
Typing II (SX)				
Typing III (SX)				
Rel. Off. Prac. (SX)				
Typo-Design (SX)				
Gym or ROTC 1	P	C	1/2	75
2	A	A	1/2	76
3	A	C	1/2	77
4	A	A	1/2	78

FAILURES

SUBJECT	MONTH	YEAR

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

EXPLANATION OF MARKS
A–95-100
B–88- 94
C–81- 87
D–75- 80
F–FAILURE

CLASSES MEET FIVE 40-MINUTE PERIODS PER WEEK UNLESS OTHERWISE INDICATED, E.G. (7x) MEANS SEVEN PERIODS PER WEEK, (10x) MEANS 10 PERIODS PER WEEK (20x) MEANS 20 PER. PER WEEK

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

EXPLANATION OF SUBJECT LEVELS
[illegible] - SUBJECT BELOW REGULAR HIGH SCHOOL STANDARD
[illegible] - ACCEPTANCE OR MOVE BY ABILITY AND ACHIEVEMENTS
[illegible] - [illegible] FOR [illegible] INTERESTS
HONORS - COURSE CONTENT ABOVE REGULAR H.S. STANDARD
ADVANCED PLACEMENT - COURSE LEVEL COURSE MEETS C.E.E.B. STANDARD

[illegible] VOCATIONAL HIGH SCHOOL - 2100 E. 87th Street - Chicago, Illinois 60617

PRINCIPAL'S SIGNATURE Reynold W. Brown

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.

Karen Lattimore-Rogers
1928 North 24th Place
Milwaukee, WI 53205
414-933-2414
531-5194

Objective: To obtain a position in the education field that utilizes my teaching skills

Experience:

Deerwood Christian Educational Center — Brown Deer, WI
Teacher — December 2005 to Present

- Assisted students, individually and in groups, with lesson assignments to present and reinforce learning concepts.
- Conferred with parents on progress of students.
- Prepared lesson plan in assigned area and submitted outline to teacher for review.
- Successfully handled field trips
- Successfully managed a five person team 2006 Summer school age program

Christ the King Baptist Church — Milwaukee, WI
Sunday School Teacher — 2006 to Present

- Teach Sunday school lessons
- Assist in Childrens Worship Service
- Prepare art activities

Wells Fargo Bank — Milwaukee, WI
Teller/Teller Supervisor — 2000 to 2005

- Assist customers in bank related transactions
- Audit and balance cash drawers
- Maintained sales requirements
- Provided direction and assistance to tellers
- Trained and managed tellers and created operational guidelines.

Education:

James Madison High School — Milwaukee, WI
Diploma — June 1981

Bryant & Stratton College — Milwaukee, WI
Associate Degree Fashion Merchandising — June 1983

Milwaukee Area Technical College — Milwaukee, WI
Cutep Program — 2006 to Present

References: Available upon request

Milwaukee Stratton College

Milwaukee, Wisconsin

On Recommendation of the Faculty and Administration
has conferred upon

Karen Faye Wilhite

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.

Victoria M. Grip
Dean

MILWAUKEE STRATTON COLLEGE
Est. 1963

President

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
07/11/2008

'er 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.

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 Universitiy, 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.

Lockport Township High School

District Number 205

Lockport, Illinois

This Certifies That

Claudia De Washington

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

Diploma

Given at Lockport, 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* —

he 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 Burmaster
STATE SUPERINTENDENT

THE STATE OF WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

2

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**

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
07/29/2004

Order Number	726526
Name	CLAUDIA STEWARD
Date of Birth	10/07/1971
Sex	FEMALE
SSN	[redacted]
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 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 hereunto affixed this June, 1978.

Phyllis Ernest
President

Richard T. O'Neil
Clerk

Kenneth P. Kimmer
Superintendent

Laurence E. Grant
Principal

Mrs. Samm
4th

MILWAUKEE AREA TECHNICAL COLLEGE

THIS MULTI-TONE AREA OF THE DOCUMENT CHANGES COLOR GRADUALLY AND EVENLY FROM DARK TO LIGHT WITH DARKER AREAS BOTH TOP AND BOTTOM.

8/23/04

TRANSCRIPT

ia 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	3.00	9.00000	01/22/01-05/19/01		
HUMSVC	144	Ethics-Human Srvs 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 1	A		3.00	3.00	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 = 3.0000		
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	3.00	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-		3.00	3.00	8.25000	08/27/01-12/20/01		
		Term FA2002 Totals:			12.00	12.00	42.0000	GPA = 3.5000		
		Cumulative Totals:			24.00	24.00	78.0000	GPA = 3.2500		
MSVC	102	Prin of Intrviewng & Rcordkeep	B-		3.00	3.00	8.25000	01/17/02-05/16/02		
SVC	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 = 3.5625		
		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-		3.00	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-		3.00	3.00	8.25000	08/29/02-12/19/02		
HUMSVC	105	Introduction to Counseling	A		3.00	3.00	12.00000	08/29/02-12/19/02		
AODA	109	Issues: Alchlsm-Othr Drug Abus	B+		3.00	3.00	9.75000	08/28/02-12/18/02		
NATSCI	220	Intro to Nutritional Science	B		3.00	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	Math Applctns Using Cptr Techn	C		2.00	2.00	4.00000	01/22/03-05/21/03		
HUMSVC	104	Advanced Field Experience	A		8.00	8.00	32.00000	01/27/03-05/19/03		
		Term SP2003 Totals:			10.00	10.00	36.0000	GPA = 3.6000		

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

Sarah Y. Brown
Milwaukee Campus
Registrar

COMPLETED AUG 23 2004

THE BACK OF THIS DOCUMENT CONTAINS AN ARTIFICIAL WATERMARK - HOLD AT AN ANGLE TO VIEW

MILWAUKEE AREA TECHNICAL COLLEGE

THIS MULTI-TONE AREA OF THE DOCUMENT CHANGES COLOR GRADUALLY AND EVENLY FROM DARK TO LIGHT WITH DARKER AREAS BOTH TOP AND BOTTOM

Sylvia 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
	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 Y. Brown
Milwaukee Campus
Registrar
COMPLETED AUG 2

THE BACK OF THIS DOCUMENT CONTAINS AN ARTIFICIAL WATERMARK - HOLD AT AN ANGLE TO VIEW

OFFICIAL TRANSCRIPT ONLY IF REGISTRAR'S SIGNATURE, EMBOSSED COLLEGE ... THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT PROVIDES THAT THIS TR

GONZALEZ
SAGGIO
HARLAN

September 10, 2009

City of Milwaukee Common Council
Charter School Application
City Clerk's Office
City Hall, Room 205
200 E. Wells Street
Milwaukee, Wisconsin 53202

To Whom It May Concern:

We are acting as counsel for the entity now known as the King's Academy Christian School, Inc. ("King's Academy") whose principal office is located at 7798 N. 60th Street, Milwaukee, Wisconsin, 53223.

Pursuant to its application to be submitted on or about Friday, September 11, 2009, King's Academy intends to change its status from that of a corporation organized and operated for religious, educational and charitable purposes to that of a corporation organized and operated solely for educational and charitable purposes *as a nonsectarian charter school* duly organized and incorporated under the laws of the State of Wisconsin.

On behalf of our client, we are issuing this letter for the purpose of advising that King's Academy is currently in the process of preparing and submitting all appropriate forms and notice of changes as required by the Wisconsin Secretary of State, including amendment and revision of the Articles of Incorporation and Bylaws of the organization, as well as complying with all notice procedures as outlined by the Internal Revenue Service, to enable a change in its status to reflect that the corporation will no longer operate as a religious educational institution, but solely as a nonsectarian charter school. These changes are intended to take effect upon approval of the Charter School Application.

GONZALEZ, SAGGIO AND HARLAN, L.L.C
Attorneys at Law

www.gshchicagollc.com

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35 East Wacker Drive
Suite 500
Chicago, IL 60601
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Cincinnati | Milwaukee
Cleveland | New York
Indianapolis | Phoenix
Las Vegas | Washington D.C.
Los Angeles | West Des Moines

Affiliated with Gonzalez Saggio & Harlan LLP and Gonzalez Saggio Harlan LLC

STATE OF WISCONSIN
FILED
APR - 9 1999
DEPARTMENT OF
FINANCIAL INSTITUTIONS

ARTICLES OF INCORPORATION
OF
KING'S ACADEMY CHRISTIAN SCHOOL, INC.

The undersigned, acting as incorporator of a nonstock corporation under the Wisconsin Nonstock Corporation Law, Chapter 181 of the Wisconsin Statutes (the "WNCL"), hereby adopts the following Articles of Incorporation for such corporation:

RECEIVED - DEPT OF
FINANCIAL INSTITUTIONS
STATE OF WISCONSIN
99 APR 7 A8:00

ARTICLE I

Name

The name of the corporation is "King's Academy Christian School, Inc."

ARTICLE II

Purposes

The corporation is organized and shall be operated for religious, educational and charitable purposes within the meaning of I.R.C. Section 501(c)(3) of the Internal Revenue Code.

Without limiting the generality of the foregoing, the purpose of this corporation shall be to prepare children to fulfill God's will for their lives by educating them in the ways of God. It shall provide an academically competitive educational program that ensures constant spiritual, personal, and intellectual growth. In carrying out the purposes of the corporation, no distinction shall be made among the recipients of any amounts disbursed on account of race, color, gender, creed, age, veteran status, national or ethnic origin.

In these Articles, the term "I.R.C." means the Internal Revenue Code and references to provisions thereof are to such provisions as from time to time amended and to corresponding provisions of any future United States Internal Revenue Law.

WI DEI CORP

If you should have any questions or comments regarding the content of this letter, please do not hesitate to contact me.

Very truly yours,

Brenda J. Robinson, Esq.

KING'S ACADEMY CHRISTIAN SCHOOL, INC.

EXHIBIT A TO
FORM 1023 APPLICATION FOR RECOGNITION OF EXEMPTION

ARTICLES OF INCORPORATION

AND

BYLAWS

ARTICLE III

Activities and Restrictions

Section 1. No dividends, liquidating dividends, or distributions shall be declared or paid by the corporation to any private individual or officer or director of the corporation.

Section 2. No substantial part of the activities of the corporation shall consist in carrying on propaganda or otherwise attempting to influence legislation, unless by appropriate election a greater part is permitted without jeopardizing the corporation's exemption under I.R.C. Section 501(c)(3). The corporation shall neither participate in, nor intervene in, any political campaign on behalf of (or in opposition to) any candidate for public office, including the publishing or distribution of any statements.

Section 3. No part of the net earnings or net income of the corporation shall inure to the benefit of any private individual or officer or director of the corporation; provided, however, that such a person may receive reasonable compensation for personal services rendered, or reimbursement for reasonable expenses incurred, which are necessary to carrying out the exempt purposes of the corporation.

Section 4. Notwithstanding any other provision of these Articles of Incorporation, the corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under I.R.C. Section 501(c)(3) or by a corporation contributions to which are deductible under I.R.C. Section 170(c)(2).

ARTICLE IV

Members

The corporation shall have one or more classes of members whose respective

qualifications, rights, and method of acceptance shall be as specified in the Bylaws.

ARTICLE V

Directors

Section 1. The affairs of the corporation shall be managed by its Board of Directors, which shall consist of such number of persons as shall be fixed by the Bylaws from time to time, but shall not be less than the number of directors required by the WNCL, which at the time of execution of these Articles is three (3). The terms of office, qualifications and method of election of the directors shall be as specified in the Bylaws.

Section 2. The number of directors constituting the initial Board of Directors shall be eleven (11). The names and addresses of the initial directors are:

Name	Address
Carolyn Allen	6012 North 37th Street Milwaukee, WI 53209
Lonnie Anderson	9715 W. Juniper Ct. Milwaukee, WI 53224
Melinda Gladney	6313 West Hampton Milwaukee, WI 53218
Charlotte Harris-Benn	1532 West Congress Street Milwaukee, WI 53209
Barbara Heidelberg	7553 N. 86th Street, Apt. 202 Milwaukee, WI 53224
Julietta Henry	6993 West Glenbrook Rd. Milwaukee, WI 53223
Evelyn Jones	2442 W. Hope Ave. Milwaukee WI 53209

Pamela Lue-Hing	7332 North 99th Street Milwaukee, WI 53224
Marilynn McVicker	10355 W. Goodrich Ave. Milwaukee, WI 53224
Earl Smith	N102 W14692 Providence Ct. Germantown, WI 53022
Janice Tucker	9621 W. Kaul Ave. Milwaukee, WI 53225

ARTICLE VI

Director Consent Actions

Any action required or permitted to be taken at a board meeting may be taken by written action signed by two-thirds (2/3) of the directors then in office. Such action shall have the same force and effect as a vote of the board of directors taken at a meeting. All directors shall receive notice of any action so taken, and the written action is effective on the date specified in the written consent or on the tenth day after the date on which written notice is given, whichever is later.

ARTICLE VII

Amendment

These Articles of Incorporation may be amended by the members of the corporation by such vote as may at the time be required by the WNCL, provided that no amendment shall substantially change the original purposes of the corporation.

ARTICLE VIII

Dissolution

In the event of the dissolution of the corporation, the Board of Directors shall, after paying

or making provision for the payment of all of the liabilities of the corporation, distribute all of the assets of the corporation exclusively to Christ The King Baptist Church if it is then described in I.R.C. Sections 170(c)(2), 501(c)(3), 2055(a)(2) and 2522(a)(2), or if it is not so described or if it is no longer in existence to one or more organizations then described in I.R.C. Sections 170(c)(2), 501(c)(3), 2055(a)(2) and 2522(a)(2) having purposes substantially similar to those of this corporation (except that no private foundation as defined by I.R.C. Section 509(a) shall be a recipient) or to one or more units or agencies of federal, state or local government to be used exclusively for public purposes, as the Board of Directors shall determine. Any of such assets not so distributed shall be distributed to one or more of such organizations as determined by the Circuit Court of the county in which the principal office of the corporation is then located.

ARTICLE IX

Principal Office: Registered Agent and Registered Office

The mailing address and county of the principal office of the corporation is 7750 North 60th Street, Milwaukee (Milwaukee County) WI 53223. The street address of the initial Registered Office of the corporation is 10355 West Goodrich Ave., Milwaukee, WI 53224, and the registered agent at such address is Marilynn McVicker.

ARTICLE X

Incorporator

The name and address of the incorporator is Janice L. Tucker, 411 East Wisconsin Ave., Milwaukee, WI 53202.

Executed this 31st day of March, 1999.

Janice L. Tucker

STATE OF WISCONSIN)
) SS
COUNTY OF MILWAUKEE)

Personally came before me this 31st day of March, 1999, the above-named Janice L. Tucker, to be known to be the person who executed the foregoing instrument and acknowledged the same.

Notary Public, State of Wisconsin
My Commission is permanent

This document was drafted by:
Janice L. Tucker
Quarles & Brady LLP
411 East Wisconsin Avenue
Milwaukee, Wisconsin 53202-4497

RETURN
TO DRAFTER

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASUR

Date: MAR 23 2000

KINGS ACADEMY CHRISTIAN SCHOOL INC
7750 N 60TH ST
MILWAUKEE, WI 53223-4153

Employer Identification Number:
39-1960876
DLN:
17053309016049
Contact Person:
RUTHANN WATTS
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Form 990 Required:
Yes
Addendum Applies:
No

ID# 75104

Dear Applicant:

Based on information supplied, and assuming your operations will be as tated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or ıer federal taxes, please contact your key district office.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than $25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally $25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of $20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed $10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding $1,000,000 in any year, the penalty is $100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding $1,000,000 shall not exceed $50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

The law requires you to make your annual return available for public inspection without charge for three years after the due date of the return. You are also required to make available for public inspection a copy of your exemption application, any supporting documents and this exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are made widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of $20 a day for each day you do not make these documents available for public inspection (up to a maximum of $10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not [illegible]

KINGS ACADEMY CHRISTIAN SCHOOL INC

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 587, sets forth guidelines and recordkeeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You must comply with this revenue procedure to maintain your tax-exempt status.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are expended only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

Steven T. Miller

Steven T. Miller
Director, Exempt Organizations

BYLAWS

OF

KING'S ACADEMY CHRISTIAN SCHOOL, INC.

ARTICLE I

Offices

Section 1. Principal Office. The corporation may have such offices, either within or without the State of Wisconsin, as may be designated from time to time by resolution of the Board of Directors.

Section 2. Registered Office and Registered Agent. The corporation shall maintain a registered office and registered agent in the State of Wisconsin. The registered office may, but need not be, the same as any of its places of business. The identity and address of the registered agent may be changed from time to time by notifying the Wisconsin Department of Financial Institutions pursuant to the provisions of the Wisconsin Nonstock Corporation Law (the "WNCL").

ARTICLE II

Membership

Section 1. Classes of Members. The corporation shall have two (2) classes of non-voting members, designated as follows:

Parent Members

Student Members

(a) Parent Members. All parents and guardians of children attending the King's Academy Christian School, who are in agreement with the Purpose and Philosophy, are eligible for membership in the parental branch of the school. Parent members shall not be entitled to vote.

(i) Parental membership includes the privilege of participating in the organization's activities on behalf of the school.

(ii) Parental membership requires active involvement of the parent(s) or guardian(s). The parent(s) are encouraged to participate in the activities of the school.

(iii) Parental membership requires tuition payment to be current.

(b) Student Members. Student membership is available to individuals enrolled in King's Academy Christian School who are committed to the Purpose and Philosophy of the King's Academy Christian School. Student members shall not be entitled to vote.

Section 2. Termination of Membership. (a) The failure of a member to meet the qualifications required for membership shall result in the member being automatically dropped from membership.

(b) In addition, any member may be expelled from membership, for good cause shown, by the vote of a majority of the directors then in office.

(c) In addition, the membership of an individual shall terminate upon the death of the member.

Section 3. Transfer of Membership. A member may not transfer a membership or any right arising from a membership.

Section 4. Privileges Of Membership.

(a) No Voting Rights. Membership in the corporation shall be non-voting.

(b) Other Privileges. Other membership privileges include participation in various activities, programs and publications of the corporation as may be designated from time to time by the Board of Directors.

Section 5. Membership Year. Annual memberships shall extend for the school year from September through May in each year.

Section 6. Annual Meeting. The annual meeting of members shall be held in the month of August of each year, at such time and place as the Board of Directors may determine. At each annual meeting of members, a report on the activities and financial condition of the corporation shall be presented.

Section 7. Special Meetings. Special meetings of the members may be held at any time and place for any purpose or purposes,

unless otherwise prescribed by the WNCL, on call of the President or Secretary.

Section 8. Notice and Waiver of Notice.

(a) Notice. Notice of any meeting shall be given by oral or written notice delivered to each member in one of the methods described in Article IV hereof not less than ten (10) days nor more than sixty (60) days before the date of the meeting, by or at the direction of the President, the Secretary or other officer or persons calling the meeting to each member of record entitled to vote at such meeting. However, if notice is mailed by other than first class or registered mail, notice must be mailed not less than thirty (30) days before the meeting date. The purpose of and the business to be transacted at any special meeting of the members shall be specified in the notice or waiver of notice of such meeting.

(b) Waiver of Notice. Whenever any notice whatever is required to be given under the provisions of the WNCL or under the provisions of the Articles of Incorporation or Bylaws of the corporation, a waiver thereof in writing, signed at any time by the person or persons entitled to such notice, shall be deemed equivalent to the giving of such notice. The attendance of a member at a meeting shall constitute a waiver of notice of such meeting, except where a member attends the meeting for the express

purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

ARTICLE III

Board of Directors

Section 1. General Powers. The business and affairs of the corporation shall be managed by its Board of Directors.

Section 2. Number and Qualifications. The Board of Directors shall consist of not less than seven members-at-large who shall be appointed by the Executive Director. The Board of Directors shall be Christians who understand and support the philosophy, mission, goals and objectives of King's Academy Christian School.

Section 3. Tenure. The term of each Director shall be for three years. A Director may be removed from office by an affirmative vote of a majority of Directors or by the Executive Director. A Director who is absent from four consecutive, regular meetings of the Board shall automatically be removed from office; provided, however, that he or she can remain in office upon the affirmative vote of a majority of Directors.

Section 4. Resignation. A director may resign at any time by filing a written resignation with the Chair of the Board, President or the Secretary of the corporation. Failure of a director to attend four (4) consecutive meetings of the Board of Directors or

one-half of the meetings in a calendar year shall be deemed to be a resignation by the director.

Section 5. Vacancies. Any vacancy from members of the Board of Directors shall be filled by the vote of the Directors or by the Executive Director.

Section 6. Voting. Each Director shall have one vote at meetings. Directors may not vote by proxy.

Section 7. Place of Meetings. The Board of Directors shall hold its meetings at such place as set forth in the call or Notice of such meeting.

Section 8. Annual Meeting. The annual meeting of the Board of Directors shall be held on the day and at the place designated by the Directors. Not less than thirty days' written notice shall be given to each Director.

Section 9. Regular Meetings. Regular meetings of the Board shall be held at such time and place as the Board may provide.

Section 10. Special Meetings. Special meetings of the Board may be called by the Chairperson or shall be called on the written request of two Directors. Not less than five days' written or oral notice of the time, place and purpose of the meeting shall be given to each Director.

Section 11. Quorum. A majority of the Directors shall constitute a quorum.

Section 12. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by the Articles of Incorporation or by these Bylaws.

Section 13. Waiver of Notice. Any Director may waive any notice required to be given by the WNCL or under these Bylaws.

Section 14. Committees. The Board of Directors by resolution may designate one or more committees, each committee to include three or more directors appointed by the Board. Each committee shall have such authority and may exercise such powers to the extent provided in said resolution as initially adopted, and as thereafter supplemented or amended by further resolution adopted by a like vote. Each such committee shall fix its own rules governing what is required to conduct its activities and shall make such reports to the Board of Directors of its activities as the Board of Directors may request.

ARTICLE IV

Officers

Section 1. Number. The officers of the Corporation shall be a Chairperson, one or more Vice-Chairpersons (the number thereof to be determined by the Board of Directors), a Secretary, a Treasurer and an Executive Director who shall be the Principal of the school,

each of whom shall be elected by the Board of Directors. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board of Directors. Any two or more offices may be held by the same person, except the offices of Chairperson, Executive Director and Secretary.

Section 2. Election and Term of Office. The Chairperson and Vice-Chairperson shall be chosen from the members of the Board of Directors, but the remaining officers need not be Directors. The term of each officer shall be for one year and until his or her successor has been elected. Any officer may be removed from office by the affirmative vote of a majority of the Board of Directors whenever in its judgment the best interests of the corporation will be served thereby.

Section 3. Vacancies. A vacancy in any office shall be filled by the Board of Directors for the unexpired portion of the term.

Section 4. Chairperson. The Chairperson shall, when present, preside at all meetings of the Board of Directors and shall be an ex-officio member of all committees.

Section 5. Executive Director. The Executive Director, who shall be the Principal of King's Academy Christian School, shall be the principal executive officer of the Corporation and, subject to the control of the Board of Directors, shall, in general, supervise

and control all of the business and affairs of the Corporation and shall have such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. Vice-Chairperson. In the absence of the Chairperson or in the event of his or her death, inability or refusal to act, the Vice-Chairperson shall perform the duties of the Chairperson and, when so acting, shall have all of the powers of and be subject to all restrictions upon the Chairperson. The Vice-Chairperson shall also perform such other duties as from time to time may be assigned to him or her by the Chairperson or by the Board of Directors.

Section 7. The Secretary. The Secretary shall keep minutes of the Board of Directors meetings, and when required, countersign all written instruments executed by the Executive Director, and shall keep and preserve all documents and records of the corporation relating to its business except those usually pertaining to the office of the Treasurer. The Secretary shall also perform such duties as from time to time may be assigned to the Secretary by the Chairperson or by the Board of Directors.

Section 8. The Treasurer. If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his or her duties in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer

shall: a) be responsible for all funds and securities of the corporation, and for moneys due and payable to the corporation from any source whatsoever including the deposit of such moneys in the name of the corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these Bylaws; and b) in general, perform all of the duties incident to the office of the Treasurer and such other duties as may from time to time be assigned to him or her by the Chairperson or by the Board of Directors.

Section 9. Salaries. The salaries, if any, of the officers and the Executive Director shall be fixed from time to time by the Board of Directors, and no officer or the Executive Director shall be prevented from receiving such salary by reason of the fact that he or she is also a Director of the Corporation.

ARTICLE V

Execution of Documents; Indemnification; Amendments

Section 1. Execution of Documents. All documents and instruments, including, but not limited to, checks, notes, leases, deeds, and contracts shall be signed in the name of the corporation by such officer or officers as the Board of Directors may designate.

Section 2. Indemnification of Directors and Officers. Directors and officers shall be indemnified for liability arising by reason of the fact that he or she is or was a Director or officer of the Corporation to the extent permitted by law.

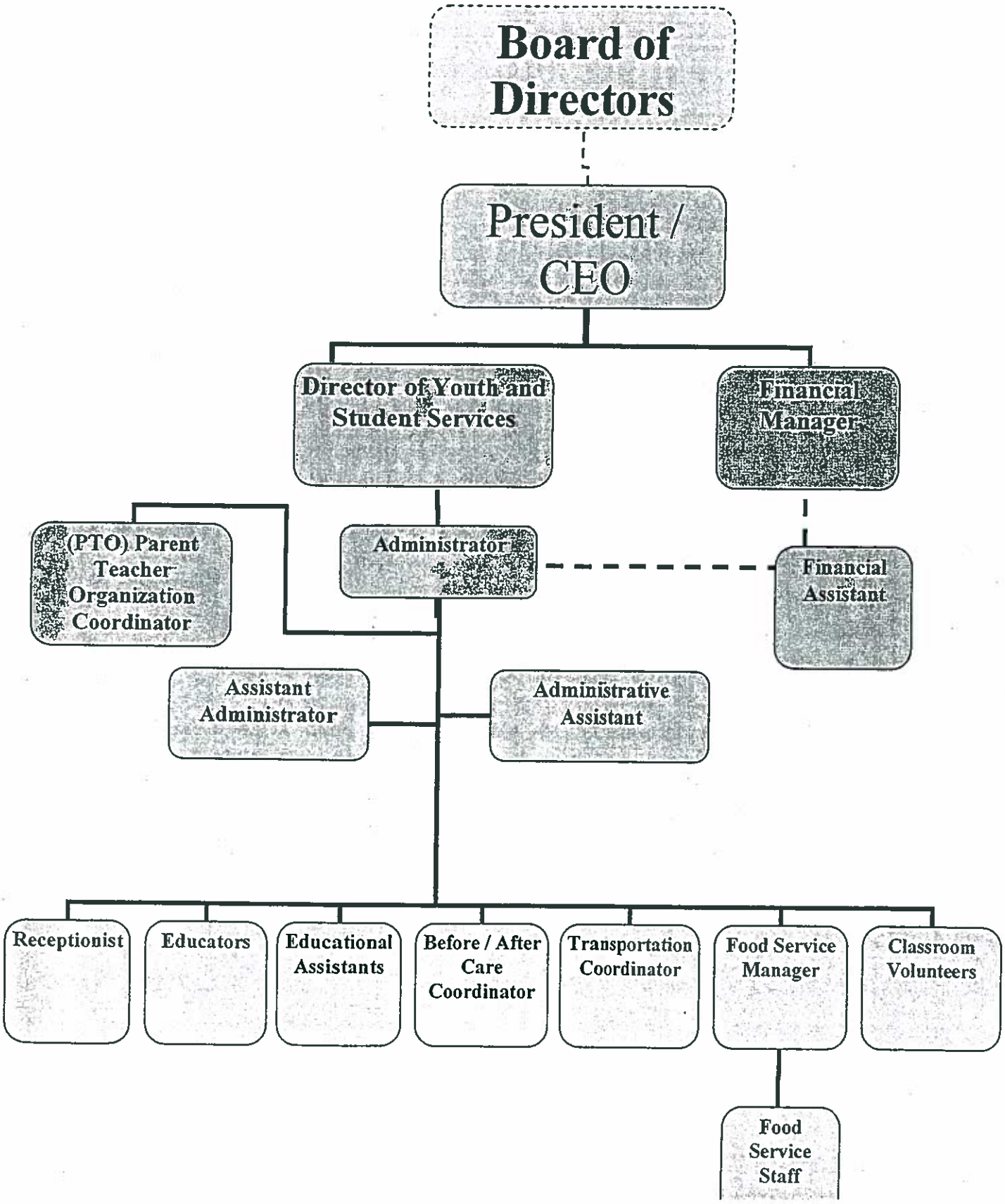
Section 3. Amendments. These By-laws may be amended by the affirmative vote of at least two-thirds of the members of the Board of Directors, but they may never be suspended.

* * * * * * *

Certified a true and correct copy of the Bylaws adopted on the 15 day of APRIL, 1999, by the Board of Directors of King's Academy Christian School, Inc.

Pamela Lee Lue King
Secretary

Organizational Chart



King's Academy Christian School
2009-2010
Board of Directors

Name	Profession
1. Judy Amos 5/11/1973 female	Retired Major, United States Army 414-586-0406 / 915-8744 judygodis1@aol.com
2. Lonnie Anderson 11/5/1966 male	Student Coordinator, Milwaukee Public Schools 414-353-8956/202-3878 lPanderson@milwPC.com
3. Charlotte Flowers-3/15/1951 female	Retired Manager, G.E. Medical Systems 414-353-2631 Charlotte.Flowers@med.ge.com
4. Judy Highshaw 8/16/1943 female	Retired Manager, Northwestern Mutual (Secretary) 414-586-9576 jdh0816@msn.com
5. Evelyn Jones 9/20/1938 female	Consultant, King's Academy Christian School & former KACS Principal (414) 445-8708 ejones19@wi.rr.com
6. Marilynn McVicker 7/09/1955 female	Dir. of Youth, Christ the King Baptist Church, and King's Academy Christian School & former Teacher MPS 414-371-5000 Marilynn.McVicker@ctkbc.org
7. Laurel Nobles 10/07/1966 f emale	Administrator, King's Academy Christian School 414-371-9100 Laurel.Nobles@kacsmilw.org
8. Joseph Moore 9/26/1946 male	Instructor, Milwaukee Area Technical College (Chairman) 414-297-6209 JoeMooredeb@wi.rr.com
9. Anita Peterson 5/31/1962 female	Financial Manager, King's Academy Christian School, CEO Leadership Academy, Christ the King Church (Treasurer) 414-371-5000 Anita.Peterson@ctkbc.org
10. Mondell Mayfield 11/1/1948 female	Retired, MPS Administrator 414-355-5630 chezmdll2@yahoo.com
11. Bennie Sinclair 7/6/1946 female	Food Service Mgr, Marquette 414-477-3029 Bensincl@aol.com
12. Marvin Bell 4/11/1948 male	Retired Area Manager of General Motors 414-764-3126 marvb48@aol.com
13. Michael Harper 2/6/1951 Male	Director of Operations, Mt Castle 414-871-2192 harper8446@sbcglobal.net
14. Theresa O'Bee female	Retired, MPS Administrator 414 -355-0033 tobee@wi.rr.com

- ***All board members are African American.***
- ***Social Security numbers will be available upon request.***

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:

Starting Date	Full Time Hours	Part Time Hours
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 Reimployment 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

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 holidy 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 way 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 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 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**

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	Complete understanding and outstanding performance of a very high quality is evident in this area.	Consistently present throughout the entire experience.
Good	Thorough understanding and acceptable performance of high quality is evident in this area.	Present throughout most of the experience.
Fair	Partial understanding and uneven performance of some quality is evident in this area.	Present throughout some of the experience.
Poor	Minimal understanding and performance of questionable quality is evident in this area.	Present throughout very little of the area was
Unable to 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

1. **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 **ACEI** – Association for Childhood Education International

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

The teacher makes proficient use of mathematical concepts, processes and reasoning to foster student understanding.	E	G	F	P	U
The teacher makes proficient use of science (physical, life, and earth) and scientific concepts, thinking and reasoning in their teaching.	E	G	F	P	U
The teacher makes proficient use of the interrelationships of the social sciences as well as the major concepts and modes of inquiry of the discipline.	E	G	F	P	U

Comments_____

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

_____

_____

_____

_____

Marilynn McVicker
W165 N5440 Creekwood Crossing
Menomonee Falls, WI 53051
262-790-5243
Marilynn.McVicker@ctkbc.org

OBJECTIVE

To: successfully perform, creating positive change in the area of (Christian) Education, Youth Ministry, Leadership and Counseling.

EMPLOYMENT

2007-Present Christ the King Baptist Church (CTKBC) and King's Academy Christian School (KACS) Milwaukee, WI

Director of Youth Services

- **General Description**
  - Provide leadership and development in the area of youth services.
  - Oversee and manage the Youth Leader of CTKBC Youth Ministry and the Principal of KACS.
- **Leadership**
  - Assist in motivating youth to develop leadership abilities and educational goals.
  - Assist in encouraging youth to participate in the daily workings of the church.
  - Assist in acknowledging youth achievements and talents.
  - Assist in creating the youth program within the present structures of the church and school, maintaining the Pastor's vision.
  - Verify maintenance of Youth Ministry and school budgets.
  - Attend worship services, leadership workshops, special services and any meetings required by CTKBC staff or needed by the KACS staff.
- **Programming Communications**
  - Attend school board meetings
  - Communicate regularly with School Administrator and Youth Director regarding daily operations and essential information that will impact the youth.
  - Receive monthly updates from the Administrator and Youth Director.
  - Give monthly written reports to the Pastor, unless otherwise specified.
  - Offer education and youth ministry information that will enhance the quality of service provided.

1997-2007 Christ the King Baptist Church Milwaukee, WI
Youth Ministry Director

- Responsible for developing a comprehensive Christian educational, recreational program for youth ages birth to 18 years.
- Develop and maintain an effective assimilation process for new members.
- Develop and oversee new ministries that will disciple and nurture youth relative to their needs and issues of their urban environment.
- Develop Youth Ministry budget and oversee any fundraising events connected with the youth budget.
- Oversee the planning for youth activities both instructional and recreational.
- Work with Christian Education Coordinator in developing curriculum specifically for youth.

1999-2007 King's Academy Christian School Milwaukee, WI
Administrator

- Oversee the school spiritually, educationally and administratively.
- Keep the School Board and Pastor abreast of finance, enrollment, personnel, student, parent and curriculum matters.
- Recommend policies for further development of the school.
- Recruit and retain top quality faculty and staff members.
- Administer the policies established by the School Board.
- Develop and work within the annual budget.
- Maintain proper relationships with the State Department of Education, other government agencies and Christian Schools International.

1996-1997 65th Street School Milwaukee, WI
Educator

- Keep the Principal abreast of things such as: needed resources, student needs, curriculum concerns and effectiveness as well as parent communication.
- Administer the policies established by the School Board.
- Support the mission and vision of the school
- Teach using various creative methods appropriate for individual learning styles.
- Successfully teach 25-30 children from various economic, cultural or racial backgrounds with.
- Use effective classroom management skills.
- Effectively interact and work with other staff members, parents and challenging children.
- Perform in a professional manner.

1991-1995 **Lloyd Street School** **Milwaukee, WI**
Educator

- Keep the Principal abreast of things such as: needed resources, student needs, curriculum concerns and effectiveness, as well as parent communication.
- Administer the policies established by the School Board.
- Support the mission and vision of the school.
- Teach using various creative methods appropriate for individual learning styles.
- Successfully teach children from various economic, cultural or racial backgrounds with.
- Use effective classroom management skills.
- Effectively interact and work with other staff members, parents and challenging children.
- Perform in a professional manner.

EDUCATION

1991 **Cardinal Stritch College** **Milwaukee, WI**
Bachelor of Arts Degree – *Elementary Education*

1996 **Cardinal Stritch College** **Milwaukee, WI**
Master of Education Degree - *Family and Youth Ministry*

2003-2007 **Urban Alternative** **Dallas, Texas**
Unit certificates: Christian Education, Leadership and Counseling

COMMUNITY LEADERSHIP ACTIVITIES

Memberships – Current and Past

- Metropolitan Milwaukee Alliance of Black School Educators (MMABSE)
- Milwaukee Teacher's Education Association
- Interdenominational Alliance of Ministers' Wives and Widows of Wisconsin (IAMWWW)
- Christ the King Baptist Church
- Black Alliance for educational Options (BAEO)
- Association for Supervision and Curriculum Development (ASCD)
- Diamond Life Member of Delta Sigma Theta Sorority

Computer Skills: Word, Access, PowerPoint, Outlook, Excel

Anita M. Peterson, MBA

9630 West Greenwood Terrace, Milwaukee, Wisconsin 53224
Home: (414) 760-0543 Cell: (414) 517-7345
anita.peterson@ctkbc.org

Objective To secure a challenging position, in the field of business, finance, mathematics, or other related subjects, in an organization that will benefit from my experience, motivation, and dedication.

Professional Background

2001 – Present

Controller – Christ the King Baptist Church and its Subsidiaries.
Milwaukee, WI.

- Oversee all financial activity related to church, school, and subsidiaries.
- Supervise financial staff for church, school, and subsidiaries.
- Manage and oversee financial process for two major construction projects currently underway for church, school and subsidiaries.
- Generate periodic internal financial statements and reports for church, school and each subsidiary.
- Continually review and analyze all income and expense related activity.
- Prepare annual budget for church, school, and other subsidiaries.
- Prepare all reports necessary for external audit for church, school, and subsidiaries.
- Perform periodic internal audits.
- Assist in the financial planning of all church events.
- Administer and oversee all health related benefits for church, school and subsidiaries.
- Maintain, update, and generate payroll activity for church, school and subsidiaries.
- Calculate and remit monthly federal and state tax withholdings.
- Prepare accurately and on a timely basis all governmental reporting for the church, school and subsidiaries.
- Maintain financial contribution database for church membership.
- Oversee monthly bank account reconciliation for church, school, and subsidiaries.
- Annually present financial condition of church, school, and subsidiaries to congregation.
- Serve as financial advisor to Senior Pastor.
- Other Miscellaneous duties.

- Assist in preparation of projections for all subsidiaries.
- Continuous contact with State Insurance Departments related to renewal and maintenance of state licenses.
- Perform in supervisory capacity in the absence of Vice President
- Other miscellaneous duties.

1985-1990

Accountant – Mortgage Guaranty Insurance Corporation.
Milwaukee, WI.

- Prepare and analyze monthly, quarterly and annual statutory financial statements for an insurance subsidiary.
- Continuous contact with servicers related to premium collection and other pertinent issues.
- Analyze all general ledger accounts for an insurance subsidiary.
- Other miscellaneous duties.

Education

2004 **MBA** – University of Wisconsin –Milwaukee,
Milwaukee, WI. GPA 3.700, Graduated

2000 **B.A., Business – Finance** – University of Wisconsin – Milwaukee,
Milwaukee, WI. GPA: 3.400, Major GPA 3.900. Graduated – Cum Laude.

Other Information

- Active member of Christ the King Baptist Church
- Active Member of Alpha Kappa Alpha Sorority, Inc.
- Member of Black Alliance for Educational Options (BAEO)
- Milwaukee Chapter – Black Alliance for Educational Options (MCBAEO) – Board Member
- CEO Leadership Academy – Board Member
- King's Academy Christian School – Board Member
- Christ the King Baptist Church – Board Member

References

- Upon request

University of Wisconsin–Milwaukee

THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
ON THE NOMINATION OF THE FACULTY OF

THE GRADUATE SCHOOL

HAS CONFERRED UPON

Anita Marie Peterson

THE DEGREE OF

Master of Business Administration

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 NINETEENTH DAY OF DECEMBER, TWO THOUSAND FOUR.

PRESIDENT OF THE BOARD OF REGENTS

PRESIDENT, UNIVERSITY OF WISCONSIN SYSTEM

CHANCELLOR, UNIVERSITY OF WISCONSIN-MILWAUKEE

University of Wisconsin-Milwaukee

THE BOARD OF REGENTS OF THE UNIVERSITY OF WISCONSIN SYSTEM
ON THE NOMINATION OF THE FACULTY OF

SHELDON B. LUBAR SCHOOL OF BUSINESS

HAS CONFERRED UPON

Anita Marie Peterson

THE DEGREE OF

Bachelor of Business Administration

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 SEVENTEENTH DAY OF DECEMBER, TWO THOUSAND.

PRESIDENT OF THE BOARD OF REGENTS

PRESIDENT, UNIVERSITY OF WISCONSIN SYSTEM

CHANCELLOR, UNIVERSITY OF WISCONSIN-MILWAUKEE

REPLACEMENT FOR DIPLOMA ISSUED DECEMBER 17, 2000

RitzHolman
CPAs

September 10, 2009

To the Board of Directors
King's Academy Christian School

We have audited the financial statements of King's Academy Christian School for the year ended June 30, 2009, and have issued our report thereon dated September 10, 2009. Professional standards require that we provide you with the following information related to our audit.

As stated in our engagement letter dated November 12, 2008, our responsibility, as described by professional standards, is to plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement and are fairly presented in accordance with U.S. generally accepted accounting standards. Because an audit is designed to provide reasonable, but not absolute, assurance and because we did not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us.

As part of our audit, we considered the internal control of King's Academy Christian School. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

Management has the responsibility for selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by King's Academy Christian School are described in Note A to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the audit year. We noted no transactions entered into by the Organization during the year that were both significant and unusual, and of which, under professional standards, we are required to inform you, or transactions for which there is a lack of authoritative guidance or consensus.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were: accounts receivable and accounts payable.

Management's estimate of the accounts receivable and accounts payable is based on amounts noted through September 10, 2009. We evaluated the key factors and assumptions used to develop accounts receivable and accounts payable in determining that it is reasonable in relation to the financial statements taken as a whole.

Ritz Holman LLP
Serving businesses, nonprofits, individuals and trusts

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For purposes of this letter, professional standards define an audit adjustment as a proposed correction of the financial statements that, in our judgment, may not have been detected except through our auditing procedures. An audit adjustment may or may not indicate matters that could have a significant effect on the Organization's financial reporting process (that is, cause future financial statements to be materially misstated). In our judgment, none of the adjustments we proposed, whether recorded or unrecorded by the Organization, either individually or in the aggregate, indicate matters that could have a significant effect on the Organization's financial reporting process.

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

We encountered no significant difficulties in dealing with management in performing and completing our audit.

This information is intended solely for the use of the Board of Directors and management of King's Academy Christian School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Ritz Holman LLP

RITZ HOLMAN LLP
Certified Public Accountants

KING'S ACADEMY CHRISTIAN SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2009

(With Summarized Totals for the Year Ended June 30, 2008)

RitzHolman
CPAs

KING'S ACADEMY CHRISTIAN SCHOOL

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RitzHolman
CPAs

Independent Auditor's Report

Board of Directors
King's Academy Christian School

We have audited the accompanying balance sheet of King's Academy Christian School (a nonprofit organization) as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of King's Academy Christian School's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the Organization's 2007 financial statements and, in our report dated September 30, 2008, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of King's Academy Christian School as of June 30, 2009, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Our audit was performed for the purpose of forming an opinion on the basic financial statements of King's Academy Christian School taken as a whole. The accompanying schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Ritz Holman LLP
RITZ HOLMAN LLP
Certified Public Accountants

Milwaukee, Wisconsin
September 10, 2009

Ritz Holman LLP
Serving businesses, nonprofits, individuals and trusts.

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KING'S ACADEMY CHRISTIAN SCHOOL
BALANCE SHEET
JUNE 30, 2009
(With Summarized Totals at June 30, 2008)

ASSETS

	2009	2008
CURRENT ASSETS		
Cash and Cash Equivalents	$ 145,722	$ 142,601
Net Accounts Receivable	117,272	111,001
Prepaids	---	3,779
Total Current Assets	$ 262,994	$ 257,381
FIXED ASSETS		
Equipment	$ 149,075	$ 147,766
Less: Accumulated Depreciation	(105,931)	(86,300)
Net Fixed Assets	$ 43,144	$ 61,466
TOTAL ASSETS	$ 306,138	$ 318,847

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts Payable	$ 59,158	$ 28,771
Accrued Payroll	64,230	66,119
Current Portion of Long-Term Payable	40,280	87,996
Total Current Liabilities	$ 163,668	$ 182,886
LONG-TERM LIABILITIES		
Loan Payable	$ 122,655	$ 173,298
Less: Current Portion of Long-Term Payable	(40,280)	(87,996)
Total Long-Term Liabilities	$ 82,375	$ 85,302
Total Liabilities	$ 246,043	$ 268,188
NET ASSETS		
Unrestricted	$ 60,095	$ 50,659
Total Net Assets	$ 60,095	$ 50,659
TOTAL LIABILITIES AND NET ASSETS	$ 306,138	$ 318,847

The accompanying notes are an integral part of these financial statements.

KING'S ACADEMY CHRISTIAN SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2009
(With Summarized Totals for the Year Ended June 30, 2008)

	Unrestricted	
	2009	2008
REVENUE		
MPCP Tuition Payments	$ 1,137,065	$ 1,109,722
Private Tuition Payments	24,333	45,254
Donations	110,086	6,374
Lunch Program Revenue	49,503	45,610
Scholarships	17,250	29,875
Transportation Revenue	95,667	90,910
Field Trip Revenue	2,605	2,950
Fund-Raisers	2,653	4,650
Interest Income	731	—
Gain on Sale of Fixed Asset	—	6,141
Miscellaneous Revenue	1,009	1,447
Total Revenue	$ 1,440,902	$ 1,342,933
EXPENSES		
Program Services	$ 1,210,796	$ 1,184,507
Management and Supporting Services	168,132	173,365
Fund-Raising	45,538	35,666
Total Expenses	$ 1,424,466	$ 1,393,538
CHANGE IN NET ASSETS	$ 16,436	$ (50,605)
Net Assets, Beginning of Year - Before Prior Period Adjustment	$ 50,659	$ 101,264
Prior Period Adjustment	(7,000)	—
Net Assets, Beginning of Year - After Prior Period Adjustment	$ 43,659	$ 101,264
NET ASSETS, END OF YEAR	$ 60,095	$ 50,659

The accompanying notes are an integral part of these financial statements.

KING'S ACADEMY CHRISTIAN SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2009
(With Summarized Totals for the Year Ended June 30, 2008)

	2009	2008
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	$ 16,436	$ (50,605)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities		
Depreciation	19,631	20,917
Gain on Sale of Fixed Asset	—	(6,141)
Prior Period Adjustment	(7,000)	—
(Increase) Decrease in Accounts Receivable	(6,272)	1,602
(Increase) Decrease in Prepaids	3,779	4,087
Increase (Decrease) in Accounts Payable	30,387	(4,464)
Increase (Decrease) in Accrued Payroll	(1,889)	16,528
Net Cash Provided (Used) by Operating Activities	$ 55,072	$ (18,076)
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds From Sale of Fixed Asset	$ —	$ 20,000
Purchase of Fixed Assets	(1,308)	(2,240)
Depreciation Adjustment for Financial Information Report	—	(2,136)
Net Cash (Used) Provided by Investing Activities	$ (1,308)	$ 15,624
CASH FLOWS FROM FINANCING ACTIVITIES		
Proceeds From Loan Payable	$ 158,607	$ 90,000
Payments on Loan Payable	(209,250)	(51,507)
Net Cash (Used) Provided by Financing Activities	$ (50,643)	$ 38,493
Net Increase in Cash and Cash Equivalents	$ 3,121	$ 36,041
CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR	142,601	106,560
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ 145,722	$ 142,601
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Interest Paid	$ 7,849	$ 8,004

The accompanying notes are an integral part of these financial statements.

KING'S ACADEMY CHRISTIAN SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

JUNE 30, 2009

NOTE A - Summary of Significant Accounting Policies

School

King's Academy Christian School is operated exclusively for charitable and educational purposes as a not-for-profit School exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code, and is considered to be other than a private foundation. The mission of the school is to educate children with a Christ-centered curriculum that will prepare them to live Christian lives and will enable them to contribute positively in our society.

Accounting Method

The financial statements of the School have been prepared on the accrual basis of accounting.

Basis of Presentation

Financial Statement presentation follows the recommendations of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards SFAS No. 117, Financial Statements of Not-for-Profit Schools. Under SFAS No. 117, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Assets of the restricted classes are created only by donor-imposed restrictions.

Contributions

King's Academy Christian School accounts for contributions in accordance with the recommendations of the Financial Accounting Standards Board in SFAS No. 116, Accounting for Contributions Received and Contributions Made. In accordance with SFAS No. 16, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence or nature of any donor restrictions.

Restricted and Unrestricted Revenue

Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Cash and Cash Equivalents

For purposes of the statement of cash flows, cash and cash equivalents include all highly liquid debt instruments with original maturities of three months or less.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

NOTE A - Summary of Significant Accounting Policies (continued)

Fixed Assets
Fixed Assets are recorded al cost. Depreciation is provided over the estimated useful lives of the assets using the straight-line method. The Organization capitalizes assets of $1,000 or more.

Allowance for Uncollectible Accounts
An allowance for uncollectible accounts was created for uncollectible tuition. The allowance is based on 10% of tuition receivable. The balance in the allowance account was $4,769.

NOTE B - Comparative Financial Information

The financial information shown for the year 2008 in the accompanying financial statements is included to provide a basis on comparison with 2009 and represents summarized totals only.

NOTE C - Net Accounts Receivable

Accounts Receivable consists of the following at June 30, 2009:

Source	Amount
Tuition	$ 47,688
Lunch Program	7,304
Christ the King Development	67,049
Total	$122,041
Less: Allowance for Doubtful Accounts	(4,769)
Net Accounts Receivable	$117,272

NOTE D - Loan Payable

The Organization has a loan payable with Christ the King Baptist Church, a related party. It carries an interest rate of 6.0% and is due June 30, 2010. The balance of the loan payable at June 30, 2009 was $122,655.

Future minimum payments are as follows:

2010	$40,280
2011	$56,597
2012	$25,778

NOTE E - Related Parties

The Organization leased space from the board members' church. During the fiscal year rent expense for the Organization was $133,244.

The Principal is also a voting board member. The Principal's contract was $46,000 for the school year.

NOTE F - Prior Period Adjustment

It was discovered that an expense from a prior period had been paid and recorded by CTK Development. In actuality, this expense was incurred by the School, creating a payable for the School. An adjustment of $7,000 was made to net assets recording the prior year expense.

NOTE G - Subsequent Events

The Organization has evaluated events and transactions occurring after June 30, 2009, the date of the most recent balance sheet, through the date financial statements are available to be issued, September 10, 2009, for possible adjustment to the financial statements or disclosure and determined that no subsequent events need to be disclosed.

KING'S ACADEMY CHRISTIAN SCHOOL
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2009
(With Summarized Totals for the Year Ended June 30, 2008)

EXPENSES	Program Services	Management and Supporting Services	Fund-Raising	2009	2008
Salaries and Wages	$ 615,478	$ 72,409	$ 36,205	$ 724,092	$ 701,810
Payroll Taxes	51,436	6,051	3,026	60,513	58,407
Employee Benefits	94,878	11,162	5,581	111,621	93,786
Professional Fees	24,046	4,243	—	28,289	26,330
Supplies	4,896	864	—	5,760	7,403
Postage	3,477	409	204	4,090	3,204
Printing	7,282	857	428	8,567	6,780
Occupancy	113,257	19,987	—	133,244	129,167
Telephone	1,606	189	94	1,889	1,533
Depreciation	16,686	2,945	—	19,631	20,917
Insurance	13,777	2,431	—	16,208	19,443
Transportation	139,986	24,703	—	164,689	157,837
Technology Expense	6,334	1,118	—	7,452	8,276
Field Trips	6,900	1,218	—	8,118	2,470
Gym/Recreation	1,003	177	—	1,180	1,157
Advertising	1,051	185	—	1,236	800
Lunch Expense	30,581	5,397	—	35,978	26,738
Staff Development	3,489	616	—	4,105	17,662
Dues and Subscriptions	1,070	189	—	1,259	2,348
Interest	6,672	1,177	—	7,849	8,004
Classroom Expense	58,579	10,338	—	68,917	71,966
Bad Debt Expense	—	—	—	—	5,495
Miscellaneous Expense	8,312	1,467	—	9,779	22,005
TOTALS	$ 1,210,796	$ 168,132	$ 45,538	$ 1,424,466	$ 1,393,538

RitzHolman
CPAs

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

In planning and performing our audit of the financial statements of King's Academy Christian School for the year ended June 30, 2009, we considered the Organization's internal control structure to determine our auditing procedures for the purpose of expressing an opinion on the financial statements and not to provide assurance on the internal control structure.

However, during our audit we became aware of the following matters that are opportunities for strengthening internal controls and operating efficiency:

1. It was noted that the Organization does not have a conflict of interest policy. It is recommended that the Organization create a conflict of interest policy.

2. It was noted that the Organization does not maintain a fidelity bond. It is recommended that the Organization consider purchasing a fidelity bond.

3. One out of 29 employees tested had an incomplete Form I-9. It is recommended that all employees have a complete Form I-9 on file.

4. For cash collection, it was noted that two people are not always present to count the cash collected. It is recommended that two people always be present to count cash collected.

This letter does not affect our report dated September 10, 2009, on the financial statements of King's Academy Christian School.

We will review the status of these comments during our next audit engagement. We have already discussed many of these comments and suggestions with various Organization personnel, and we will be pleased to discuss them in further detail at your convenience, to perform any additional study of these matters, or to assist you in implementing the recommendations.

Ritz Holman LLP
RITZ HOLMAN LLP
Certified Public Accountants

September 10, 2009

Ritz Holman LLP
Serving businesses, nonprofits, individuals and trusts

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WISCONSIN DEPARTMENT OF REGULATION & LICENSING

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RITZ HOLMAN BUTALA FINE LLP
330 E KILBOURN AVE STE 550
MILWAUKEE WI 53202

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- This new license has some additional anti-counterfeiting features.
- This new license form allows the Department to send licenses to a mailing address that is different from the physical location of the license.
- Please note the information about our updated website on the enclosed notice.
- Name and address changes can now be submitted online.

State of Wisconsin
DEPARTMENT OF REGULATION AND LICENSING
Committed to Equal Opportunity in Employment and Licensing

Credential
ACCOUNTING FIRM

No. 125 - 003 Expires 12/14/2009

RITZ HOLMAN BUTALA FINE LLP
330 E KILBOURN AVE STE 550
MILWAUKEE WI 53202

The person whose name appears on this document has complied with the provisions of the Wisconsin Statutes and holds the credential specified above.

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State of Wisconsin
DEPARTMENT OF REGULATION AND LICENSING
Committed to Equal Opportunity in Employment and Licensing

ACCOUNTING FIRM

No. 125 - 003 Expires: 12/14/2009

RITZ HOLMAN BUTALA FINE LLP
330 E KILBOURN AVE STE 550
MILWAUKEE WI 53202

The named person has complied with Wisconsin Statutes and holds the credential specified above.

Signature:

1400 E Washington Ave
PO Box 8935
Madison WI 53708-8935

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KATY L SOMMER
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WHITEFISH BAY WI 53217

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- Please note the information about our updated website on the enclosed notice.
- Name and address changes can now be submitted online.

State of Wisconsin
DEPARTMENT OF REGULATION AND LICENSING
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Credential
CERTIFIED PUBLIC ACCOUNTANT

No. 15881 - 001 Expires: 12/14/2009

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5011 N IDLEWILD AVE
WHITEFISH BAY WI 53217

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State of Wisconsin
DEPARTMENT OF REGULATION AND LICENSING
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CERTIFIED PUBLIC ACCOUNTANT

No. 15881 - 001 Expires: 12/14/2009

KATY L SOMMER
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WHITEFISH BAY WI 53217

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Signature:

KING'S ACADEMY SCHOOL
Operating Budget 2009-10
Proposed Budget 2010-11

	09-10 Operating Budget	10-11 Proposed Budget	
Student Count	184	193	
Per Pupil Revenue	6442	7775	
Revenue			
Per Pupil Revenue	$ 1,110,601	$ 1,500,575	1
Private Pay	19,500	0	
Scholarships from Ctk	15,000	0	
Lunch	2,992	2,992	
Lunch - Free & Reduced	71,560	71,560	
Transportation Revenue - MPS	36,935	0	
After School Program	0	0	
Donations	10,000	20,000	2
Field Trip Revenue	3,000	3,000	
Miscellaneous Donations	5,000	5,000	
Total Revenue	$ 1,274,588	$ 1,603,127	
Expenses			
Salaries	$ 620,680	$ 718,614	3
Benefits	175,871	202,252	4
Rent	133,872	140,566	5
Classroom Materials	28,000	45,000	6
Property Insurance	13,050	14,355	7
Lunch Program (Food/Milk)	34,831	38,314	8
Office Supplies	10,000	13,000	
Technology Upgrades	9,000	9,000	
Audit Fees	11,700	13,700	
Telephone	1,983	1,983	
Advertising	1,000	1,000	
Transportation Expense	128,507	141,358	9
Dues & Subscriptions	500	500	
Professional Development	500	30,000	10
Consultant Fees	23,000	23,000	
Postage	2,500	2,500	
Interest Expense	3,000	3,000	
Miscellaneous	8,050	8,050	
Total Expenses	$ 1,206,044	$ 1,406,192	
Net Income before Debt Service	$ 68,544	$ 196,935	
Debt Service Estimate	30,000	60,000	
Net Income after Debt Service	$ 38,544	$ 136,935	
Depreciation Expense Estimate	$ 17,000.00	$ 15,000.00	

King's Academy School
Operating Budget 2009-2010
Proposed Budget 2010-2011

Budget Assumptions

The assumptions outlined below are based in part on historical (actual) data and an estimated inflationary increase.

1. Per pupil revenue for the 2009-10 operating budget is for 164 full-time equivalent students and 14 part-time equivalent students (K4 at 60% of per pupil allocation). There is a 5% projected increase for the 2010-2011 proposed budget.
2. Unrestricted donations from Christ the King Baptist Church and its church members to be used for general operations.
3. Increased salaries by an average of 5%.
4. Increased benefits by an average of 15%.
5. Increased rent by an average of 5%.
6. Includes purchase of new curriculum for the 2010-2011 school year.
7. Increased property insurance by 10%.
8. Increased lunch expense by 10%.
9. Increased transportation expense by 10%
10. Increased funding for professional development for staff.

King's Academy currently has a Line of Credit with Christ the King Baptist Church. This line is its source of cash as needed to adequately cover any shortfalls that may occur during the fiscal year.

KING'S ACADEMY SCHOOL
Projected Cashflow Summary
2010-2011

	Total Year	July	August	September	October	November	December	January	February	March	April	May	June	Total
Revenue														
Per Pupil Revenue	$ 1,500,575	$ -	$ -	$ 375,144	$ -	$ -	$ 375,144	$ -	$ 375,144	$ -	$ -	$ -	$ 375,144	$ 1,500,575
Private Pay	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Scholarships from Ctk	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lunch	2,992	0	0	299	299	299	299	299	299	299	299	299	299	2,992
Lunch - Free & Reduced	71,560	0	0	0	7,951	7,951	7,951	7,951	7,951	7,951	7,951	7,951	7,951	71,560
Transportation Revenue - MPS	0	0	0	0	0	0	0	0	0	0	0	0	0	0
After School Program	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Donations	20,000	0	0	5,000	0	0	5,000	0	0	5,000	0	0	5,000	20,000
Field Trip Revenue	3,000	0	0	300	300	300	300	300	300	300	300	300	300	3,000
Miscellaneous Donations	5,000	417	417	417	417	417	417	417	417	417	417	417	417	5,000
Total Revenue	$ 1,603,127	$ 417	$ 417	$ 381,160	$ 8,967	$ 8,967	$ 389,111	$ 8,967	$ 384,111	$ 13,967	$ 8,967	$ 8,967	$ 389,111	$ 1,603,127
Expenses														
Salaries	$ 718,614	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 59,885	$ 718,614
Benefits	202,252	16,854	16,854	16,854	16,854	16,854	16,854	16,854	16,854	16,854	16,854	16,854	16,854	202,252
Rent	140,566	11,714	11,714	11,714	11,714	11,714	11,714	11,714	11,714	11,714	11,714	11,714	11,714	140,566
Classroom Materials	45,000	30,000	7,500	750	750	750	750	750	750	750	750	750	750	45,000
Property Insurance	14,355	1,196	1,196	1,196	1,196	1,196	1,196	1,196	1,196	1,196	1,196	1,196	1,196	14,355
Lunch Program (Food/Milk)	38,314	0	3,483	3,483	3,483	3,483	3,483	3,483	3,483	3,483	3,483	3,483	3,483	38,314
Office Supplies	13,000	1,000	3,000	900	900	900	900	900	900	900	900	900	900	13,000
Technology Upgrades	9,000	750	750	750	750	750	750	750	750	750	750	750	750	9,000
Audit Fees	13,700	0	0	0	0	0	6,000	0	0	0	0	0	7,700	13,700
Telephone	1,983	165	165	165	165	165	165	165	165	165	165	165	165	1,983
Advertising	1,000	0	0	0	0	0	0	500	0	0	500	0	0	1,000
Transportation Expense	141,358	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	11,780	141,358
Dues & Subscriptions	500	0	0	250	0	0	0	250	0	0	0	0	0	500
Professional Development	30,000	1,000	1,000	1,000	1,000	1,000	1,000	10,000	10,000	1,000	1,000	1,000	1,000	30,000
Consultant Fees	23,000	0	0	0	0	0	11,500		0	0	0	0	11,500	23,000
Postage	2,500	208	208	208	208	208	208	208	208	208	208	208	208	2,500
Interest Expense	3,000	250	250	250	250	250	250	250	250	250	250	250	250	3,000
Miscellaneous	8,050	671	671	671	671	671	671	671	671	671	671	671	671	8,050
Total Expenses	$ 1,406,192	$ 135,473	$ 118,456	$ 109,856	$ 109,606	$ 109,606	$ 127,106	$ 119,356	$ 118,606	$ 109,606	$ 110,106	$ 109,606	$ 128,806	$ 1,406,192
Cashflow before Debt Service	$ 196,935	$ (135,057)	$ (118,040)	$ 271,303	$ (100,639)	$ (100,639)	$ 262,005	$ (110,389)	$ 265,505	$ (95,639)	$ (101,139)	$ (100,639)	$ 260,305	$ 196,935
Debt Service Estimate	60,000	0	0	15,000	0	0	15,000	0	15,000	0	0	0	15,000	60,000
Cashflow	$ 136,935	$ (135,057)	$ (118,040)	$ 256,303	$ (100,639)	$ (100,639)	$ 247,005	$ (110,389)	$ 250,505	$ (95,639)	$ (101,139)	$ (100,639)	$ 245,305	$ 136,935

Kings Academy School

Accounting Policies and Procedures

7798 North 60th Street
Milwaukee, WI 53223

Accounting Policies and Procedures

Introduction

This Accounting Policies and Procedures Manual was created to establish procedures and guidelines for the financial management of King's Academy School. These guidelines will clearly define processes and assign responsibility to accounting functions within this organization. These procedures, if followed properly by the staff and management, will assure that funds, which are intended for the specific use in this program, will be administered and used solely for that purpose.

Internal Controls

Internal Controls are a required part of any organization's operating system. They should be designed to protect the organization as well as the employees. Internal Controls affect every aspect of the operations of the organization, including but not limited to, the assets, liabilities, revenues and expenses. A sound system of internal controls provides the assurance that business decisions being made are based on reliable financial information.

The internal control system is designed to:

Protect its resources against waste, fraud and inefficiency.
Ensure accuracy and reliability in accounting and operating data.
Encourage compliance with established policies.

Internal Controls fall into two categories: administrative controls and accounting controls. Administrative controls are measures that increase operational efficiency and compliance with policies in all parts of the organization. Accounting controls are measures which increase the reliability of the financial statements and the supporting accounting documents. This manual addresses the accounting controls of King's Academy School.

Accounting Controls

Accounting controls maintain a plan under which employees' duties are arranged and records and procedures are designed to make it possible to create valid accounting control over assets, liabilities, revenues and expenses.

The accounting control process consists of:

Division of responsibility among different employees for related functions.
Clear establishment of each employee's responsibilities and duties.
Separation of the responsibility for operation, acquisition, and custody of assets.

The division of duties within an organization should be designed so that no person handles a transaction completely from beginning to end. When duties are divided, the work of one employee serves to verify that of another and any errors can be detected promptly. Rotation of duties and responsibilities will strengthen internal control. Although it may be proper to assume that all employees are honest, it is still essential to provide proper accounting data and information with a minimum of human error and by removing sources that could potentially lead to employee abuse.

Sufficient internal control includes management's involvement in the accounting process through measures such as:

Management level staff review and approve bank reconciliations and monthly financial reports.
Management level staff verification of invoices prior to payment.
Serial numbers on checks to track documents.
The creation of documentary evidence to verify an expense before it is paid.

Accounting Department Overview

A. Receipts

Adequate control over receipt of cash must be maintained to ensure accurate recording and safeguarding of funds. The accounting procedures described in this manual provides for the proper receipt of, and accounting for, all funds received.

The process for deposits is outlined on **Attachment A** of this document.

B. Disbursements

Disbursements are to be made to satisfy obligations incurred by the school for the purpose of operating its programs. Disbursements are made by check. Checks are processed only after proper authorization has been received from management.

- Check Authorization

  All incoming invoices are approved by the administrator and sent to the finance office for payment.

  The invoice is reviewed by the financial manager. Any questions or concerns are addressed with the administrator, and, once resolved, the request is given to finance office for processing.

  Checks requested by the school are sent to the administrator for approval with all required backup documentation. Upon approval by the

administrator, the request is forwarded to the financial manager for review. Any questions or concerns are addressed with the administrator, and, once resolved, the request is given to the finance office for processing.

Checks are processed using the accounts payable system, Automated Church Systems (ACS) software.

Detailed steps to processing checks using this system is outlined in **Attachment B**.

- Handling of Checks

All checks will be pre-numbered and used in sequence.
Checks will be made payable to specified payees and never to cash.
Blank checks will be kept in the secured safe in the finance office.
Signature on checks are limited to the financial manager and the finance office.
Two signatures are required on all checks.

In no event will checks be prepared unless these procedures are followed.

C. Bank Reconciliation

Bank accounts represent an organization's most liquid assets. Transactions in the bank account must be reviewed for accuracy.

King's Academy requires that each cash account which has a balance be reconciled to the general ledger accounting system or the books of the school monthly. The reconciliation shall be performed by one of the three financial assistants. Final review and approval will be made by the financial manager.

The objectives of the bank reconciliation are:

1. To ensure that all transactions in the bank statement are also reflected in the general ledger accounts.
2. To investigate any differences in amounts or any transactions that are not included in the general ledger before making any changes.
3. To reconcile to zero the bank statement to the general ledger balance.
4. To review uncleared transactions in the bank reconciliation report. Checks that have not cleared within six months from issue date should be investigated.

D. Dishonored checks

King's Academy's policy on dishonored checks is as follows:

The person who wrote the check must be contacted in writing once notice is received. The written notice will include all fees associated with the dishonored check. Financial manager will determine when this debt is considered uncollectible.

E. Purchasing

All purchase requests must be sent by administrator to the financial manager for approval. The financial manager, with the assistance of the administrator will determine:

If funds are available in the budget for the expenditure
If the expenditure is allowable under the grant (if applicable)
If the expenditure is necessary for the program

All packing slips, receipts or paperwork will be signed by the administrative office staff and dated by the person. These documents will be forwarded to the finance office.

The finance office will compare the documents with invoices received for accuracy.

Once the invoices are approved they will be processed through the check system.

F. Payroll

The board hires the Administrator

The administrator recommends for approval the hiring of all other employees. The administrative team reviews all hiring documentation for each prospective employee and makes the final determination of hiring the individual.

The financial manager will be responsible for ensuring that new employees complete the following:

W-4 form (Federal exemption)
State withholding exemption
Form I-9

These documents are necessary to set up the employee in the payroll system. They are also necessary to have in the employee's file. They should be collected no later than the first day of employment.

The financial manager will also be responsible for providing to all new employees the following:

Insurance information

The administrator will be responsible for providing to all new employees the following:

Staff Handbook

The financial manager is responsible for keeping all personnel records in a confidential manner so that they are inaccessible to other employees or the public. These records are to remain inaccessible even after employment ceases.

Payroll is paid on a weekly basis. Checks are available for pickup in the administrative office of the school on Tuesday mornings after 9:00 a.m. Electronic deposits are prepared timely to ensure funds are accessible in the employee's bank account on Tuesday morning as well.

Please note that each bank has a different process system for making funds available to its customers, therefore, King's Academy can not guarantee that all processes by the bank are done to ensure funds are available to the employees on each payday.

Payroll advances are at the discretion of the financial manager and will be dealt with on a case by case basis.

Payroll is processed using the Payroll module of the Automated Church System (ACS) software.

Detailed steps to processing payroll using this system are outlined in **Attachment C** of this document.

Payroll Taxes

The financial manager will be responsible for processing all payroll tax reports monthly, quarterly and yearly, as well as employee W-2 forms, independent contractor's 1099 forms as well as any other federal and state filings as they come due.

G. Budgeting

Budgeting is an integral part of any organization because it essentially translates the organizational goals and objectives into financial terms. A budget should be designed and prepared to direct the most efficient and practical use of the organization's financial resources. The main budget of the organization presents the revenues and expenses for the operation of the fiscal year.

Budgets are set annually. The administrator begins the budgeting process in Mid-May of each year, by discussing with her staff the future needs of the school. This discussion is

then related via written request to the financial manager for consideration. The financial manager uses past activities coupled with future year's goals and objectives to prepare the budget for the fiscal year. Once complete the first draft of the budget is presented to the administrative team for detailed discussion and review, recommended changes are discussed and made based on a majority decision of the administrative team. Once all changes have been made to the draft, a final review by the administrative team is conducted before the budget is presented to the board for final approval.

The financial manager presents the budget to the board for final approval. Any changes recommended by the board require majority approval before changes can be made.

Once final approval has been voted on by the board, the chairman of the board signs the budget and the budget is adopted and can be implemented by the school.

H. Audit

An audit is an assessment of the organization's financial condition by an independent organization to render an opinion on the integrity of the organization's finances.

The board approves the outside agency to conduct the audit. These audits are conducted on an annual basis.

The financial manager, at each board meeting, will prepare and present an actual to budget report highlighting and explaining any material variances.

The financial manager will use this report in the monthly meetings with the administrator. These meetings are conducted to monitor the budget and to keep the administrator informed on all financial activity being generated by the school.

I. Insurance

King's Academy is committed to the establishment and maintenance of a safe work environment for all employees and for the compliance with all applicable government safety and health regulations. Insurance, risk avoidance, risk reduction are ways that King's Academy can avoid unnecessary costs. In general, all insurance requirements must be secured and renewed as needed. The steps outlined below will ensure that all insurance requirements are met.

> The insurance polices will be carefully reviewed by the administrative team and financial manager.
>
> At least the minimum required coverage will be maintained for property and liability insurance and for directors and officers liability and other required coverage such as worker's compensation.

The financial manager will be responsible for keeping records of all losses and will provide this information to the board on an annual basis.

Information pertaining to new or expanded programs will be provided to the insurance company immediately so that a reassessment of our insurance can be done to ensure that we maintain adequate coverage at all times.

J. General Ledger and Chart of Accounts

King's Academy uses the Automated Church Systems software (ACS) for all of its financial activity. This software has modules for Accounts Receivable, Accounts Payable and Payroll. It utilizes a double entry accounting systems where it can generate and fulfill all accounting reports and requirements.

The general ledger is defined as a group of accounts that supports the information shown in the major financial statements. The general ledger is the foundation for the accumulation of data and reports.

The chart of accounts is the basis for the general ledger and therefore the basis for the accounting system. General ledger accounts are used to keep track of transactions and how these transactions affect each asset, liability, revenue, expense and net asset account. The chart of accounts is ultimately controlled by the financial manager. The financial manager's responsibility includes handling the account maintenance such as the addition and deletion of accounts. The financial manager ensures that the chart of accounts meets the organization financial needs. The chart of accounts should be maintained to a minimum to facilitate generating concise financial reports easy to read and understand.

K. Other

Changes to this document will be made regularly as deemed necessary to ensure the most up to date accounting polices and procedures are presented.

Deposits

I. Preparing a deposit
   a. After collecting on monies from the week financial assistant must then prepare a deposit by doing the following:
      i. Deposit Detail Form
         1. With the sort form the financial assistant will break each component of the deposit.
            a. List each check and the amount individually.
               i. Add all check and write down the total
            b. Break down currency in $1s, $2s, $5s, $10s, $20s, $50, and $100s
               i. Add all currency and write down the total
            c. Break down any coins in $0.01, $0.05, $0.10, $0.25, $0.50, and $1.00
               i. Add all coins and write down the total
      ii. Sort Form
         1. With this form the financial assistant will categorize the funds received into the following categories:
            a. A = Aftercare
            b. L = Lunch
            c. B = Transportation
            d. T = Tuition
            e. O = Miscellaneous
            f. F = Field Trips
            g. FR = Fund Raiser (Fundraising of PTO should not be included in King's Academy general deposits.)
      iii. Deposit Form
         1. With this form the financial assistant gives the details behind any monies received.
            a. When using the Other (O) code the financial assistant must explain where those monies have come from or what they pertain to.
      iv. Bank Deposit Slip
         1. When filling out the deposit slip the following information must be filled in:
            a. Date
            b. Name of company
               i. King's Academy
            c. Address
               i. 7798 North 60th Street; 53223
            d. Account
               i. North Milwaukee State Bank = 1065629
               ii. M & I Bank = 3972617
            e. Currency as shown on the Sort Form
            f. Coins as shown on the Sort Form
            g. Checks as shown on the Sort Form

h. Total of Deposit
i. Endorse all check and money orders by stamp. (Make sure that the deposit slip matches the deposit stamp.)
    i. Each bank account has its own depositing stamp which reads as followed:
        1. Pay To The Order Of; M & I Bank; For Deposit Only; King's Academy; 3972617
        2. Pay To The Order Of; North Milwaukee State Bank; For Deposit Only; King's Academy; 1065629

v. Make a copy of the bank deposit slip.
vi. Make a copy of all checks and money orders.
vii. Bind the deposit in the following order
    1. Copy of bank deposit slip
    2. Deposit Form
    3. Sort Form
    4. Deposit Detail Form
    5. Copies of checks and money orders
    6. Any additional information that accompanied any checks.

II. Making the deposit
a. All deposits must be taken to the bank in a closed envelope or deposit bag.
b. All deposits made before 4:00pm will post to the account on the same business day.
c. All deposits made after 4:00pm will post to the account on the next business day.

III. Posting the Deposit in ACS Financial Suites
a. All tuition payment are posted in Accounts Receivable using the following steps:
    i. Click "Enter/Post Payments"
    ii. Click "Add/Edit Payments"
    iii. Click "Add"
    iv. Click on drop down arrow in the customer field to locate customer
    v. Choose a customer
    vi. Make sure that the Post Month/Year matches the deposit month/year
    vii. Reference Number is the check number or money order number
    viii. Payment Amount is the amount that the customer paid
    ix. Payment date is the date that the deposit is made
    x. Description is what the payment was made for
    xi. Revenue Center is what area is this payment being applied.
    xii. Click "OK"
b. All additional funds are posted to the general ledger using the following steps:
    i. Click "Enter/Post Transactions"
    ii. Click "Add/Edit Transactions"
    iii. Click "Add"
    iv. Transaction Source is the Deposit (DEP)
    v. Checking Account
        1. North Milwaukee State Bank
        2. M & I Bank

vi. Month & Year should match the month and year of deposit
vii. Reference Number – Click Next
viii. Date should match date of deposit
ix. Credits – Click Split
    1. Search for each area that the deposit applies
x. Click "OK"

King's Academy • 7798 North 60th Street • Milwaukee, WI 53223 • Ph: (414) 371-9100

Deposit Form

Name: _____ **Date:** _____

Deposit: _____

Total Amount of Currency: $ _____

Total Amount of Coins: $ _____

Total Amount of Checks: $ _____

Deposit Code	Check #	Amount	From	Reason	Child/ren

A:$** _____ **; L:$ _____ **; B:$** _____ **; T:$** _____ **; O:$** _____ **; F:$** _____ **; FR:$** _____

Total Deposit: $ _____

Verifying Signature: _____

Verifying Signature: _____

A = After Care, F = Field Trip, L = Lunch, T = Tuition, B = Transportation, FR = Fund Raiser (Not Associated w/ PTO), and O = Other (Explanation is needed)

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Milwaukee, WI 53223
Ph: (414) 371-9100

Sort Form

Date: _____

Amount	A	B	L	T	O	F	FR	Totals
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
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Note: Please be sure to place any cash received in the correct categories.

King's Academy
7798 North 60th Street
Milwaukee, WI 53223
Phone: (414) 371-9100

Deposit Detail Form

Date: _____

Check #	Amount	Cash	Amount	Coins	Amount
	$ -	$ 100.00	$ -	$ 1.00	$ -
	$ -	$ 50.00	$ -	$ 0.50	$ -
	$ -	$ 20.00	$ -	$ 0.25	$ -
	$ -	$ 10.00	$ -	$ 0.10	$ -
	$ -	$ 5.00	$ -	$ 0.05	$ -
	$ -	$ 2.00	$ -	$ 0.01	$ -
	$ -	$ 1.00	$ -		
	$ -				
	$ -				
	$ -				
	$ -				
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	$ -				
	$ -				
	$ -				
	$ -				
	$ -				
	$ -				
	$ -				
	$ -				
Total:	$ -	*Total:*	$ -	*Total:*	$ -
		Grand Total:	$ -		

Accounts Payable

I. Paying invoices, check request, and check reimbursements
   a. Receiving invoices, check requests, and check reimbursements
      i. All invoices, check request, and check reimbursements are given to the Financial Manager to be authorized
      ii. The Financial Manager then place all invoices, check request, and check reimbursements in the King's Academy bend for processing.
      iii. Then all items removed, review, and sort by due date by accounts payable.
         1. Items that are due immediately are set-up for processing and all other items are place back in the bend for the following week.
         2. Bills are processed every Wednesday.
   b. Processing items using ACS Financial Suites
      i. Click "Accounts Payable Tab"
      ii. Click "Enter/Post Invoices"
      iii. Click "Add/Edit Invoices"
      iv. Click "Add"
      v. Click on the drop down arrow in the Vendor Code field to get a list of all current vendors, choose vendor, and click "Ok"
         1. If a vendor is not list you would click "Add"
         2. In the Vendor Code field type in a letter and/or number combination the that will stand for that vendor
         3. Type Name of Vendor
         4. Click on the drop down arrow in the "Vender Type" field and choose one of the current options
         5. Enter the Social Security Number
         6. Enter the Federal Tax ID Number
         7. Under the Address Tab
            a. Enter the Address
            b. Enter Zip Code
            c. Enter City/State
            d. Enter Country
         8. Under the Phone Tab
            a. Enter Business Number
            b. Enter Extension (if necessary)
            c. Enter Fax Number
            d. Enter Extension (if necessary)
            e. Enter e-mail address
         9. Under the Account Tab
            a. Enter the General Ledger Checking Account
            b. Enter the General Ledger Expense Account

c. Enter the Vendor Account Number
d. Put a check in the "Use Vendor Account number as memo?"

10. Under the Notes Tab
    a. Enter any additional information
11. Under the Contact Tab
    a. Click "Add Contact" to enter the vendor's contact person information
12. Under the Payment Type Tab
    a. Choose how the payment will be made from the following:
        i. Check
        ii. Online
        iii. ACH

vi. Invoice Number – Click "Next"
vii. Enter Due Date
viii. Enter Invoice Amount
ix. Enter Discount Date (if necessary)
x. Enter Discount Amount (if necessary)
xi. Enter Invoice Date
xii. Enter Partial Amount (if necessary)
xiii. Enter any additional information in the "Memo" field

c. Printing Checks
    i. Verify that the checks listed in the system matches the checks that are being pulled from the safe for printing.
    ii. Print and sign checks
    iii. Detach the lower portion of the check and staple to the invoice, check request, or check reimbursement
    iv. Place remaining portion of the check in the appropriate envelopes for which the checks have been cut.
    v. Items are then stamped "PAID" and set aside for filing
d. Filing Check
    i. Take all items that have been stamped "PAID" and file in the appropriate vendor folders.
        1. If there is no vendor folder account payable then creates one for that vendor
e. Mailing or Delivering Payments
    i. Items are then separated by mail or delivery
        1. Mailed items are then stamped on Monday and sent to the post office
        2. Delivered items are given to the Financial Assistant to be handed out.

King's Academy
7798 North 60th Street
Milwaukee, WI 53223
Ph: (414) 371-9100

Check Request

Name: _____ **Date:** _____

Date Check Needed: _____ **Amount of Check: $** _____

Check Made Payable to:

Name: _____

Address: _____

City, State, & Zip: _____

Reason Check is Needed: _____

_____

_____

Additional Comments: _____

_____

_____

Check mailed by office _____ Yes _____ No

NOTE: Check request should be returned at least 7 days before check is needed. All receipts should be returned at least 3 day after your purchase to Tanya Evers in the Finance Office.

Finance Office Use Only

Administrator's Initials of Approval: _____

Principal's Initials of Approval: _____

Financial Analyst Initials: _____

Account #: _____

Date Approved: _____

Request For Reimbursement

King's Academy

Date: _____

Name: _____

Grade: _____

Amount to be Reimbursed: $ _____

Please state reason for reimbursement (why wasn't a check issued for this transaction?)

_____

_____

Reason for purchase: (function, activity) _____

_____

_____

Date of purchase: _____ Date of function: _____

Signature: _____

Picked up by: _____ Mail Check: _____ Yes _____ No

List the name or organization the check should be made payable to:

Name or Company Name: _____

Address: _____

Attn: _____

City: _____ State: _____ Zip Code: _____

Telephone: _____

Additional Comments: _____

_____

_____

Please do not write below this line, Finance office use only

Administrator's Initials of Approval: _____

Financial Analyst Initials: _____

Date Approved: _____

Check #: _____

Receipt Received: _____ ***Yes*** _____ ***No***

Payroll

I. Receiving payroll
   a. The Financial Assistant e-mails payroll the Accounts Payable no later than 3:00pm on Friday.

II. Processing Payroll/ACS Financial/KACS Suite
   a. Click Payroll
   b. Enter/Post Payroll
   c. Enter Time Sheets
   d. Recall Direct Deposit/Hard Copy
   e. Batch
   f. Close Batch
   g. Process Payroll Journal
   h. Place checks in Printer
   i. Print Payroll Checks
   j. Post Payroll Checks

III. Processing Hard Checks
   a. Checks are cut on Friday after e-mail has been received by the Financial Assistant
   b. Verify that the checks listed in the system matches the checks that are being pulled from the safe for printing.
   c. Print and sign checks
   d. Detach the lower portion of the check and place in the employees file
   e. Place remaining portion of the check in a windowed security envelope
   f. Place check in safe until Monday night

IV. Processing Electronic Checks
   a. Print electronic check and give them to the Financial Manager for final approval and direct deposit processing

V. Delivering Hard and Electronic Check
   a. All checks are delivered to the Financial Assistant on Monday nights.
   b. Checks are then given the employees on payday, which is Tuesdays.

King's Academy
Weekly Payroll Timesheet

Date: _____

Last Name	First Name	M	T	W	R	F	Corrections	Lunch	Regular Hours	Total hours Minus Lunch	Comments
	Total:										

LEASE - REVISED

1. BASIC LEASE PROVISIONS

1.01. Basic Lease Provisions:

A. Landlord and Address:	CTK Development Corporation, Inc. 7798 North 60th Street Milwaukee, Wisconsin 53223
B. Tenant and Address:	King's Academy Christian School, Inc. 7798 North 60th Street Milwaukee, Wisconsin 53223
C. Date of Lease:	September 1, 2008
D. Premises:	See Attached Exhibit A
E. Lease Term:	One (1) Year
F. Renewal Options:	One (1) Period for One (1) Year
G. Commencement Date	September 1, 2008
H. Expiration Date:	August 31, 2009
I. Monthly Rent:	Eleven Thousand One Hundred fifty-eight dollars and 00/100 Dollars ($11,158.00)
J. Permitted Use	Elementary Christian School and all other purposes related thereto.

2. PREMISES AND TERM

2.01. Lease of Premises. Landlord hereby leases to Tenant, and Tenant hereby leases from Landlord, the land and buildings located thereon identified in Section 1.01D above (the "Premises"), including, without limitation, all easements, licenses, rights, privileges and appurtenances thereunto belonging, on and subject to the terms and conditions herein set forth.

2.02. Common Areas. Landlord grants to Tenant and Tenant's students, employees and invitees the right to use, in common with all others to whom Landlord has or may hereafter grant rights to use the same, the Common Areas located within the Building. The term "Common Areas" as used in this Lease shall mean the following, if provided: parking areas, roadways, pedestrian sidewalks, driveways, sidewalks, delivery areas, trash removal areas, computer labs, library, gymnasium, restroom facilities, conference/board room, landscaped areas and all other areas or improvements which may be provided by Landlord for the common use of the tenants in the Building. Such areas and facilities shall be maintained and operated and the expenditures therefore shall be made and performed by the Landlord, in a commercially reasonable manner. Without limiting the foregoing, the Landlord hereby reserves the following rights with respect to the Common Areas, so long as such rights do not affect Tenant's access to use or occupancy of the Leased Premises:

(a) To establish reasonable rules and regulations for the use thereof;

(b) To use or permit the use of such Common Areas by others to whom Landlord may grant or may have granted such rights in such manner as Landlord may from time to time designate, including but not limited to special promotional events;

(c) To close all or any portion thereof as may be deemed necessary by Landlord to make repairs or changes, to prevent a dedication thereof or the accrual of any rights to any person or the public therein; or to discourage non-students use or parking;

(d) To change the layout of such Common Areas, including the right to reasonably add to or subtract from their shape and size, whether by the addition of building improvements or otherwise, provided no changes by the Landlord shall inhibit access to or visibility of the Leased Premises; an

(e) To do such other acts in and to the Common Areas as in Landlord's sole judgment may be desirable.

2.03. Term. The term of this Lease shall commence on the commencement date identified in Section 1.01G above (the "Commencement Date") and expire on midnight of the expiration date identified in Section 1.01H above (the "Expiration Date"), unless sooner canceled or terminated as hereinafter provided. Tenant shall have the option to extend the term of this Lease for an additional one (1) year period, upon the same terms and conditions as in this Lease. Tenant may exercise its option to extend by giving written notice to Landlord at least thirty (30) days prior to the expiration of the initial term. The initial term of this Lease, together with any extension term, is hereinafter called the "term."

3. RENT

3.01. Monthly Rent. Commencing on the Commencement Date, and thereafter on the first day of each and every calendar month during the term of this Lease, Tenant agrees to pay to Landlord at the address of Landlord set forth in Section 1.01A above, in advance, the monthly rent set forth in Section 1.01.I above. Rent for any partial calendar month shall be prorated based on the number of days of Tenant's tenancy.

3.02. Gross Lease. This Lease is and shall be a "gross" lease and any costs and expenses in connection with, arising out of, or with respect to the Premises not specifically stated herein as the responsibility of Tenant shall be the sole responsibility of Landlord and Landlord shall be liable therefore. To the extent that any obligations under this Lease are not expressly made the responsibility of Tenant, Landlord shall pay all costs and expenses of any kind or nature in operating, repairing, replacing and maintaining the Premises.

4. USE AND ENJOYMENT

4.01. Use of Premises. Tenant may use the Premises for the uses identified in Section 1.01J above. Landlord represents and warrants that use of the Premises as contemplated by Tenant is permitted under, and the Premises are in compliance with, all laws, codes, ordinances, regulations and recorded covenants applicable to the Premises. Landlord, at its expense, shall promptly make all alterations or improvements required under any current or future law, code, ordinance, regulation or recorded covenant.

4.02. Quiet Enjoyment. Landlord covenants and agrees that, so long as Tenant shall duly and punctually perform and observe all of its obligations under this Lease, Tenant shall peaceably and quietly have, hold and enjoy the Premises without any hindrance or molestation.

5. UTILITIES AND TAXES

Landlord agrees to pay, when due, all charges and costs for water, sewer, gas, electricity, and any and all other utilities or services from time to time during the Lease tenn furnished to or consumed by Tenant in or upon the Premises. Landlord shall pay directly to the appropriate taxing authority when due and payable all real estate taxes and assessments, whether general or special, levied against the Premises, and all taxes levied or assessed on rents or the receipt of rents which are in addition to or in substitution for the foregoing taxes and assessments. Tenant agrees to pay, when due, all charges and costs for telephone charges and services from time to time during the Lease term furnished to or consumed by Tenant in or upon the Premises.

6. MAINTENANCE

Except as expressly provided in the next succeeding sentence, Landlord shall, at its sole expense, maintain and keep the Premises in good condition and repair, and shall promptly make and perform all maintenance, repairs and replacements thereto, including, without limitation, structural repairs and replacements to the Premises and repairs and replacements to the electrical, plumbing, heating, ventilating and air conditioning systems therein and components thereof. Tenant shall perform general cleaning of the interior of the Premises, but shall have no responsibility for any repairs or replacements to the Premises, except to the extent caused by the negligence or willful misconduct of Tenant, subject to Section 9.04 below.

7. DAMAGE BY FIRE OR OTHER CASUALTY

If, during the term of this Lease, including any time after Tenant may have given notice to terminate this Lease or to extend the term hereof, the entire Premises or such portion thereof as shall render the remaining portion thereof unsuitable for the continued conduct of Tenant's activities thereon, shall be damaged or destroyed by fire or other casualty, then Tenant shall have the right for a period of thirty (30) days thereafter, by giving written notice to Landlord, to terminate this Lease as of the date of such casualty, in which event the rental and all other amounts payable by Tenant hereunder shall, if and as necessary, be apportioned and prorated to the date of such fire or other casualty. If Tenant does not elect to terminate this Lease or if the damage or destruction to the Premises does not render the remaining portion thereof unsuitable for the continued conduct of Tenant's activities thereon, then this Lease shall continue in full force and effect, and Landlord shall promptly commence and pursue diligently to completion whatever repairs to the Premises as are necessary to restore the Premises to the condition the same were in immediately prior to such damage or destruction. All such repairs shall be performed in accordance with all statutes, laws, ordinances, rules and regulations of any governmental authority having jurisdiction over the Premises. Commencing on the date of such damage or destruction and continuing during the period in which Landlord is repairing and restoring the Premises pursuant to this Section, the rent payable by Tenant shall abate in proportion to the area of the Premises of which Tenant is deprived for the period during which Tenant is deprived of such area. Landlord shall be entitled to all insurance proceeds relating to any casualty, excepting those proceeds relating to Tenant's trade fixtures, equipment, and personal property, which proceeds shall be Tenant's sole property.

8. EMINENT DOMAIN

If, during the term of this Lease, the entire Premises shall be taken by any public or quasi-public authority under its power of condemnation or eminent domain (or is sold under threat thereof), this Lease shall terminate as of the date that possession shall be taken by the acquiring authority (or as of the date of sale). If any part of the Premises shall be so taken as to render the remainder thereof unsuitable for the continued conduct of Tenant's activities thereon, Tenant shall have the right to terminate this Lease by written notice to Landlord given within thirty (30) days after the date of such taking. In the event that this Lease shall terminate or be terminated, the rental and all other amounts payable by Tenant hereunder shall, if and as necessary, be apportioned and prorated to the date that possession is taken by the acquiring authority. If this Lease is not terminated, or if the portion of the Premises taken by any public or quasi-public authority under its power of condemnation or eminent domain (or sold under threat thereof) shall not render the remaining portion unsuitable for the continued conduct of Tenant's activities thereon, Landlord shall, to the extent possible, promptly restore the remaining portion of the Premises to the condition the same were in immediately prior to such taking and this Lease shall continue in full force and effect. During the period in which Landlord is repairing and restoring the Premises pursuant to this Section, the rental payable by Tenant shall abate in proportion to the area of the Premises of which Tenant is deprived for the period during which Tenant is deprived of such area. Tenant shall be entitled to seek condemnation proceeds, relocation costs and other amounts allowed under applicable laws.

9. INSURANCE

9.01. Tenant's Insurance. Tenant, at its sole expense, shall carry and keep in force during the Lease term: (i) property insurance covering any and all fixtures, equipment, furnishings and personal property of Tenant from time to time located in the Premises, providing protection on a replacement cost basis against losses caused by fire and other hazards insured under a "Special" Form Causes of Loss, or equivalent form insurance

policy; and (ii) comprehensive general liability insurance, including contractual liability assumed under this Lease, naming Landlord as an additional insured, with a minimum combined single limit of liability of $2,000,000 per occurrence, for property damage and for injuries to or death of persons occurring on the Premises. Such insurance may be in the form of a blanket or umbrella policy as long as the Premises is designated in such policy.

9.02. Landlord's Insurance. Landlord, at its sole expense, shall carry and keep in force during the Lease term: (i) property insurance covering the Premises and the improvements thereto, providing protection on a replacement cost basis against losses caused by fire and other hazards insured under a "Special" Form Causes of Loss, or equivalent insurance policy, with a deductible not exceeding $10,000; and (ii) comprehensive general liability insurance, including contractual liability assumed under this Lease, naming Tenant as an additional insured, with a minimum combined single limit of liability of $2,000,000 per occurrence, for property damage and for injuries to or death of persons occurring in, on or about the Premises.

9.03. General Requirements. All insurance policies required under Sections 9.01 and 9.02 above shall: (a) be written by one or more insurance companies licensed to do business in the State in which the Premises is located; (b) require the insurer to give the other party at least thirty (30) days advance written notice of any cancellation thereof or adverse material change thereto; and (c) be furnished (by way of copy or certificate thereof) to the other party prior to the Commencement Date and upon the request of any party thereafter. All deductibles for insurance required herein shall be at the sole expense of the party carrying such insurance.

9.04. Indemnity. Tenant shall indemnify, defend and hold harmless Landlord from and against any and all losses, costs and expenses (including, without limitation, reasonable attorneys fees) arising out of death or injury to persons or damage to property to the extent caused by the negligence or willful misconduct of Tenant, its employees, agents or contractors, or resulting from the failure of Tenant to perform or observe any of the terms, covenants and conditions of this Lease to be performed or observed by Tenant. Landlord shall indemnify, defend and hold harmless Tenant from and against any and all losses, costs and expenses (including, without limitation, reasonable attorneys' fees) arising out of death or injury to persons or damage to property to the extent caused by the negligence or willful misconduct of Landlord, its employees, agents or contractors, or resulting from the failure of Landlord to perform or observe any of the terms, covenants and conditions of this Lease to be performed or observed by Landlord.

10. DEFAULT

10.01. Default by Tenant. If (i) default be made in the payment of the rental by Tenant and such default shall continue for ten (10) days after Landlord gives Tenant written notice thereof, or (ii) default be made in the performance or observance by Tenant of any other covenants or conditions herein contained and such default shall continue for thirty (30) days after Landlord gives Tenant written notice thereof (or if such default is not of a type that can reasonably be cured within thirty (30) days, then if Tenant fails to promptly commence and in good faith to proceed with due diligence to cure such default), then Landlord may elect to terminate this Lease and declare the term ended, to re-enter the Premises or any part thereof with judicial process and to expel and remove Tenant or any person or persons occupying the same and again to repossess and enjoy the Premises. If any default under this Lease shall remain uncured after the expiration of any applicable cure period, Landlord shall also have the right, at its option, to cure such default by Tenant and obtain from Tenant the costs and expenses incurred by Landlord in curing such default.

10.02. Default by Landlord. If default be made by Landlord in the performance or observance of any of the covenants or conditions herein contained and such default shall continue for thirty (30) days after Tenant gives Landlord written notice thereof (or if such default is not of a type that can reasonably be cured within thirty (30) days, then if Landlord fails to promptly commence and in good faith to proceed with due diligence to cure such default), then Tenant shall have the right, at its option, to immediately terminate this Lease or to cure any default by Landlord and deduct the costs and expenses incurred by Tenant in curing such default from the rental and any other amounts thereafter accruing to Landlord. All amounts expended by Tenant in curing Landlord's defaults shall be paid by Landlord upon demand by Tenant.

10.03. Remedies Not Exclusive. Any right or remedy conferred on Landlord or Tenant under this Lease shall not be deemed to be exclusive of any other right or remedy which might otherwise be available

hereunder, at law or in equity. The rights and remedies hereunder shall be cumulative and may be exercised and enforced concurrently and whenever and as often as occasion therefor arises. The failure of Landlord or Tenant to insist upon strict performance of any of the terms, covenants or conditions herein contained shall not be deemed a waiver of any of its rights or remedies and shall not be deemed a waiver of any subsequent breach or default of any of said terms, covenants and conditions.

11. ALTERATIONS

11.01. Tenant's Alterations. Tenant, at its sole expense, without Landlord's consent, may from time to time make whatever alterations, additions and improvements (collectively "Alterations") to the Premises as Tenant deems necessary or desirable in connection with Tenant's use of the Premises; provided, however, Landlord's prior consent shall be required for any structural Alterations. Any and all Alterations shall be made in compliance with all applicable laws, and, prior to commencing any Alterations, Tenant shall obtain all necessary permits and licenses from the appropriate governmental authorities. Tenant shall indemnify, defend and hold harmless Landlord from and against all statutory liens or claims of liens of any contractor, subcontractor, materialman, laborer or any other party arising in connection with any Alteration to the Premises by Tenant. Any Alteration installed or placed on the Premises by Tenant may be removed by Tenant at any time provided Tenant repairs any damage to the Premises caused by such removal. All Alterations remaining on the Premises after the expiration or earlier termination of this Lease shall be deemed a part of the Premises.

11.02. Tenant's Trade Fixtures. Tenant may furnish, install and maintain on the Premises any and all fixtures (including, without limitation, trade fixtures), equipment and other personal property useful in connection with Tenant's operations on the Premises. Upon the expiration or earlier termination of this Lease, all fixtures, equipment and other personal property installed in or located on the Premises and owned by Tenant may be removed by Tenant, provided Tenant repairs any damage to the Premises resulting from such removal.

12. ENVIRONMENTAL

12.01. Landlord Representations and Warranties. Landlord represents and warrants that, to the best of its knowledge, no leak, spill, release, discharge, emission or disposal of Hazardous Materials (as hereinafter defined) has occurred on the Premises to date and that the soil, groundwater and soil vapor on or under the Premises is free of Hazardous Materials as of the Commencement Date of this Lease.

12.02. Tenant. Tenant shall indemnify, defend and hold harmless Landlord and its officers, employees and agents from and against any and all claims, judgments, damages, penalties, fines, costs, liabilities (including sums paid in settlements of claims) or losses, including reasonable attorneys' fees, consultant fees and expert fees, arising out of the presence of Hazardous Materials on the Premises or in the soil, groundwater or soil vapor on or under the Premises, to the extent caused by Tenant, its employees, agents or contractors during the Lease term.

12.03. Landlord. Landlord shall indemnify, defend and hold harmless Tenant and its officers, employees and agents from and against any and all claims, judgments, damages, penalties, fines, costs, liabilities (including sums paid in settlements of claims) or losses, including reasonable attorneys' fees, consultant fees and expert fees, arising out of the presence of Hazardous Materials now or hereafter on the Premises or in the soil, groundwater or soil vapor on or under the Premises, except to the extent caused by Tenant, its employees, agents or contractors during the Lease term.

12.04. Hazardous Materials. As used herein, the term "Hazardous Materials" means any hazardous or toxic substance, material or waste, including, but not limited to, those substances, materials and wastes listed in the United States Department of Transportation Hazardous Materials Table (49 C.F.R. § 172.01) or by the Environmental Protection Agency as hazardous substances (40 C.F.R. Part 302) and amendments thereto, or such substances, materials and wastes that are or become regulated under any applicable local, state or federal law, rule or regulation, or as defined as "hazardous substances," "hazardous waste" or "extremely hazardous waste" pursuant to any state, federal or local law, rule or regulation, including, without limitation, petroleum, petroleum by-products and asbestos.

13. ACCESS

Landlord, its agents and representatives, shall, upon reasonable prior written notice, be entitled to enter upon the Premises at reasonable times during Tenant's normal business hours for the purpose of examining and inspecting the condition thereof, and exercising any right or power reserved to Landlord under this Lease; provided, however, such entry shall be done in a manner so as not to unreasonably interfere with the conduct of Tenant's activities thereon, and such entry shall only be made if Landlord is accompanied by a responsible employee of Tenant.

14. SURRENDER OF PREMISES; HOLDING OVER

Upon expiration or earlier termination of the Lease term, Tenant shall peaceably surrender the Premises to Landlord. If Tenant remains in possession of the Premises after the termination of this Lease and without the execution of a new lease, Tenant shall be deemed to be occupying the Premises as a tenant from day-to-day, at the same rental as previously in effect under this Lease and subject to all applicable terms, conditions and covenants of this Lease.

15. SIGNS

Tenant shall have the right and privilege of attaching, affixing, painting or exhibiting signs on the Premises, and may maintain in place any signs on the property as of the Commencement Date of the Lease, provided that: (1) any and all signs shall comply with applicable ordinances and rules; (2) such signs shall not materially change the structure of the building; and (3) such signs shall be removed upon the expiration of the Lease term and Tenant shall promptly repair any damage caused by such removal.

16. NOTICES

All notices provided for herein shall be in writing and shall be deemed to have been given (i) three (3) days after being deposited in the United States mail, registered or certified, return receipt requested, postage prepaid, (ii) when received if hand delivered, or (iii) one (1) business day after being deposited with a national overnight delivery service with charges prepaid, addressed to Landlord or Tenant at the respective addresses set in Sections 1.01A and 1.01B above or addressed to any such party at such other address as such party shall hereafter furnish by written notice to the other party hereto in such manner as set forth herein.

17. MISCELLANEOUS

17.01. Attorneys' Fees. In any litigation arising out of this Lease, the prevailing party shall be entitled to all of its actual costs of litigation (including, without limitation, reasonable attorneys' fees) from the nonprevailing party.

17.02. Benefit and Amendment. This Lease and all of the covenants and conditions herein contained shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns. Neither this Lease nor any of the terms, covenants or conditions herein may be modified or amended, except by an agreement in writing duly executed and delivered by both Landlord and Tenant.

17.03. Applicable Law. This Lease shall be governed by and construed under the laws of the State in which the Premises is located.

17.04. Provisions Severable. If any provision of this Lease shall be held or declared to be invalid, illegal or unenforceable under any law applicable thereto, such provision shall be deemed deleted from this Lease without impairing or prejudicing the validity, legality or enforceability of the remaining provisions hereof.

17.05. Waiver of Landlord's Lien; Fixture Disclaimer; Tenant Rights to Collaterally Assign. Notwithstanding any provision of this Lease to the contrary: (a) Landlord hereby waives any lessor's or landlord's liens it may have at law or in equity with respect to Tenant's property and waives and disclaims any interest in the

fixtures and property of Tenant located on the Premises; (b) Tenant may collaterally or otherwise assign this Lease to Tenant's lender (or affiliate of Lender) of which Tenant gives Landlord notice ("Lender"); and (c) Landlord shall give notice to Lender of any Tenant default under this Lease at the same time such default notice is given to Tenant.

17.06. Nondisturbance by Mortgagees. Prior to the Commencement Date, Landlord shall deliver to Tenant a written agreement, in a form reasonably satisfactory to Tenant and executed by any and all existing mortgagees of the Premises (each, a "Mortgagee"), in which Mortgagee agrees that Tenant will not be disturbed in its use and occupancy of the Premises and this Lease will remain in full force and effect as long as Tenant is not in default under this Lease beyond any applicable grace or cure period.

17.07. Joint Parties. If more than one (1) individual or entity is listed as Landlord in Section 1.01A above or Tenant in Section 1.01G above, then the term "Landlord" or "Tenant", as applicable, shall mean all such individuals or entities constituting Landlord or Tenant, which individuals or entities shall be jointly and severally liable for the obligations of Landlord or Tenant, as the case may be, under this Lease.

17.08. Consent. Whenever in this Lease consent or approval is required of Landlord or Tenant, such consent or approval shall not be unreasonably withheld, conditioned or delayed.

17.09. Counterparts. This Lease may be executed in any number of counterparts, each of which shall be deemed an original, and all of which shall, collectively, be deemed a single instrument.

IN WITNESS WHEREOF, Landlord and Tenant have executed this Lease as of the day, month and year first above written.

LANDLORD:
CTK DEVELOPMENT CORPORATION, INC.

By: Sherron H. Jewell
Name Printed: Sherron H. Jewell
Title: Interim Director

TENANT:
KING'S ACADEMY CHRISTIAN SCHOOL, INC.

By: Laurel L. Nobles
Name Printed: Laurel L. Nobles
Title: Administrator

EXHIBIT A

Legal Description of the Premises

LOT 2 OF CERTIFIED SURVEY MAP NO. 7696, BEING A DIVISION OF LOTS 7 AND 8, BLOCK 19, BRADLEY ESTATES, BEING A PART OF THE NORTHWEST ¼ OF SOUTHWEST ¼ OF THE NORTHWEST ¼ OF SECTION 14, TOWNSHIP 8 NORTH, RANGE 21 EAST, IN THE CITY OF MILWAUKEE, MILWAUKEE COUNTY, WISCONSIN.

Also Known As:

7798 North 60th Street
Milwaukee, WI 53223

City of Milwaukee

Department of City Development
(414) 286-8211

This Certificate of Occupancy shall be posted in a conspicuous place in the building or structure, or on the premises. The certificate is issued subject to any conditions listed below.

If this business is a convenience store, filling station, personal service establishment, or restaurant, operation is prohibited between 12 midnight and 5 a.m., unless the business has obtained a 24-hour establishment license from the City of Milwaukee.

Rick Reich
12800 W. Silver Spring Rd.
Butler, WI 53007

City of Milwaukee
Department of
City Development

CERTIFICATE OF OCCUPANCY

Location: 7798 N. 60 **Issued:** September 01, 2005 **#592551**

Issued to: Christ the King Academy

Area: entire building

Use: School, elementary or secondary (Elementary School)

NOT TRANSFERABLE

*Occupancy must conform with provisions of chapters 200 and 295 of the building and zoning code. This certificate affects only the use of the premises and does not permit to conduct a licensed business or one prohibited by law.

CITY OF MILWAUKEE
DEPARTMENT OF NEIGHBORHOOD SERVICES

Code Enforcement - Commercial
841 N. Broadway
Milwaukee, WI 53202

September 11, 2009

CHRIST THE KING BAPTIST CHURCH,INC
W165 N5440 CREEKWOOD CROSSING
MENOMONEE FALLS WI 53051

RE: **7750-7750 N 60TH ST**

Dear Sir or Madam:

The last recorded fire prevention inspection of this property was conducted on January 14, 2009 and was found to be in compliance with all applicable provisions of Comm 14 Fire Prevention, Register, February, 2008, No.626 and 2006 International Fire Code as adopted by City of Milwaukee Ordinance 214-3. This includes the fire safety of the facility and the written fire plan for orderly evacuation of residents.

The State of Wisconsin licenses this facility. The City of Milwaukee issues this form concerning the inspectional status instead of signing any State, Federal or private forms.

If you have any questions, please contact me at [414]-286-2488 during the hours of 7:00am-9:30am and 3:00pm-3:45pm Monday through Friday.

Sincerely,

Robert A. Jones
Inspector
rjones@milwaukee.gov

Recipients:
CHRIST THE KING BAPTIST CHURCH,INC, W165 N5440 CREEKWOOD CROSSING, MENOMONEE FALLS WI 53051

CHURCH MUTUAL INSURANCE COMPANY

3000 Schuster Lane, P.O. Box 311, Merrill, WI 54452-0311
Phone: (715) 536-5577 or 1-800-554-2642

REINSTATEMENT NOTICE

CITY OF MILWAUKEE COMMON COUNCIL
CHARTER OF SCHOOL REVIEW COMMITTEE
CITY HALL ROOM 205
200 E WELLS ST
MILWAUKEE WI 53202

POLICY NUMBER: 0220748-02-937953 **REINSTATEMENT DATE:** 09/23/09
DATE OF NOTICE: 09/24/09 12:01 AM Standard Time
POLICY TERM: FROM: 07/01/08 TO: 07/01/11
KIND OF POLICY: Series A Multi-Peril Policy

NAMED INSURED:
KINGS ACADEMY CHRISTIAN SCHOOL
7798 N 60TH ST
MILWAUKEE WI 53223

The above policy has been reinstated on the date and time shown above, with no lapse in coverage. Please disregard the Notice of Cancellation previously sent to you.

REASON FOR REINSTATEMENT:
PAYMENT RECEIVED

DOUG LE CLAIR 01-005
WAUKESHA OFFICE
STONE RIDGE II STE 150
N14 W23777 STONE RIDGE DR
WAUKESHA WI 53188
(800)554-2642

Authorized Representative

Church Mutual INSURANCE COMPANY

ACORD ™ CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 09/11/2009

PRODUCER Karla M Serrano-Fraitts
Church Mutual Insurance Company
3000 Schuster Lane
Merrill WI 54452
ing from Wisconsin: 1-800-554-2642 Option 1
ing from Outside Wisconsin: 1-800-554-2642 Option 9, then area code 414

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER . THIS CERTIFICATE DOES NOT AMEND , EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

INSURERS AFFORDING COVERAGE	NAIC #
INSURER A: Church Mutual Insurance Company	18767
INSURER B:	
INSURER C:	
INSURER D:	

INSURED
KINGS ACADEMY CHRISTIAN SCHOOL
7798 N 60TH ST
MILWAUKEE WI 53223-4153
Group

COVERAGES

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	ADD'L INSRD	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS	
A		GENERAL LIABILITY	0220748-02-937953	07/01/2008	07/01/2011	EACH OCCURRENCE	$ 1,000,000
		☒ COMMERCIAL GENERAL LIABILITY				DAMAGE TO RENTED PREMISES (Ea. occurrence)	$
		☐ CLAIMS MADE ☒ OCCUR				MED EXP (Any one person)	$ 10,000
						PERSONAL & ADV INJURY	$ 1,000,000
						GENERAL AGGREGATE	$ 3,000,000
		GEN'L AGGREGATE LIMIT APPLIES PER:				PRODUCTS - COMP/OP AGG	$ 1,000,000
		☒ POLICY ☐ LOCATION ☐ PROJECT					$
		AUTOMOBILE LIABILITY				COMBINED SINGLE LIMIT (Ea Accident)	$
		☐ ANY AUTO				BODILY INJURY (Per Person)	$
		☐ ALL OWNED AUTOS					
		☐ SCHEDULED AUTOS					
		☐ HIRED AUTOS					
		☐ NON-OWNED AUTOS				BODILY INJURY (Per Accident)	$
						PROPERTY DAMAGE (Per Accident)	$
		GARAGE LIABILITY				AUTO ONLY - EA ACCIDENT	$
		☐ ANY AUTO				OTHER THAN EA ACC	$
						AUTO ONLY: AGG	$
A		EXCESS/UMBRELLA LIABILITY	0220748-81-937954	07/01/2008	07/01/2011	EACH OCCURRENCE	$ 5,000,000
		☒ OCCURRENCE ☐ CLAIMS MADE				AGGREGATE	$ 5,000,000
							$
		☐ DEDUCTIBLE ☒ RETENTION					$
		$ 10,000					$
A		WORKERS COMPENSATION AND EMPLOYER'S LIABILITY	0220748-07-070984	07/01/2009	07/01/2010	☒ WC STATUTORY LIMITS ☐ OTHER	
		ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED?				E.L. EACH ACCIDENT	$ 500,000
		If yes, describe under SPECIAL PROVISIONS below				E.L. DISEASE - EA EMPLOYEE	$ 500,000
						E.L. DISEASE - POLICY LIMIT	$ 500,000
A		OTHER Directors, Officers & Trustees Liability with Educator's Liability Employment Practices Liability Sexual Misconduct/Molestation Blanket Bond	0220748-02-937953	07/01/2008	07/01/2011	CLAIMS MADE	$ 1,000,000
						EACH CLAIM/AGGREGATE	$ 1,000,000/ 500,000
						EACH OCCURRENCE	$ 1,000,000/ 100,00

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT/SPECIAL PROVISIONS

Evidence of liability insurance for Kings Academy Christian School located at 7798 N 60th St, Milwaukee, WI for the policy period. 016

CERTIFICATE HOLDER

Milwaukee Common Council
of School Review Committee
City Hall Room 205
200 East Wells Street
Milwaukee, WI 53202

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE

IMPORTANT

If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

DISCLAIMER

The Certificate of Insurance on the reverse side of this form does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the certificate holder, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed thereon.

©ACORD CORPORATION 1988

RitzHolman
CPAs

September 10, 2009

To the Board of Directors
King's Academy Christian School

We have audited the financial statements of King's Academy Christian School for the year ended June 30, 2009, and have issued our report thereon dated September 10, 2009. Professional standards require that we provide you with the following information related to our audit.

As stated in our engagement letter dated November 12, 2008, our responsibility, as described by professional standards, is to plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement and are fairly presented in accordance with U.S. generally accepted accounting standards. Because an audit is designed to provide reasonable, but not absolute, assurance and because we did not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us.

As part of our audit, we considered the internal control of King's Academy Christian School. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

Management has the responsibility for selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by King's Academy Christian School are described in Note A to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during the audit year. We noted no transactions entered into by the Organization during the year that were both significant and unusual, and of which, under professional standards, we are required to inform you, or transactions for which there is a lack of authoritative guidance or consensus.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were: accounts receivable and accounts payable.

Management's estimate of the accounts receivable and accounts payable is based on amounts noted through September 10, 2009. We evaluated the key factors and assumptions used to develop accounts receivable and accounts payable in determining that it is reasonable in relation to the financial statements taken as a whole.

Ritz Holman LLP
Serving businesses, nonprofits, individuals and trusts

Two Plaza East, Suite 550
330 East Kilbourn Avenue
Milwaukee, WI 53202

t. 414.271.1451
f. 414.271.7464
ritzholman.com

For purposes of this letter, professional standards define an audit adjustment as a proposed correction of the financial statements that, in our judgment, may not have been detected except through our auditing procedures. An audit adjustment may or may not indicate matters that could have a significant effect on the Organization's financial reporting process (that is, cause future financial statements to be materially misstated). In our judgment, none of the adjustments we proposed, whether recorded or unrecorded by the Organization, either individually or in the aggregate, indicate matters that could have a significant effect on the Organization's financial reporting process.

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the Organization's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Organization's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

We encountered no significant difficulties in dealing with management in performing and completing our audit.

This information is intended solely for the use of the Board of Directors and management of King's Academy Christian School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Ritz Holman LLP

RITZ HOLMAN LLP
Certified Public Accountants

KING'S ACADEMY CHRISTIAN SCHOOL

FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2009

(With Summarized Totals for the Year Ended June 30, 2008)

RitzHolman
CPAs

KING'S ACADEMY CHRISTIAN SCHOOL

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RitzHolman
CPAs

Independent Auditor's Report

Board of Directors
King's Academy Christian School

We have audited the accompanying balance sheet of King's Academy Christian School (a nonprofit organization) as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of King's Academy Christian School's management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the Organization's 2007 financial statements and, in our report dated September 30, 2008, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of King's Academy Christian School as of June 30, 2009, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Our audit was performed for the purpose of forming an opinion on the basic financial statements of King's Academy Christian School taken as a whole. The accompanying schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Ritz Holman LLP

RITZ HOLMAN LLP
Certified Public Accountants

Milwaukee, Wisconsin
September 10, 2009

Ritz Holman LLP
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KING'S ACADEMY CHRISTIAN SCHOOL
BALANCE SHEET
JUNE 30, 2009
(With Summarized Totals at June 30, 2008)

ASSETS

	2009	2008
CURRENT ASSETS		
Cash and Cash Equivalents	$ 145,722	$ 142,601
Net Accounts Receivable	117,272	111,001
Prepaids	—	3,779
Total Current Assets	$ 262,994	$ 257,381
FIXED ASSETS		
Equipment	$ 149,075	$ 147,766
Less: Accumulated Depreciation	(105,931)	(86,300)
Net Fixed Assets	$ 43,144	$ 61,466
TOTAL ASSETS	$ 306,138	$ 318,847

LIABILITIES AND NET ASSETS

CURRENT LIABILITIES		
Accounts Payable	$ 59,158	$ 28,771
Accrued Payroll	64,230	66,119
Current Portion of Long-Term Payable	40,280	87,996
Total Current Liabilities	$ 163,668	$ 182,886
LONG-TERM LIABILITIES		
Loan Payable	$ 122,655	$ 173,298
Less: Current Portion of Long-Term Payable	(40,280)	(87,996)
Total Long-Term Liabilities	$ 82,375	$ 85,302
Total Liabilities	$ 246,043	$ 268,188
NET ASSETS		
Unrestricted	$ 60,095	$ 50,659
Total Net Assets	$ 60,095	$ 50,659
TOTAL LIABILITIES AND NET ASSETS	$ 306,138	$ 318,847

The accompanying notes are an integral part of these financial statements.

KING'S ACADEMY CHRISTIAN SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2009
(With Summarized Totals for the Year Ended June 30, 2008)

	Unrestricted	
	2009	2008
REVENUE		
MPCP Tuition Payments	$ 1,137,065	$ 1,109,722
Private Tuition Payments	24,333	45,254
Donations	110,086	6,374
Lunch Program Revenue	49,503	45,610
Scholarships	17,250	29,875
Transportation Revenue	95,667	90,910
Field Trip Revenue	2,605	2,950
Fund-Raisers	2,653	4,650
Interest Income	731	---
Gain on Sale of Fixed Asset	---	6,141
Miscellaneous Revenue	1,009	1,447
Total Revenue	$ 1,440,902	$ 1,342,933
EXPENSES		
Program Services	$ 1,210,796	$ 1,184,507
Management and Supporting Services	168,132	173,365
Fund-Raising	45,538	35,666
Total Expenses	$ 1,424,466	$ 1,393,538
CHANGE IN NET ASSETS	$ 16,436	$ (50,605)
Net Assets, Beginning of Year - Before Prior Period Adjustment	$ 50,659	$ 101,264
Prior Period Adjustment	(7,000)	---
Net Assets, Beginning of Year - After Prior Period Adjustment	$ 43,659	$ 101,264
NET ASSETS, END OF YEAR	$ 60,095	$ 50,659

The accompanying notes are an integral part of these financial statements.

KING'S ACADEMY CHRISTIAN SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2009
(With Summarized Totals for the Year Ended June 30, 2008)

	2009	2008
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in Net Assets	$ 16,436	$ (50,605)
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities		
Depreciation	19,631	20,917
Gain on Sale of Fixed Asset	—	(6,141)
Prior Period Adjustment	(7,000)	—
(Increase) Decrease in Accounts Receivable	(6,272)	1,602
(Increase) Decrease in Prepaids	3,779	4,087
Increase (Decrease) in Accounts Payable	30,387	(4,464)
Increase (Decrease) in Accrued Payroll	(1,889)	16,528
Net Cash Provided (Used) by Operating Activities	$ 55,072	$ (18,076)
CASH FLOWS FROM INVESTING ACTIVITIES		
Proceeds From Sale of Fixed Asset	$ —	$ 20,000
Purchase of Fixed Assets	(1,308)	(2,240)
Depreciation Adjustment for Financial Information Report	—	(2,136)
Net Cash (Used) Provided by Investing Activities	$ (1,308)	$ 15,624
CASH FLOWS FROM FINANCING ACTIVITIES		
Proceeds From Loan Payable	$ 158,607	$ 90,000
Payments on Loan Payable	(209,250)	(51,507)
Net Cash (Used) Provided by Financing Activities	$ (50,643)	$ 38,493
Net Increase in Cash and Cash Equivalents	$ 3,121	$ 36,041
CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR	142,601	106,560
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ 145,722	$ 142,601
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Interest Paid	$ 7,849	$ 8,004

The accompanying notes are an integral part of these financial statements.

KING'S ACADEMY CHRISTIAN SCHOOL

NOTES TO THE FINANCIAL STATEMENTS

JUNE 30, 2009

NOTE A - Summary of Significant Accounting Policies

School

King's Academy Christian School is operated exclusively for charitable and educational purposes as a not-for-profit School exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code, and is considered to be other than a private foundation. The mission of the school is to educate children with a Christ-centered curriculum that will prepare them to live Christian lives and will enable them to contribute positively in our society.

Accounting Method

The financial statements of the School have been prepared on the accrual basis of accounting.

Basis of Presentation

Financial Statement presentation follows the recommendations of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards SFAS No. 117, Financial Statements of Not-for-Profit Schools. Under SFAS No. 117, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Assets of the restricted classes are created only by donor-imposed restrictions.

Contributions

King's Academy Christian School accounts for contributions in accordance with the recommendations of the Financial Accounting Standards Board in SFAS No. 116, Accounting for Contributions Received and Contributions Made. In accordance with SFAS No. 16, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence or nature of any donor restrictions.

Restricted and Unrestricted Revenue

Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

Cash and Cash Equivalents

For purposes of the statement of cash flows, cash and cash equivalents include all highly liquid debt instruments with original maturities of three months or less.

Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

KING'S ACADMEY CHRSITIAN SCHOOL
NOTES TO THE FINANCIAL STATEMENTS
JUNE 30, 2009

NOTE A - Summary of Significant Accounting Policies (continued)

Fixed Assets
Fixed Assets are recorded at cost. Depreciation is provided over the estimated useful lives of the assets using the straight-line method. The Organization capitalizes assets of $1,000 or more.

Allowance for Uncollectible Accounts
An allowance for uncollectible accounts was created for uncollectible tuition. The allowance is based on 10% of tuition receivable. The balance in the allowance account was $4,769.

NOTE B - Comparative Financial Information

The financial information shown for the year 2008 in the accompanying financial statements is included to provide a basis on comparison with 2009 and represents summarized totals only.

NOTE C - Net Accounts Receivable

Accounts Receivable consists of the following at June 30, 2009:

Source	Amount
Tuition	$ 47,688
Lunch Program	7,304
Christ the King Development	67,049
Total	$122,041
Less: Allowance for Doubtful Accounts	(4,769)
Net Accounts Receivable	$117,272

NOTE D - Loan Payable

The Organization has a loan payable with Christ the King Baptist Church, a related party. It carries an interest rate of 6.0% and is due June 30, 2010. The balance of the loan payable at June 30, 2009 was $122,655.

Future minimum payments are as follows:

2010	$40,280
2011	$56,597
2012	$25,778

NOTE E - Related Parties

The Organization leased space from the board members' church. During the fiscal year rent expense for the Organization was $133,244.

The Principal is also a voting board member. The Principal's contract was $46,000 for the school year.

NOTE F - Prior Period Adjustment

It was discovered that an expense from a prior period had been paid and recorded by CTK Development. In actuality, this expense was incurred by the School, creating a payable for the School. An adjustment of $7,000 was made to net assets recording the prior year expense.

NOTE G - Subsequent Events

The Organization has evaluated events and transactions occurring after June 30, 2009, the date of the most recent balance sheet, through the date financial statements are available to be issued, September 10, 2009, for possible adjustment to the financial statements or disclosure and determined that no subsequent events need to be disclosed.

KING'S ACADEMY CHRISTIAN SCHOOL
SCHEDULE OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2009
(With Summarized Totals for the Year Ended June 30, 2008)

EXPENSES	Program Services	Management and Supporting Services	Fund-Raising	2009	2008
Salaries and Wages	$ 615,478	$ 72,409	$ 36,205	$ 724,092	$ 701,810
Payroll Taxes	51,436	6,051	3,026	60,513	58,407
Employee Benefits	94,878	11,162	5,581	111,621	93,786
Professional Fees	24,046	4,243	—	28,289	26,330
Supplies	4,896	864	—	5,760	7,403
Postage	3,477	409	204	4,090	3,204
Printing	7,282	857	428	8,567	6,780
Occupancy	113,257	19,987	—	133,244	129,167
Telephone	1,606	189	94	1,889	1,533
Depreciation	16,686	2,945	—	19,631	20,917
Insurance	13,777	2,431	—	16,208	19,443
Transportation	139,986	24,703	—	164,689	157,837
Technology Expense	6,334	1,118	—	7,452	8,276
Field Trips	6,900	1,218	—	8,118	2,470
Gym/Recreation	1,003	177	—	1,180	1,157
Advertising	1,051	185	—	1,236	800
Lunch Expense	30,581	5,397	—	35,978	26,738
Staff Development	3,489	616	—	4,105	17,662
Dues and Subscriptions	1,070	189	—	1,259	2,348
Interest	6,672	1,177	—	7,849	8,004
Classroom Expense	58,579	10,338	—	68,917	71,966
Bad Debt Expense	—	—	—	—	5,495
Miscellaneous Expense	8,312	1,467	—	9,779	22,005
TOTALS	$ 1,210,796	$ 168,132	$ 45,538	$ 1,424,466	$ 1,393,538

RitzHolman
CPAs

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

In planning and performing our audit of the financial statements of King's Academy Christian School for the year ended June 30, 2009, we considered the Organization's internal control structure to determine our auditing procedures for the purpose of expressing an opinion on the financial statements and not to provide assurance on the internal control structure.

However, during our audit we became aware of the following matters that are opportunities for strengthening internal controls and operating efficiency:

1. It was noted that the Organization does not have a conflict of interest policy. It is recommended that the Organization create a conflict of interest policy.

2. It was noted that the Organization does not maintain a fidelity bond. It is recommended that the Organization consider purchasing a fidelity bond.

3. One out of 29 employees tested had an incomplete Form I-9. It is recommended that all employees have a complete Form I-9 on file.

4. For cash collection, it was noted that two people are not always present to count the cash collected. It is recommended that two people always be present to count cash collected.

This letter does not affect our report dated September 10, 2009, on the financial statements of King's Academy Christian School.

We will review the status of these comments during our next audit engagement. We have already discussed many of these comments and suggestions with various Organization personnel, and we will be pleased to discuss them in further detail at your convenience, to perform any additional study of these matters, or to assist you in implementing the recommendations.

Ritz Holman LLP
RITZ HOLMAN LLP
Certified Public Accountants

September 10, 2009

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WISCONSIN DEPARTMENT OF REGULATION & LICENSING

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RITZ HOLMAN BUTALA FINE LLP
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MILWAUKEE WI 53202

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No. 125 - 003 Expires: 12/14/2009

RITZ HOLMAN BUTALA FINE LLP
330 E KILBOURN AVE STE 550
MILWAUKEE WI 53202

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DEPARTMENT OF REGULATION AND LICENSING
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ACCOUNTING FIRM

No. 125 - 003 Expires: 12/14/2009

RITZ HOLMAN BUTALA FINE LLP
330 E KILBOURN AVE STE 550
MILWAUKEE WI 53202

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Signature:

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KATY L SOMMER
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State of Wisconsin

DEPARTMENT OF REGULATION AND LICENSING
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Credential
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CERTIFIED PUBLIC ACCOUNTANT

No. 15861 - 001 Expires: 12/14/2009

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5011 N IDLEWILD AVE
WHITEFISH BAY WI 53217

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Signature:

Revisi 5/28/06

2005 2006
Parent Participation Report

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

page 2

Parent Name	Children	Standard Met	Parent/Children Names	Children	Standard Met
Luckett, Tracy	Luckett, Joriea	No	Stephens, LaToya	Stephens-Holmes, Jayien	No
Marshall, Donna	Bufford, Darius Marshall-Roby, Mytea	Yes	Stewart, Tiffany	Stewart, Nigel Stewart, Najee	Yes
Mathis, Marisha	Mathis, Nyia	No	Summers, Sylvia	Summers, Emerald Summers, Harold	Yes
McQueen, Marisa	McQueen, Christina McQueen, Jackie McQueen, Naomi	Yes	Terry, Holley	Terry, Alissa Terry, Arreai	Yes
Miller, Angela	Brown, DeAngelo	No	Thomas, LaWanda	Latson, LaShawn	Yes
Monroe, Louisa	Monroue, Christopher	Yes	Thompson, Chandra	Thompson, Diamond Thompson, Dominic	Yes
Morgan, Pamela	Morgan, Marvellis	Yes	Todd, Shirley	Potis, Michelle	No
Muhammad, Fatima	Muhammad, Ameenah	Yes	Townsend, Lora	Townsend, Danyell	Yes
Muldrew, Deletha	Dixon, D'Shawndra	Yes	Tucker, Latisha	Tucker, Izaiah Tucker, Daejah Tucker, Montrell	Yes
Newell, Enetra	Newell, Ashley Newell, Christina Newell, Ebony Holmes, Kayla	Yes	Turner, Sonji	Wright, Terence	No
Roberts, Patrice	Roberts, Timmia	Yes	Warr, Delores	Blevins, Chyna Duguid, Marcus	Yes
Robinson, Rochelle	Robinson, Aaron Robinson, Alexis	Yes	Warr, Tracey	Woods, Arnisha Woods, Diontra Woods, Raya	Yes
Robinson, Janell	Triggs, Elijah Triggs, Derrick	Yes	Webb, Devonia	Medina, Juan	No
Robinson-Carmichael, Brenda	Carmichael, Clara	No	Williams, Jermaine	Guilliford, Samuel	Yes
Sanders, Tawanna	Johnson, Jewan Johnson, Jamber Johnson, Jordan	Yes	Williams, Consuella	Williams, Nikiya Williams, Nikaya Williams, Noel Williams, Nicolas	Yes
Seroyer, Shanetta	Seroyer, Brittany	Yes	Williams, Nancy	Heart, Tylesha	Yes
Simpson, Clorice	Blade-Simpson, Essence	No	Wilson, Edna	Tillis, Markale	Yes
Smith, Lakesha	Austin, Jacques Austin, Ja'Kira	Yes			
Smith, Aimee	Smith, Landon	No			
Smith, Diana	Moore, Roland	No			

Number of choice families	85
Number of Choice families that met the standard	61
% of participation	72%

Revis[illegible]/28/06

200[illegible] 2006
Parent Participation Report

King's Academy Christian [illegible]chool
7798 N. 60th St.
Milwaukee, WI 53223

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, Maurice Felton, Mickeal Avery, Donald	Yes
Almond, Ityshi	Tarleton, Alenyte' Tarleton, Allen Tarleton, Lakeidra	Yes		Fitzpatrick, Shanice	Fitzpatrick, Jalen Fitzpatrick, Martelles	No
Alston-Jackson, Beverly	Garvin, Leondra	Yes		Gilliyon, Lisa	King, David	No
Baldwridge, Kelly	Baldwridge, Jonathan	No		Grant, Jessica	Profitt, Deoni	Yes
Barnes, April	Barnes, Ebony Barnes, Essence	Yes		Grant, Kimberly	Grant, Aaliyah Grant, Angelica Grant, Alizabeth	Yes
Bates, Angela	Portis, Akeil	Yes		Grant, Sheila	Grant, Jasmine Lee, Ashley	Yes
Biddie, Fatima	Allen, Christian Mapp, Grady	Yes		Gray, Latisa	Carter, Terriona Harris, Darren	Yes
Bolden, Patricia	Bolden, Christopher	Yes		Griffin, Gwendolyn	Batton, Sade Watson, Lethaniel	Yes
Brayboy, Abigail	Braboy-Mcgee, Mystique	No		Hardge, Melinda	Esslen, Alexis	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, Brittany Brown, Randy Brown-Johnson, Michael	Yes		Howard, Shavetta	Jones, Marreon	Yes
Brown, Wanda	Brown, Brian	Yes		Howard, Shelly	Tucker, Asya	No
Bufford, Nakesha	Bufford, Julius	Yes		Hunter, Kanita	Hunter, Qureontae	No
Burks, Veronica	Brown, Braxton	Yes		Cotton, Kimberley	Boothe Jr., Jason	Yes
Carrington, Qiana	Elliott, Briazhane	No		Johnson, Toni	Edwards, Wanya Johnson, Shanice	Yes
Cash, Denise	Cash, Jeremiah Cash, Joshua Malone, DeAngelo	Yes		Johnson, Darlene	McClendon, Donte'	Yes
Cobbs, Linda	Cobbs, Tierra	No		Jones, Tameka	Jones, Justyn	No
Coleman, Timothea	Coleman, Jackie Coleman, Darryl	Yes		Jones, Patricia	Grace, Brontia	Yes
Cole, Latrail	Cole, Giovanni Cole, Quinese	Yes		Jones, Stephanie	Jones, Bryanna Jones, Bionca	No
Cowan, Michelle	Stanton, Asia	Yes		King, Lakisha	Malone, Agil Williams, Eiriche	Yes
Criss, Tamika	Criss, Laquonda Gatson, Neriah	Yes		Kinney, Demeatrice	Burton, Juvan McConnell, Hollice	Yes
Crum, Keisha	Crum, Marcus Crum, Prionna	Yes		Lee, Lorene	Lenyard, Randall	No

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

Parent Name	Child/ren	PTO/Parent Meetings	Parent / Teacher's 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, Alenyte' Tarleton Allen Tarleton, Lakeidra	6	1	3	4	14	Yes
Alston-Jackson, Beverly	Garvin, Leondra	7	2	3	1	13	Yes
Baldwridge, Kelly	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, Meysha	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	7	1	3	2	13	Yes
Brown, Celeste	Brown, Randy Brown, Brittany Brown, Michael	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 Involvnent

Hairston, Cynthia	Hairston, Nakia	5	1	3	2	11	Yes
Harper, Crystal	Bunch, Raja	1	1	1	3	6	No
Henderson, Kiesha	Cole, Kennedy Dedmon, Azhane' Cole, Ceaira	7	2	3	3	15	Yes
Holt, Sholanda	Lee, Jasmine	4	2	1	3	10	Yes
Howard, Shavetta	Jones, Marreon	6	3	3	3	15	Yes
Hunter, Kanita	Hunter, Qureontae	7	2	3	2	14	Yes
Jackson, Natisha	Grant, Jordan Grant,Jermaine	4	3	2	2	11	Yes
James, Tangela	James, Danajah James, Dajaunia	5	1	2	4	12	Yes
Johnson, Toni	Edwards, Wanya	5	2	3	1	11	Yes
Jones, Tameka	Jones, Justyn	4	2	2	2	10	Yes
Jones, Patricia	Grace, Brontia	7	1	3	2	13	Yes
Jude, Queen	Blunt, Isreal	7	2	3	2	14	Yes
King, Lakisha	Malone, A'gil Williams, Elriche	7	2	3	4	16	Yes
Kimbrough, Rasheda Sumrall, Sharakita	Kimbrough, Lachan Caldwell, Jeshawn Sanders, Darius	3	2	3	4	12	Yes
Kinney, Demeatrice	Burton, Juvan McConnell, Hollice	7	3	3	3	16	Yes
Lashley, Yolonda	Burns, Rakeia Harris, Shakeyia	2	1	1	2	6	No
Latiker, Tyra	Latiker-Hardrick, Isiss	1	2	2	2	7	No
Lee,Linda	Greer, Jasmine Greer, Charlecia Snarski, Cassandra	4	2	2	2	10	Yes
Lee, Lorene	Lenyard, Randell	4	3	2	1	10	Yes
page 2						0	
		PTO/Parent Meetings					

June 12, 2007 L. King

Sanders, Tawanna	Johnson,Jordan Johnson, Jewan Johnson, Jamber	5	2	2	4	13	Yes
Scott, Lovetta	Cushingberry, Joseph Babalola, Jeremiah Scott, Jameelah	3	2	3	4	12	Yes
Seroyer, Shanetta	Seroyer, Brittany	3	2	1	1	7	No
Shankle, Alexis	Shankle, Sasha	4	1	1	2	8	No
Simpson, Clorice	Blade-Simpson, Essence	7	2	3	4	16	Yes
Sisk, Marion	King, Diamond	5	2	3	3	13	Yes
Smith, Diana	Moore-Smith, Roland	0	0	0	0	0	No
Smith, Lakesha	Austin, Jakira Austin, Jaques	6	2	2	2	12	Yes
Stephens, LaToya	Holmes, Jae'La Holmes, Jae'Da Stephens-Holmes, Jalen	3	2	3	3	11	Yes
Steward, Claudia	Steward, Klaudia	7	2	3	4	16	Yes
Sullivan, Dwayne	Sullivan, Dwayne II	7	2	3	4	16	Yes
Summers, Sylvia	Summers, Harold Summers, Emerald	7	2	3	4	16	Yes
Terry, Holley	Terry, Arreal	2	2	2	2	8	No
Thomas, LaWanda	Latson, Lashawn	1	0	2	2	5	No
Townsend, Gloria	Fields, Mahogany Fields, Nadia	5	1	2	2	10	Yes
Thompson, Chandra	Thompson, Dominic Thompson, Diamond	7	2	3	4	16	Yes
Todd, Shirley	Potis, Michelle	6	1	2	1	10	Yes
Thomas, Keesha	Thomas, Samuel Thomas, Williams	5	1	3	2	11	Yes
Townsend, Lora	Townsend, Danyell	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	1nd 8th	6	2	1	2	11	Yes
4	Almond, Keriston	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, Sherlynne	Allen, Cherish Allen, Kyra	6th 4th	4	2	2	2	10	Yes
9	Baldwridge, 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, Meysha	Johnson,Amarae' Johnson, Raven	K-4 5th	6	2	3	3	13	Yes

14	Bogan, Chariet & 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, Jastice	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, Quinese	6th 7th	6	2	0	2	10	Yes
25	Coleman, Janice	Coleman,Jernise	7th	6	2	0	2	10	Yes
26	Collins, Melanie	Collins,J'Breya Jones,Riyon	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, Neriah	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	Donoldson, 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, Mickeal 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	0	2	NO
40	Glover, Debrah	Glover, Isaiah	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, Arleen	Taylor, Chanterra Taylor, Logan Taylor Keaneu	1st 1st 1st	5	2	1	2	10	Yes

43	Grant, Jessica	Profitt, 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	Hamiel, 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, Kesha	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,Jasmine	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, Elriche King, LaNyla	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	Lee, 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	McKinstery, Vela	McKinstery, Andre	4th	6	2	2	0	10	Yes
77	McNairy, Tiffany	McNainey, 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, Akeil 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	Sequra, 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, Jujaraw	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, Aisha	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	Triplett, Alize'	6th	5	1	1	3	10	Yes
105	Tucker, Latisha	Tucker, Daejah Tucker, Montrell Tucker, Izaiah	5th 8th 3rd	6	2	1	2	11	Yes

106	Veasly, Marilyn	Williams, Sylvester	6th	2	2	0	0	4	NO
107	Warfield, Dawn	Perkins-Warfield, Adrian Warfield, Dawn	8th 4th	5	2	1	2	10	Yes
108	Webb, Devonia	Medina, Juan	4th	5	2	1	2	10	Yes
109	Wells, Chanda	Garner, Erin Wheeler, Jacobi	K-5	5	1	2	4	12	Yes
110	Wheeler, Marisa	McQueen, Christina McQueen, Elijah McQueen, Jackie McQueen, Naomi	8th K-5 3rd 2nd	5	2	1	3	11	Yes
111	Wilder, Steven	Wilder, Chilisha	1st	2	0	0	1	3	NO
114	Wilkerson, Cherrie	Nash, Jordan	3rd	5	1	2	3	11	Yes
115	Williams, Adrienne	Glover, Braylon Williams, Bria	3rd 8th	5	1	0	1	7	NO
116	Williams, Brandis	Kirksey,Jasmine Williams, Nia	7th 4th	5	2	2	1	10	Yes
117	Williams, Consuella	Williams, Nicolas Wiliams, Nikayla Williams, Nikiya Williams, Niles Williams, Noel	6th 2nd 4th K-4 1st	5	2	2	2	11	Yes
118	Williams, Jermaine	Williams, Samuel	1st	2	2	1	1	5	No
119	Wilson, Edna	Tillis, Markale	6th	5	2	2	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	Adrienna 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	6	4	0	2	10	Yes
8	Brandis Williams	Kirksey Williams	Jasmine 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'Vasea	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 Niles	7	2	2	2	13	Yes
22	Cynthia Hairston	Hairston	Aliyah	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

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	Parent/Guardian Name	Last Name	First Name	PTO/Parent Meetings	Parent / Teacher's Conference	Fund Raising	Volunteer Participation	Total	Met Standard
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 Newell	Kayla Ebony	3	1	0	1	5	No
31	Erin Schmitt	Schmitt	Kyle	6	2	1	3	12	Yes
32	Estelle Williams	Wormly	Quentin	6	2	1	2	11	Yes
33	Fatima Biddle	Allen Mapp	Christian Grady	3	1	0	2	6	No
34	Felicia Heggans	Higgins	Eliajh Nathan 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	Janell Robinson	Hamberlin Triggs	Evan Elijah	7	2	2	0	11	Yes
39	Jessica Grant	Profitt	Deoni	5	2	2	3	12	Yes
40	Kanini Jones	Banks Banks Ferrell	Jalen Jada 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
43	Keisha Henderson	Cole Cole Dedmon	Ceaira Kennedy Azhane	5	2	1	3	11	Yes
44	Kelley Moore	Thomas	Kaliayah	5	2	0	3	10	Yes
45	Kelly Baldwridge	Baldwridge	Johnathan	3	1	1	0	5	No
46	Kenneth Smith	Smith	Kayla Kennia Mya	7	2	2	3	14	Yes
47	Kenyetta Drew	May III	Robert	6	2	1	4	12	Yes

	Parent/Guardian Name	Last Name	First Name	PTO/Parent Meetings	Parent / Teacher's Conference	Fund Raising	Volunteer Participation	Total	Met Standard
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 Aaron	5	2	1	3	11	Yes
51	LaDonna Wells	Robertson	Aniya	7	2	2	4	15	Yes
52	Lakesha Madlock	Lawson Madlock-Noel	Antania Avanttias	7	2	0	2	11	Yes
53	Lakesha Smith	Austin	Ja'Kira Jaques	7	2	1	4	14	Yes
54	LaKisha King	King Malone Williams, Jr.	La'Nyla Agil Elriche	7	2	1	4	14	Yes
55	Latisa Carter	Carter	Darren Terriona Terrence	5	2	1	3	11	Yes
56	Latrail Cole	Cole	Giovanni Quinese	6	2	0	2	10	Yes
57	Lisa Gillyn	King	David	2	1	0	0	3	No
58	Lori McMillon	Draper	Jazmyn Teiara	5	2	2	2	11	Yes
59	Lori Williams	Williams	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
63	Marion Sisk	King Sisk	Diamond Melvin	6	2	0	2	10	Yes
64	Marisa Wheeler	McQueen	Christina	4	2	1	1	8	No
65	Marlee Yekeh	Yekeh	Kyla	5	1	1	0	7	No
66	Mary Katherine	Sanders Spencer	Damya Darian	3	1	1	1	6	No
67	Mary Porter	Kelly	Almani TaAlya	6	2	1	3	11	Yes
68	Maurice Dixon	Dixon	Diamond Kaylan	2	0	0	0	2	No
69	Meysha Boatman	Johnson	Amarae 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 Bufford	Bufford	Julius	6	2	1	2	11	Yes
77	Natasha Dixon	Dixon	Micheala	3	1	1	2	7	No
78	Natasha Goodlow	Goodlow Goodlow Phillips	Tiara Tyiana Tyrus	7	2	1	1	11	Yes
79	Natia Buford	Buford	Devine Nassor	4	2	2	2	10	Yes
80	Nicole Fair	Jackson	Hailey	7	2	1	4	14	Yes
81	Nosha 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	Pearlenne Roberson	Smith	Symone	7	2	1	4	14	Yes
85	Rasheda Kimbrough	Caldwell Kimbrough	Jeshawn Lachan	5	2	0	3	10	Yes
86	Rebekah Segura	Segura Segura, Jr.	Javon John	7	2	0	4	13	Yes
87	Roberta Donalds	Donaldson	Marquis	5	1	0	2	8	No
88	Roslyn Triplett	Thomas Jr. Triplett	Victor Alize'	4	1	0	2	7	No
89	Saleemah Hameed	Nichols	Samari	7	2	0	3	12	Yes
90	Samantha Green	Welch	Asia	5	2	1	0	8	No
91	Samuel Reed	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
94	Sharon McGee	Hatcher Watts	Tyrelle Tyesha	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
98	Shella Brown	Brown	Jenayja Jerrell	5	2	1	2	10	Yes
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 Rattray Finch Finch	Kendeja Aryin Ranesha Tarisha	7	2	1	4	14	Yes
101	Sherlynne 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 Maureena	7	1	0	2	10	Yes
110	Tamika Criss	Criss Criss Gatson	Makayla Laquonda Neriah	5	1	0	2	8	Yes
111	Tamika Jones	Jones	Justyn	4	1	0	0	5	No
112	Tasha & Edmond Smith	Smith	Jada	7	2	0	2	11	Yes
113	Tiffany Allen	White	Knowledge						
114	Tiffany Bowman	Anderson Anderson Bowman	Jontawn Michael Shichala	7	2	1	2	12	Yes
115	Tiffany Sheard	McNairy	Ikeya	3	1	0	2	6	No
115	Tracey Luckett	Luckett Luckett III	Joriea Eddie	7	2	1	2	12	Yes
116	Tristica Patrick	Crosby	Cory	7	2	2	4	15	Yes
117	Tyesha Holland	Holland	Sole'a	5	2	1	0	8	No
118	Tyshieka Jones	Armstrong	Amaya	6	2	1	3	12	Yes
119	Valerie Kirksey	Kirksey	Denzel Shadawn	6	2	1	2	11	Yes
120	Victoria Smith-Slamka	Slamka	Can'Tangee	4	1	0	0	5	No
121	Wanda Brown	Brown	Brian	2	0	0	0		No

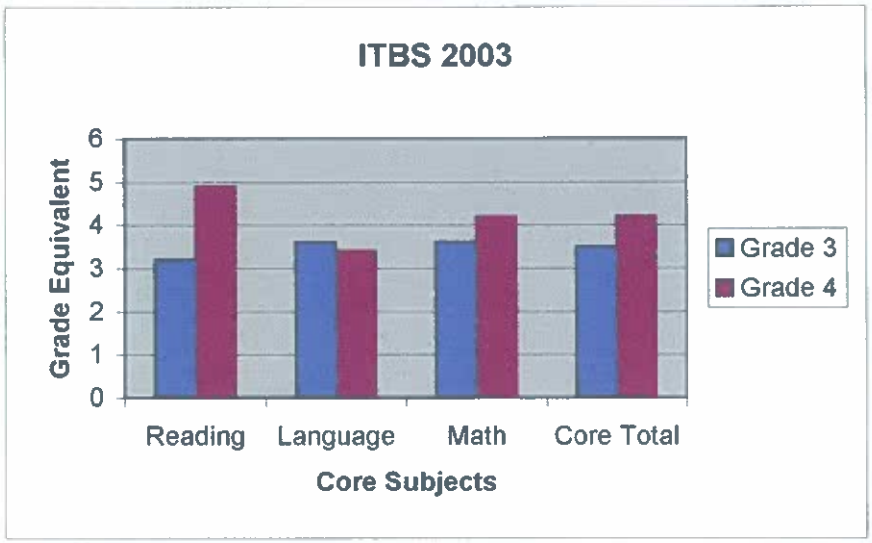
122	William & Keesha Thomas	Thomas Thomas Thomas III	Kayla Samuel William	5	2	1	2	10	No
123	Wrenetta Grissom	Grissom	Javion	7	1	0	2	10	Yes
124	Zachery Reed	Reed	Zachea	6	2	0	3	11	Yes

Revised 9/9/2009 11:57 AM

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

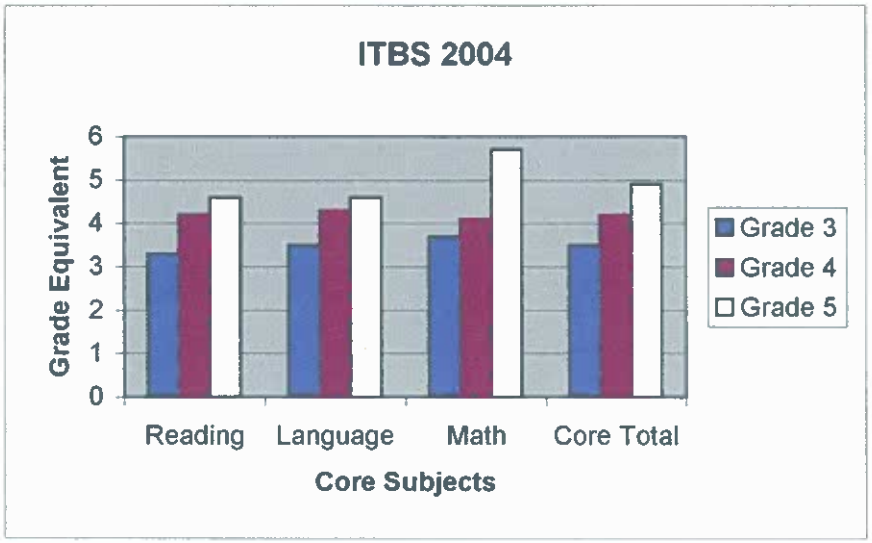
ITBS 2003

	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



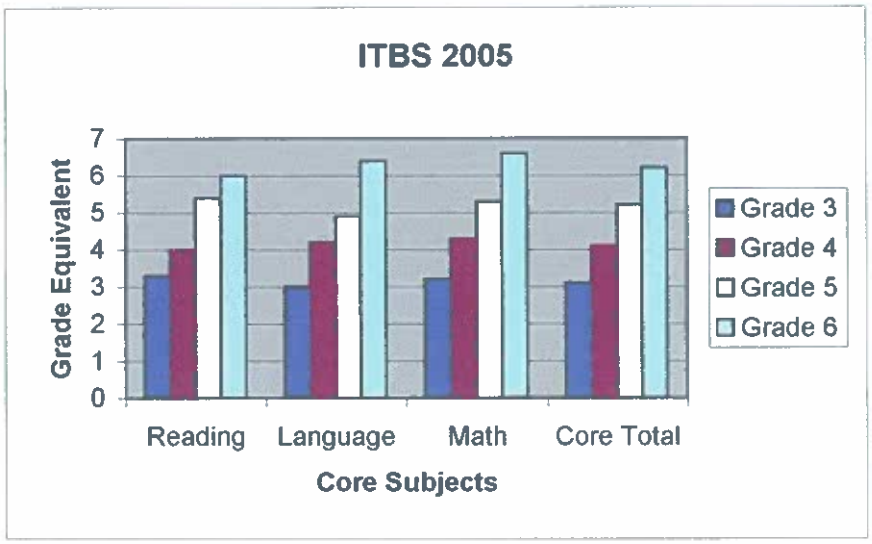
ITBS 2004

	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



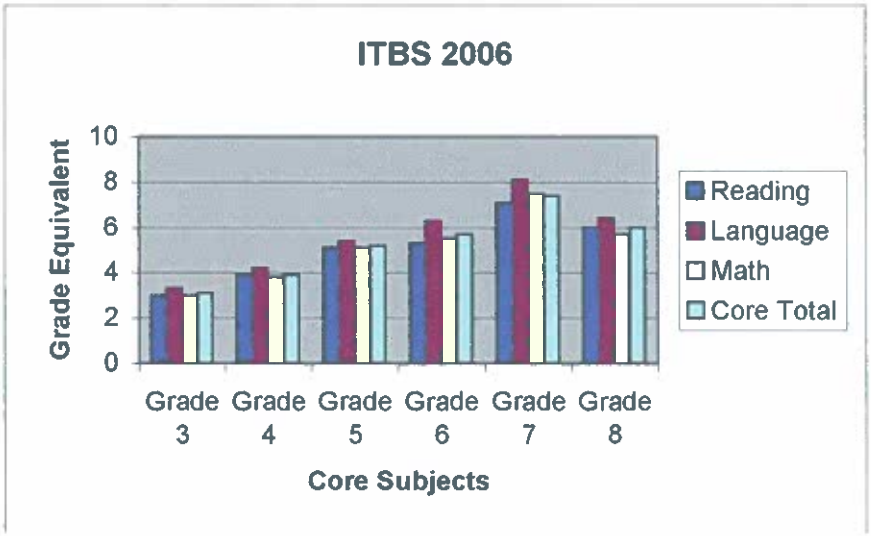
ITBS 2005

	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

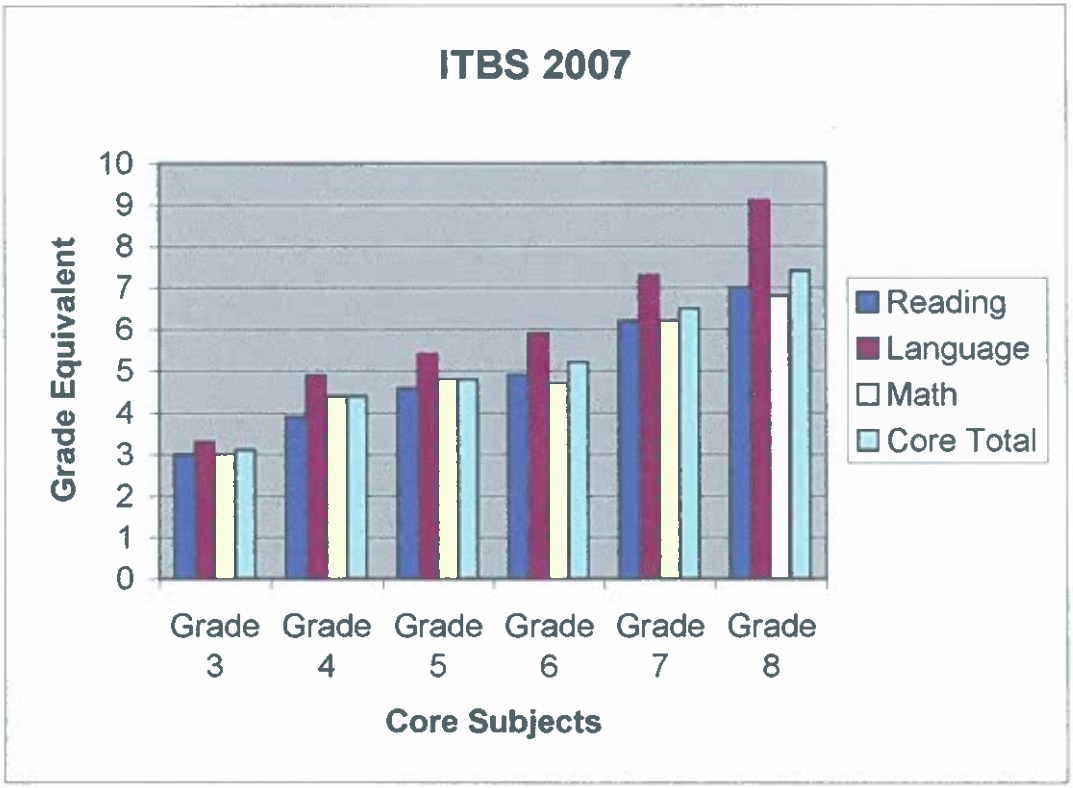


ITBS 2006

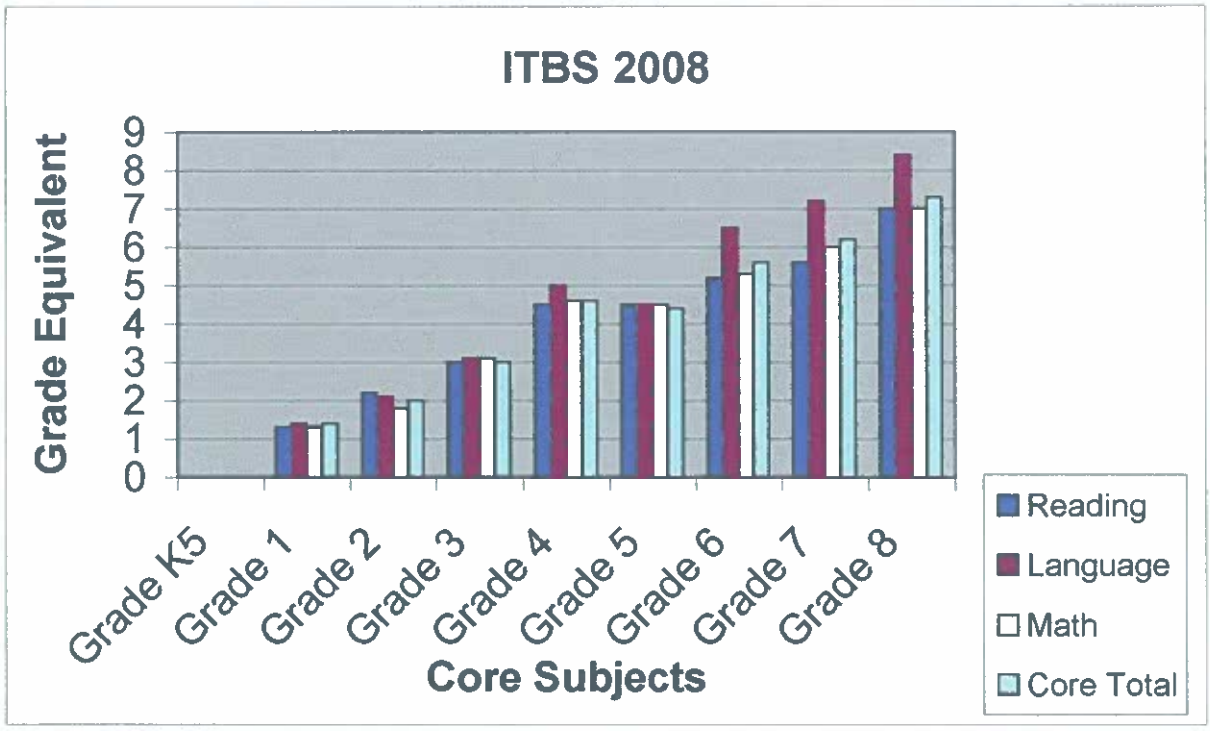
	Reading	Language	Math	Core Total
Grade 3	3	3.3	3	3.1
Grade 4	3.9	4.2	3.8	3.9
Grade 5	5.1	5.4	5.1	5.2
Grade 6	5.3	6.3	5.5	5.7
Grade 7	7.1	8.1	7.5	7.4
Grade 8	6	6.4	5.7	6



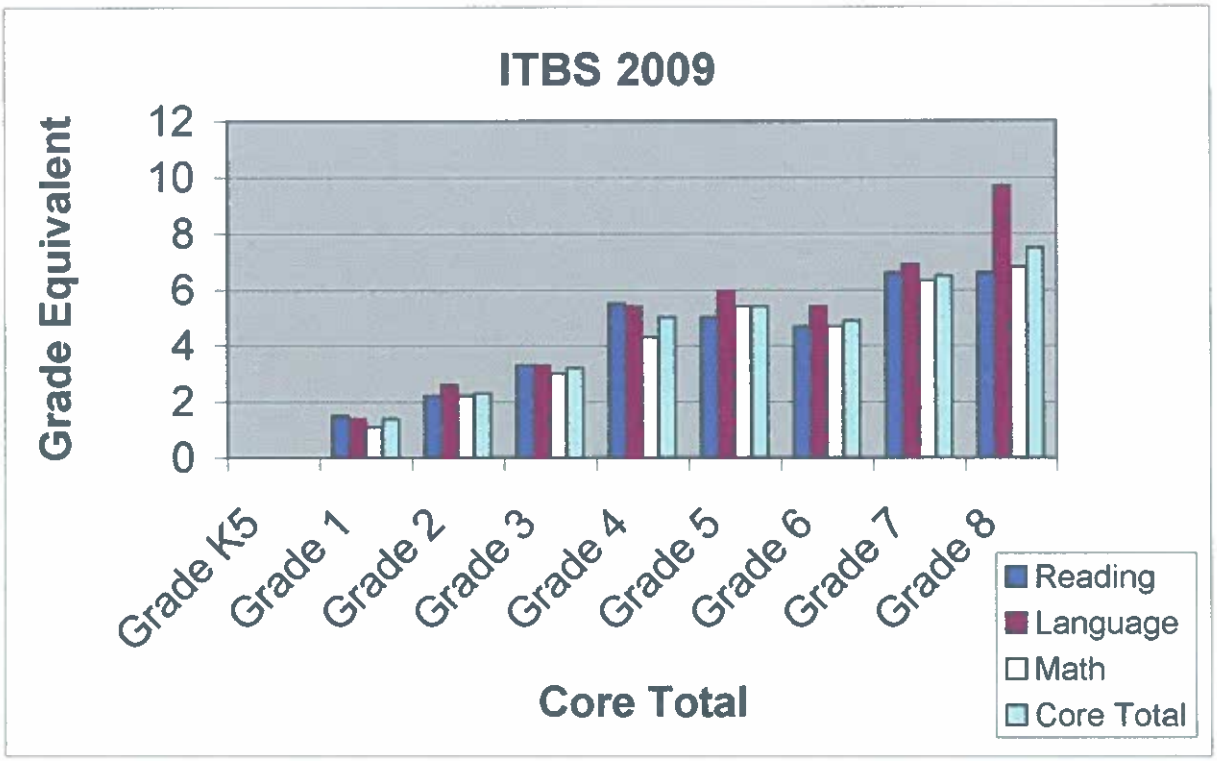
	ITBS 2007			
	Reading	Language	Math	Core Total
Grade 3	3	3.3	3	3.1
Grade 4	3.9	4.9	4.4	4.4
Grade 5	4.6	5.4	4.8	4.8
Grade 6	4.9	5.9	4.7	5.2
Grade 7	6.2	7.3	6.2	6.5
Grade 8	7	9.1	6.8	7.4



	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



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.

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

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

Lee R. McMurrin
Superintendent

Secretary-Business Manager

Bill Larkin
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 hereunto affixed this June, 1978.

Phyllis Ernest
President

Richard T. O'Neil
Clerk

Kenneth P. Kinney
Superintendent

Laurence E. Grant
Principal

Mrs. Sam
4th

Serial No.	Last Name	First Name	Middle Name	Graduated	Course
3363589-2	GLOVER	JACQUELINE	RENE	1986	

No. of Credits	No. of Failures	Scholarship Average	Rank in Class	No. in Class

HUG HS RENO NEVADA
GLOVER JACQUELINE 9th

PHY ED 9	D	.50
TYPING I	D	.50
THEATER & TV	C	.50
MATH CONC	D	.50
ENG 9	B	.50

UN 2.50 GPA 1.600 1-83

HUG HS RENO NEVADA
GLOVER JACQUELINE 10th

WORLD GEOG	D	.50
LIFE SPTS 1	C	.50
WORLD HIST	D	.50
FUND OF ENG	D	.50
DR ED 1	D	.50
PHYS SCI	D	.50

UN 3.00 GPA 1.167 1-84

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE	GR.	UNIT
BB101	ACCTG 1	U	0.00
EN623	LANG S LAB	C	0.50
MA911	PREALGEBRA	U	0.00
PE331	LIFE SPT 3	A	0.25
SC201	BIOLOGY 1	U	0.00
SS301	US HIST 1	U	0.00

UN 0.75 GPA 0.727 1-85

SCH-026 HM-306 3363
GLOVER, JACQUEL R

CRSE. #	COURSE	GR.
EN901	COMPETEN 4	D 0
HE401	HM EC SR	D 0
MA471	COMPETENCY	B 0
PE711	CREAT MOV1	A 0
RD171	COMPT RDG	B 0
SC101	APPL SCI	D 0
AC501	JR ACHIEVE	P 0

UN 3.25 GPA 2.000 1-

AC511 JR ACHIEVE P .5

HUG HS RENO NEVADA
GLOVER JACQUELINE 9th

HEALTH 9	U	
TYPING I	D	.50
THEATRE ARTS	D	.50
MATH CONC	U	
ENG 9	D	.50
PHY ED 9	U	

UN 1.50 GPA .500 6-83

HUG HS RENO NEVADA
GLOVER JACQUELINE 10th

MATH CONC	U	
LIFE SPTS 1	B	.50
WORLD HIST	D	.50
FUND OF ENG	U	
ART FOUND	C	.50
CWA	U	

UN 1.50 GPA 1.000 6-84

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE	GR.	UNIT
BB111	ACCTG 1	D	0.50
EN401	COMPOSITN	C	0.50
MA921	PREALGEBRA	U	
PE341	LIFE SPT 4	B	0.25
SC211	BIOLOGY 1	U	
SS311	US HIST 2	U	

UN 1.25 GPA 0.818 6-85

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE	GR.	UNIT
EN911	COMPETEN 4	C	0.50
HE411	HM EC SR	D	0.50
MA481	COMPETENCY	A	0.50
PE721	CREAT MOV2	A	0.25
PE721	CREAT MOV2	A	0.25
RD181	COMPT RDG	B	0.50
SC111	APPL SCI	D	0.50
SS311	US HIST	D	0.50

UN 3.50 GPA 2.286 6-86

SCH-026 HM- 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE	GR.	UNIT
MA917	PREALGEBRA	C	0.50
SS307	US HIST 1	D	0.50

UN 1.00 GPA 1.500 8-85

Lockport Township High School

District Number 205

Lockport, Illinois

This Certifies That

Claudia De Washington

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

Diploma

Given at Lockport, 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. G.

Marquette University High Schoo

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
Diploma in testimony of his proficiency in studies and the esteem in which he is held b

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

Richard J. Jones
P

Daniel A. Laughli

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 PRINTED ON WATERMARKED GROUND ON WHITE PAPER

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
1977-78 S1	Rd 513	READING DISABILITY: DIAGNOSIS & CORRECTION	-	W
1980-81 S2	Rd 513	MICROFILMED OCT 78 READING DISABILITY: DIAGNOSIS & CORRECTION	3	B
1982 SS	Rd 545	Impl the Whole Lang Appr in Elem & Secondary Schools	3	A
	Rd 514	Rd Difficulty: Lab Experience	3	A
1982-83 S1	Rd 512B	CURRICULUM & INSTRUCTION IN READING 7-12	3	A
	PS 549	INDIVIDUAL & FAMILY COUNSELING	2	B+
S2	Ed 521	EDUCATIONAL STATISTICS	2	B
	Ed 510	COMPUTER USE IN THE SCHOOLS	-	W
	RLA 549	MODELS AND PROCESSES OF READING	2	B
	RLA 552	RECENT RESEARCH IN READING	-	W
1983 SS	RLA 539	SUPERV OF READING INSTRUCTION	3	B
	Ed 550	EDUCATIONAL RESEARCH	1	S
	PS 508	ADOLESCENT PSYCHOLOGY	2	B-
1983-84 S1	RLA 552	Recent Research in Reading	2	A
S2	RLA 501A	READING IN BUSINESS & INDUSTRY	2	B
	Beaumier Robert J	SUMMER SESSION 85		
	Ed 514	Analysis of Instruction	3	A- 11.1
	RLA 556GF	Graduate Field Experience	4	S 0
	SEMESTER GPA: 3.70	TOTAL QP: 11.1	CREDITS EARNED: 7	

Graduate Credit accepted from other Universities

Beaumier Robert — SEMESTER 1 1985-86

RLA 521 Rdg/Wrtng in the Cntnt Fld 2 B 6

SEMESTER GPA: 3.00 TOTAL QP: 6 CREDITS EARNED: 2

Beaumier Robert — SUMMER SESSION 1986

RLA 570A Comp App-Rdg & Wrt Prg-Beg 2 B 6

SEMESTER GPA: 3.00 TOTAL QP: 6 CREDITS EARNED: 2

BEAUMIER ROBERT ID 000005392

86-87 SUMMER 1

SED 501 SYMPOSIUM:TRAN ASSMT & TRMT DYSLX B 1.0 3.00

3.00 QP 1.00 GH 3.000 GPA 1.00 CR

MICROFILMED DEC 90

ROBERT J. BEAUMIER ID 000005392

91-92 SPRING

ED 522 HUMAN GRWTH&DEV A 2.0 8.00

11.00QP 3.00GH 3.666GPA 3.00CR

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 Glynn

Interim Registrar

Cardinal Stritch Milwaukee, Wisconsin

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

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

UNIVERSITY OF WISCONSIN–MILWAUKEE GRADUATE TRANSCRIPT

OFFICIAL GRADUATE ACADEMIC RECORD

Issued 17-OCT-2005
Page 1

Name Beaumier,Robert Joseph
SSN 387-44-0500
BA 1968-05-15 Marquette University Milwaukee WI
MAT 1984-05-15 Cardinal Stritch University Milwaukee WI
MLIS 1998-08-15 UW Milwaukee Milwaukee WI

----Academic History----

Program : Library Science Grad NonDegree
1987-05-15 NDC Library Science
Program : Off-Campus Graduate
1988-05-15 Off-Campus Graduate
Program : Library Science Graduate
1995-05-15 Library & Information Science
1997-05-15 Library & Information Science
1998-05-15 Library & Information Science
Program : Library Science Grad NonDegree
1999-05-15 NDC 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 Storytell				
Term GPA: 3.670	GPA Credit: 1.00			3.67	
Cum GPA: 3.670	Cum Totals: 1.00			3.67	
Summer 1988	UWM Credit				
CLT FND 520	Peace Education	3.00	B+	9.99	
Term GPA: 3.330	GPA Credit: 3.00			9.99	
Cum GPA: 3.415	Cum Totals: 4.00			13.68	
Summer 1995	UWM Credit				
L&I SCI 510	Intro Reference Srvc/Resources	3.00	B+	9.99	
L&I SCI 648	Library Materials for Children	3.00	A-	11.01	
Term GPA: 3.500	GPA Credit: 6.00			21.00	
Cum GPA: 3.486	Cum Totals: 10.00			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	Microcomptr-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	GPA Credit: 12.00			45.03	
Cum GPA: 3.622	Cum Totals: 22.00			79.69	
Spring 1996	UWM Credit				
L&I SCI 550	Intro to Information Science	3.00	A	12.00	
L&I SCI 670	Prdctn&Utiztn-Instrl Tech	3.00	A	12.00	
L&I SCI 672	School Libr Media-Prog/Resrces	3.00	A	12.00	
L&I SCI 990	Fieldwork-Libr & Info Sci Srvc	3.00	A	12.00	
Term GPA: 4.000	GPA Credit: 12.00			48.00	
Cum GPA: 3.756	Cum Totals: 34.00				127.69
Summer 1997	UWM Credit				
L&I SCI 640	Mngmnt Library & Info Services	3.00	A-	11.01	
Term GPA: 3.670	GPA Credit: 3.00			11.01	
Cum GPA: 3.749	Cum Totals: 37.00			138.70	
Summer 1998	UWM Credit				
L&I SCI 774	Online Information Retrievel	3.00	A-	11.01	
Term GPA: 3.670	GPA Credit: 3.00			11.01	
Cum GPA: 3.743	Cum Totals: 40.00			149.71	

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				
Term GPA: 4.000	GPA Credit: 3.00			12.00	
Cum GPA: 3.761	Cum Totals: 43.00			161.71	
Fall 2001	UWM Credit				
L&I SCI 757	Libr Svc-Children/Young Adults	3.00	A	12.00	
Term GPA: 4.000	GPA Credit: 3.00			12.00	
Cum GPA: 3.776	Cum Totals: 46.00			173.71	

Summary

CUM GPA CREDITS	46.000
CUM GRADE POINTS	173.710
GRADUATE GPA	3.776

Effective 05-12-1996
-- Wisconsin Department Of Public
-- Instruction Approved Program Completed
-- For Certification As Initial
-- Instructional Library Media Specialist

RAISED SEAL NOT REQUIRED

----End Of Record----

Dale J. Jaffe, INTERIM DEAN GRADUATE S
UNIVERSITY OF WISCONSIN–MILWAU

THE BACK OF THIS DOCUMENT CONTA
FICIAL WATERMARK - HOLD AT AN ANGLE TO VIEW

MARQUETTE UNIVERSITY MILWAUKEE 3, WISCO

SURNAME	FIRST NAME	SECOND NAME
ER	Robert	Joseph

ADDRESS OF STUDENT	CITY	STATE	DATE OF BIRTH	SEX	R
orth 91st Street	Wauwatosa	Wisconsin	June 29, 1945	M	1

CITY	STATE
	Illinois

OF GRADUATION	NAME OF PARENT OR GUARDIAN
te University High School	Lawrence Joseph Beaumier
est Wisconsin Avenue	ADDRESS OF PARENT OR GUARDIAN: 2537 North 91st Street
ee, STATE: Wisconsin	CITY: Wauwatosa, STATE: Wisconsin

	ENTRANCE AND PLACEMENT TESTS	CEEB - SAT VERBAL	CEEB - SAT MATH.	CEEB - ACHIEVEMENT ENGLISH	INT. MATH.	ADV. MATH.
.963						
IN 229		502	604	458	548	

	COLLEGE OR CURRICULUM	CONDITIONS	DATE
er 1963	Liberal Arts	Clear	September 1963

	DATE	HONORS	RANK IN CLASS	G. P. A.
of Arts	June 2, 1968		477 IN 534	2.228

MINOR(S): Philosophy

ENTRANCE UNITS			
English	4	Geometry	1
Latin	4	Trigonometry	½
History	2	College Math	1
Physics	1		
Chemistry	1		
Algebra	2	TOTAL	16½

SUMMARY OF ADVANCED STANDING CREDITS

ACCEPTANCE	SEMESTER HOURS	Q. P. AT C-VALUE	Q. P. AT EARNED VALUE
BY: FROM:			
BY: FROM:			
BY: FROM:			
BY: FROM:			
BY: FROM:			

COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
MESTER 63-64					
003	INTERMEDIATE	B	3	3	9
001	RHET & COMPOSITION 1	C	3	3	6
030	OLD TESTAMENT REVEL	C	2	2	4
080	ANAL GEOM & CALC 1	D	4	4	4
001	FRESHMEN LECTURE	CR			
HOLASTIC WARNING					
			12	12	23
EMESTER 63-64					
081	ANAL GEOM & CALC 2	F	4		
031	CHRIST OF NEW TEST	C	2	2	4
004	INTERMEDIATE	C	3	3	6
001	LOGIC	C	3	3	6
002	RHET & COMPOSITION 2	C	3	3	6
SCHOLASTIC WARNING CONTINUED			15	11	22

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
1ST SEMESTER 64-65						
PHIL	050	PHILOSOPHY OF MAN	B	3	3	9
THEO	032	ORIGINS OF CHURCH	B	2	2	6
HIST	001	GR WSTRN CIV TO 1715	A	3	3	12
SPCH	011	SPEECH IN GROUPS	B	2	2	6
ENGL	005	SURVEY OF ENGL LIT 1	C	3	3	6
SCHOLASTIC WARNING REMOVED						
				13	13	39
2ND SEMESTER 64-65						
SPCH	012	BUS & PROF SPEAKING	W			
POLS	001	AMERICAN NATL GOVT	C	3	3	6
HIST	002	GR WTRN CIV SNC 1715	B	3	3	9
ENGL	006	SURVEY OF ENGL LIT 2	C	3	3	6
MATH	060	BASIC STATISTICS	C	3	3	6
				12	12	27

nine

10 - 36 - 84

52 - 48 - 111

12 2005

Georgia D. McRae

Georgia D. McRae, University Registrar

CARD (2) marquette university
MILWAUKEE, WISCONSIN

60 BEAUMIER
SURNAME

Robert
FIRST NAME

Joseph
SECOND NAME

T NUMBER | M SEX | 1 D | June 29, 1945 DATE OF BIRTH | Chicago, Illinois PLACE OF BIRTH | 2537 North 91st Street; Wauwatosa HOME ADDRESS

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
ER SESSION 1968-69												
C 152	HRM EL ED TCH SOCSTD	B	3	3	9							
C 153	SP MTHD TCH SECONDY	C	2	2	4							
			5	5	13							

MICROFILMED..... SEP 1970

' 2005

Georgia D. McRae

Georgia D. McRae, University Registrar

PUPIL'S SCHOOL RECORD

NAME OF SCHOOL: M. M. Tate

PUPIL'S NAME: Taylor, Bunolea

LAST NAME / MIDDLE NAME / FIRST NAME

ELEMENTARY SCHOOL RECORD

ENTERED FROM: Coffee Creek School

ENTRANCE DATE

ENTRANCE AGE: 6

GRADE

YEAR OF SMALLPOX VAC.

SCHOOL YEAR							
GRADE	1st.	2nd.	3rd.	4th.	5th.	6th.	
SUBJECT							
ARITHMETIC							
ART							
CIVICS OR CITIZENSHIP							
GEOGRAPHY							
GRAMMAR OR LANGUAGE							
HEALTH EDUCATION							
HISTORY OR SOC. SCIENCE							
MUSIC							
PHYSICAL EDUCATION							
READING OR EXPRESSION							
SPELLING							
WRITING							
RANK IN CLASS							
NO. IN CLASS							
DAYS PRESENT							
DAYS ABSENT							
TIMES TARDY							

Jemimy Lowery

DATE OF PROMOTION

DATE OF WITHDRAWAL

HOME ADDRESS OF PUPIL: Rte. 1 Box 78, Marvell Arkansas

DATE OF BIRTH: 10-25-46 | SEX: M (F) | PLACE OF BIRTH: Marvell | BIRTH CERTIFICATE: YES (NO)

FATHER'S NAME: Allie B. Lowery | OCCUPATION: Farmer | NATIONALITY: Am.

MOTHER'S MAIDEN NAME: Zena [redacted] Thomas | OCCUPATION: Farmer | NATIONALITY: Am.

DATE ENTERED: July 14, 1959 | GRADE: 7th | AGE: 14 | ENTERED FROM: Coffee Creek

7th GRADE 1959-60

SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
English		C	B	
Arith		C	B	
Geog.		C	B	
Science		D	C	
Ph. Edu		C		½

DAYS ABSENT | CIT. RATING
DAYS PRESENT | TIMES TARDY

8th GRADE SUBJECTS 1960-61

SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
English		C+	B	
Arith.		B	B-	
History		B	B-	
Science		C	C-	
Phy. Ed.		C	C+	½

DAYS ABSENT: 0 | CIT. RATING
DAYS PRESENT: 173 | TIMES TARDY

9th GRADE 1961-62

SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
Arithmetic		B	B	1
English		B-	A	1
Home Ec.		C-	C	1
Science		D	B	1
Phys. Ed.		C	B	1

DAYS ABSENT | CIT. RATING
DAYS PRESENT | TIMES TARDY

10th GRADE 1962-63

SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
Alg. Gen	36	D	D	1
Biology	36	C	C	1
English	36	A	A	1
Home Ec	36	C	A	1

DAYS ABSENT: 3 | CIT. RATING
DAYS PRESENT: 72 | TIMES TARDY

11th GRADE 1963-64

SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
English		C-	C+	1
Geometry		C	C	1
History		C	B	1
Speech		B	B-	1
Home ec				

DAYS ABSENT | CIT. RATING
DAYS PRESENT | TIMES TARDY

12th GRADE 1964-65

SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
Bus. Math		B	B+	1
English		B+	B	1
Government		C+	B	1
Typing		C+	C	1
French		B	B	1

DAYS ABSENT | CIT. RATING
DAYS PRESENT | TIMES TARDY

DATE OF GRADUATION | RANK IN CLASS: 14 | NUMBER IN CLASS: 95 | COLLEGE ENTERED | DATE

DATE OF WITHDRAWAL | CAUSE OF WITHDRAWAL | TRANSCRIPT SENT TO | DATE

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

OFFICIAL RECORD AND TRANSCRIPT

CHICAGO VOCATIONAL HIGH SCHOOL
2100 E. 87th Street

TUDENT NO. /
AME--WEBB DEBRA DENESE
DDRESS--4933 S WABASH
JARDIAN--WEBB MARY
THERS MAIDEN NAME--BOLES MARY
Y DATE-09/20/74 FROM-(SCHOOL)-01230 DUSABLE HIGH

STUDENT NO.--07173415
BIRTHDATE--03/21/60
BIRTHPLACE--CHICAGO IL
BIRTH VER.--11260524962

DIV.--~~356~~ 841
FEMALE
DIST.13 AREA-A

ATE OF ENTRY _____ FROM _____
ATE OF LEAVING _____ TO _____ SCHOOL
-ENROLLED _____ FROM _____ LEFT _____
RADUATED 6-5-78 (DATE) RANKS 201 IN A CLASS OF 758 SCH. AVE 2.5255 (DATE)

SUMMARY OF TRAIT RATINGS

TRAITS	Above Aver.	Aver.	Below Aver.
COURTESY — ...larly considerate of ...rs in his group, both ...ner and classmates	4		
DEPENDABILITY — ...nt on time regularly ... necessary tools for ... Completes various ...nments	4		
LEADERSHIP — ...tive, executive abil... and good influence ... class and school ...ties	4		
SERVICE — ...tary work in clubs, ...ittees, teams, class ... school activities	4		

...mary of number of teachers giving each rating

SUMMARY OF ACTIVITIES

ACTIVITY	Year 1	2	3	4	Letter or Award

SUMMARY OF ATTENDANCE AND CREDIT DATA

YEAR	Year Ending (Month-Year)	Days Abs.	Times Tardy	Units for yr.	Total Units	Division Teacher
1	6-75	17	0	4¾	4¾	[illegible]
2	6-76	4	4	5¼	10	Kinger
3	7-77	2	1	5¼	15¼	[illegible]
4	6-78	5	1	4¼	19½	[illegible]
5						
6						
7						

NOT FOR CREDIT GRADES

Subject	Date	Grade
DRIVER EDUC.	6-76	P
CONSUMER ED.	6-76	B
PUBLIC LAW 195	6-76	B

...SUBJECTS ...MUCH ...IME TAKE.	Level	Mid.	Final	Unit of Credit	Year
...1	B	A	B	1	75
2	B	C	B	1	76
3		B	B	1	77
		B	B	1	78
...History	B	C	C	1	75
...tory		B	B	1	77
...Hist.		B	B	1	78
...Lit.					
...Soc.					
...ebra					
...	R	D	D	1	75
...	R	D	D	1	76
...ebra					
...metry					
...lgebra					
...alysis					
1					
1					
...ce		C	B	1	77
...n Sci. 7x					
7x					
7x					
...L. 7x					
(7x					
)					
1					

BASIC SKILLS 10X 10X PER WEEK	Level	Mid.	Final	Unit of Credit	Year
Auto I					
Aviation					
Cert Metals (Dtry)					
Electricity					
Electronics					
Graphic Arts (Print)					
Horticulture					
Interior Design					
Machine					
Music ( )					
Plastics					
Sheet Metal					
Tailoring					
Welding					
Wood					
MAJOR BUSINESS SUBJECTS					
Bus. Career Exp. (sept)					
Bus. Comp. & Com. (sept)					
Cl. Bookkeeping (sept)					
Gen. Business (sept)					
Shorthand I (sept)	D	I	76		
Bookkeeping (Yr)					
Cl Off. Prac I 1500 (Yr)					
Sec. Prac. I (Yr)					
Accounting (Sr)					
Business Law (Sr)					
Data Process (Sr)					
Off. Prac. II 1000 (Sr)					
Sec. Prac II (Sr)					
Voc. Typing (Sr)					
40S English	B	I	76		

VOCATIONAL MAJORS 20X PER WEEK	Mid.	Final	Unit of Credit	Year
1) 20X				
1) 20X	C		1	77
1) 20X		B	1	77
1) 20X	B		1	78
		B	1	78
HOME EC. EDUCATION				
Clothmaking				
Foodservice				
Home Ec. Survey	C	C	1	75
MINORS				
Drafting I				
Drafting II				
Music I	B	A	1/2	75
Art I	A	A	1/2	76
Afro-Arts Workshop				
Typing I 150	D	D	1/2	76
Typing II 150				
Typing III 150				
Rel. Off. Prac. (Sr)				
Typo-Design 150				
Gym or ROTC 1	B	C	1/2	75
2	A	A	1/2	76
3	A	A	1/2	77
4	A	A	1/2	78

FAILURES

SUBJECT	MONTH	YEAR

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

EXPLANATION OF MARKS
A—95-100
B—88- 94
C—81- 87
D—75- 80
F—FAILURE

CLASSES MEET FIVE 40-MINUTE PERIODS PER WEEK UNLESS OTHERWISE INDICATED, E.G. (7x) MEANS SEVEN PERIODS PER WEEK, (10x) MEANS 10 PERIODS PER WEEK (20x) MEANS 20 PER PER WEEK

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

EXPLANATION OF SUBJECT LEVELS
1 - STANDARD BELOW REGULAR HIGH SCHOOL STANDARD
- AVERAGE OR ABOVE IN ABILITY AND ACHIEVEMENTS
...L FOR ALL ENTRANCE)
HONOR - COURSE CONTENT ABOVE REGULAR H.S. STANDARD
ADVANCED PLACEMENT - COLLEGE LEVEL COURSE MEETS C.E.E.B. STANDARD

...AL HIGH SCHOOL - 2100 E. 87th Street - Chicago, Illinois 60617

PRINCIPAL'S SIGNATURE Reginald W. Brown

NAME--1588 DEBRA DENESE
ADDRESS--4933 S WABASH
GUARDIAN--WEBB MARY
MOTHERS MAIDEN NAME--BOLES MARY
ENTRY DATE-09/20/74 FROM-(SCHOOL)-01280 DUSABLE HIGH

STUDENT NO.--07173415
BIRTHDATE--03/21/60
BIRTHPLACE--CHICAGO IL
BIRTH VER.--1126082496 2

DIV.--~~2536~~ 341
FEMALE
DIST.13 AREA-A

DATE OF ENTRY _____ FROM _____

DATE OF LEAVING _____ TO _____ SCHOOL

RE-ENROLLED _____ FROM _____ LEFT _____

GRADUATED DATE 6-578 RANKS 201 IN A CLASS OF 758 DATE SCH. AVE 2.5755

SUMMARY OF TRAIT RATINGS

TRAITS	Above Aver.	Aver.	Below Aver.
COURTESY — Regularly considerate of others in his group, both teacher and classmates	4		
DEPENDABILITY — Present on time regularly with necessary tools for work. Completes various assignments	4		
LEADERSHIP — Initiative, executive ability, and good influence class and school activities	4		
SERVICE — Voluntary work in clubs, committees, teams, class school activities	4		

Summary of number of teachers giving each rating

SUMMARY OF ACTIVITIES

ACTIVITY	Year 1	2	3	4	Letter or Award

SUMMARY OF ATTENDANCE AND CREDIT DATA

YEAR	Year Ending (Month-Year)	Days Abs.	Times Tardy	Units for yr	Total Units	Division Teacher
1	6-75	17	0	4½	4½	[illegible]
2	6-76	4	4	5¼	10	Kinzer
3	7-77	2	11	5½	15½	[illegible]
4	6-78	5	1	4½	19½	[illegible]
5						
6						
7						

NOT FOR CREDIT GRADES

Subject	Date	Grade
DRIVER EDUC.	6-76	P
CONSUMER ED.	6-76	B
PUBLIC LAW 195	6-76	A

ENGLISH, MATH, SOCIAL STUD.	Level	Mid.	Final	Unit of Credit	Year
1	R	A	B	1	75
2	R	C	B	1	76
3		B	B	1	77
4		B	B	1	78

Official Report of Test Results

TESTS OF GENERAL EDUCATIONAL DEVELOPMENT

ged SM

issued by

OFFICIAL GED CENTERS of the

GENERAL EDUCATIONAL DEVELOPMENT TESTING SERVICE OF THE AMERICAN COUNCIL ON EDUCATION

Name of Examinee: Davis (Last) Dianne (First) L (Middle)

Address: 3518 N 60th Street
Milwaukee, WI 53216

Reported To:

Phone Number: (414) 875-9993

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

Social Security Number: 398-88-8251

	Test Date	Form	Standard Score	Percentile Rank for U.S.
Test 1: Writing Skills Test	08/13/82		56	
Test 2: Social Studies Test	08/13/82		52	
Test 3: Science Test	08/13/82		54	
Test 4: Interpreting Literature and the Arts	08/13/82		61	
Test 5: Mathematics Test	08/13/82		44	
Total			267	X Passed
Standard Score Average			53	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 retest scores are lower than scores previously achieved, the retest scores are not reported.

Signature of Chief Examiner: Robert Kindrick

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, 1957

D. E. Eglestson — PRESIDENT

Royal B. Emerich — PRINCIPAL

Burton T. Williams — SECRETARY

Leon A. Brittelle — SUPERINTENDENT OF SCHOOLS

SECONDARY SCHOOL RECORD

Gary Public Schools — Tolleston High School

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

HOME ADDRESS 2600 Harrison Street, (Number and Street) Gar,

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

ENTERED Tolleston (Gary, Indiana) School in January 1956 (Month Year)

WAS GRADUATED ☒ WILL BE GRADUATED ☐ WITHDREW ☐ May 1962 (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 →)	8 1958	9 1959	10 1960	11 1961	12 1962	19	Summer	Units*	TEACHERS
ENGLISH	G.S.-A	C	C						1	[illegible]
	I		B						1	[illegible]
	III B			C					1	Dilley
	IV B				C				1	[illegible]
	Speech R			B					1	Bachman
LANG.	Spanish I R			B					1	Gonzalez
MATH.	Algebra I - II	D	C	D					2	Fogerson
	Geometry R		D						1	[illegible]
	Trigonometry					D			.5	Larson
SCIENCE	Bio. Phy. Science	D	D						1	Wallace
	Physics					C			1	Monroe
SOC. STUDIES	World History		B						1	[illegible]
	U. S. History R				C				1	DeLeuceu
	U. S. Government R					C				(Boro Com. Self-Gov.)
	Economics R					C			.5	Gise
	Sociology					B			.5	Crane
ED.	Physical Education	C	C	C					1	Kaus
	Safety					C			.5	Wagner
OTHER SUBJECTS	R.O.T.C.	D	C	C					2	Sgt. Stevens
										M. Thorna 8-14-62
	Total Units	4.5	4.5	5.0	4.5					
	Days Absent	3	0	6	2					
	Times Tardy	0	0	0	1					

Not

Special Er non-college tory.

"x" denote ated course

Physical Sci Bio-Physica are non-coll peratory.

— ½ unit per

14.

*A unit r the study ject one l day for a school yea

APPLICANT RANKS 96 IN A GRADUATING CLASS OF 185 ST

TITLE Registrar

SIGNATURE D. Blakey

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

FORM R

Drivers Training 61-62

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) 777 REGULAR EDUCATION

— *end 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.

THE STATE OF WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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 Burmaster
STATE SUPERINTENDENT

PI-1606 Rev. 1/0

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 20th day of December 1996, at Ripley High School, Lauderdale County, Ripley Tennessee.

ADDRESS OF SCHOOL

THE GREAT SEAL OF THE STATE OF TENNESSEE
XVI
AGRICULTURE
COMMERCE
1796

Jane Nathan
STATE COMMISSIONER OF EDUCATION

Bobby H. Webb
SUPERINTENDENT OF SCHOOLS

Maxine Gay
CHAIRMAN, BOARD OF EDUCATION

Jon Pavletic
PRINCIPAL OF SCHOOL

ED-2357-1

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

COPY APPEARS ACROSS FACE OF ENTIRE DOCUMENT WHEN PHOTOCOPIED. ALTERATIONS SUPERIMPOSE PARTIAL BROWN

000021157

Johnson Stephanie L
452 Otis Dr.
Brownsville TN 38012

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

07/03/08

Dyersburg State Comm College

ECED 1020		EARLY CHILDHOOD DEVELOPMENT	A		3.00	
ECED 2040		FAMILY & COMMUNITY INVOLVEMENT	A		3.00	
ECED 2070		DEVELOPMENT ASSESSMENT	A		3.00	
ECED 2130		CLINICAL PRACTICUM I	B		3.00	
HIST 2010		AMERICAN HISTORY I	B		3.00	
MGT 101		INTRODUCTION TO MANAGEMENT	C		3.00	
MGT 213		SMALL BUSINESS MANAGEMENT	C		3.00	
MIS 111		INTRODUCTION TO COMPUTERS	B		3.00	
			CAREER	HRS ATT	HRS ERN	QP	GPA
					24.00		
Spring Semester 2004							
BIO 131	002	BIOLOGICAL SCIENCE	B	3.00	3.00	9.00	
EDU 230	002	FOUNDATIONS OF EDUCATION	C	3.00	3.00	6.00	
ENG 131	004	COMPOSITION I	A	3.00	3.00	12.00	
MAT 135	008	ALGEBRA	A	5.00	5.00	20.00	
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				14.00	14.00	47.00	3.357
			CAREER	HRS ATT	HRS ERN	QP	GPA
				14.00	38.00	47.00	3.357
Fall 2004							
ENG 132	003	COMPOSITION II	F	3.00	.00	.00	
MUS 235	001	FUNDAMENTALS OF MUSIC	A	3.00	3.00	12.00	
PSY 230	002	HUMAN GROWTH AND DEVELOPMENT	A	3.00	3.00	12.00	
PSY 330	001	THE EXCEPTIONAL LEARNER	B	3.00	3.00	9.00	
SPC 230	004	FOUNDATIONS OF SPEECH	D	3.00	3.00	3.00	
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				15.00	12.00	36.00	2.400
			CAREER	HRS ATT	HRS ERN	QP	GPA
				29.00	50.00	83.00	2.862
Spring 2005							
ART 231	001	FUNDAMENTALS OF ART	A	3.00	3.00	12.00	
ENG 132	014	COMPOSITION II	B (RP)	3.00	3.00	9.00	
HIS 132	001	US HISTORY II	C	3.00	3.00	6.00	
PER 121	001	MODERN DANCE/JAZZ DANCE	A	1.00	1.00	4.00	
PHY 131	004	PHYSICAL SCIENCE	W	3.00	.00	.00	
SOC 344	001	THE FAMILY	A	3.00	3.00	12.00	
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				16.00	13.00	43.00	3.308
			CAREER	HRS ATT	HRS ERN	QP	GPA
				45.00	63.00	126.00	3.231
Fall 2005							
BIO 341	001	ECOLOGY AND ENVIRONMENTAL BIOL	W	4.00	.00	.00	
ENG 221	003	INTRODUCTION TO LITERATURE	D	3.00	3.00	3.00	
PER 114	001	AEROBICS I	A	1.00	1.00	4.00	
PER 223	001	ELEMENTARY GAMES	C	2.00	2.00	4.00	
PER 326	002	FIRST AID AND SAFETY	A	2.00	2.00	8.00	
PSY 131	001	EDUCATIONAL PSYCHOLOGY	A	3.00	3.00	12.00	

A PHOTOCOPY DOCUMENT IS NOT 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

000021157

Johnson Stephanie L
452 Otis Dr.
Brownsville TN 38012

07/03/08

Fall 2007

EDU 430	001 ENHANCED STUDENT TEACHING	A	10.00	10.00	40.00	

	HRS ATT	HRS ERN	QP	GPA
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	

	HRS ATT	HRS ERN	QP	GPA
CURRENT	6.00	6.00	24.00	4.000
CAREER	139.00	147.00	435.00	3.537

COPY APPEARS ACROSS FACE OF ENTIRE DOCUMENT. WHEN PHOTOCOPIED, LIQUID BLEACH TURNS OFFICIAL PAPER BROWN
PHOTOCOPY DOCUMENT IS NOT OFFICIAL

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 Dixson

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

Chairman

Secretary

For the Faculty

President

Dean

7798 North 60th Street
Milwaukee, WI 53223
Tel: (414) 371-9100
Fax: (414) 371-9200

KING'S Academy Christian School

Jackson-Madison County | School System

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

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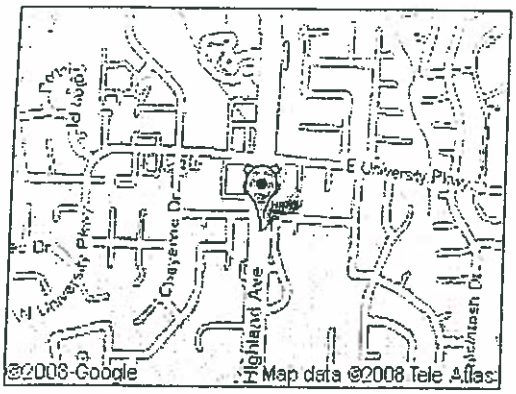
Google northside high school Jackson Tennessee Search Advanced Search Preferences

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

rth Side High School (Jackson, Tennessee) - Wikipedia, the free ...
p 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) - 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 - 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 ...
rth Side High School in Jackson, TN. Back to: Jackson, TN, Tennessee, All US cities.
cuss this school with others on our active Tennessee forum. ...
.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

7798 N. 60TH ST. MILWAUKEE, WI 53223

MADISON COUNTY SCHOOL SYSTEM

son (Last) Jacqueline (First) Ann (Middle)

8-13-64 Date of Birth

Madison Co., Tn. Place

CLASSIFICATION | 10 | 11 | 12 |

4½ 9½ 14½

Birth Certificate Number

t. 5 Jackson, Tn. Address

409-29-7297 Social Security Number

Sex M F

Virgil Dixon Name of Father

Louise Dixon Name of Mother

B Race

SUBJECT	YR.	SEM. 1	SEM. 2	UNIT
LANGUAGE ARTS				
	78-79	A	A	1
H	10	C	C	1
	11	B+	C	1
	12	C	C	1
MATHEMATICS				
ARITH.				
ALGEBRA I	78-79	C	D+	1
ALGEBRA II				
UNIF. GEOM.				
APP. MATH				
ADV. MATH				
SOCIAL STUDIES				
WORLD HIST.				
ANC. HIST.				
MOD. HIST.	11	D-	D	1
AM. HIST.	11	C+	C	1
WRLD. GEOG.				
CIVICS				
ECONOMICS	12	A		
SOCIOLOGY				
PSYCH.				
AM. GOV.				
OTHER				
DR. EDUC.				

SUBJECT	YR.	SEM. 1	SEM. 2	UNIT
SCIENCE				
GEN. SCI.				
PHY. SCI.	78-79	A-	B+	1
BIOLOGY I				
BIOLOGY II				
CHEM. I	10	F69	A+	0
CHEM. II				
PHYSICS				
VOCATIONAL EDUCATION				
AG. I				
AG. II				
AG. III				
AG. IV				
HOME EC. I	78-79	B	B	1
HOME EC. II				
HOME EC. III				
Tailored Dec.	10	B86	B	3
" " II	11	B90	C83	3
FAMILY LIV.				
BLD. TR.				
IND. ARTS				

SUBJECT	YR.	SEM. 1	SEM. 2	UNIT
ART & MUSIC				
ART I				
ART II				
BAND I				
BAND II				
ORCH. I				
ORCH. II				
GEN. MUSIC				
CHORUS				

SUBJECT	YR.	SEM. 1	SEM. 2	UNIT
BUSINESS EDUCATION				
TYPING I L.	11	C	B	1
TYPING II				
S'HAND				
BKKPING I	11	C	C	1
BKKPING II				
GEN. BUS.				
V. O. E.				
P. E. & HEALTH				
P. E. I	78-79	A	A	½
P. E. II	10	—	B	½
P. E. III				
P. E. IV				
HEALTH	10	B	—	½

ATTENDANCE

Grade	Year	Days Belonging	Pres.	Ab.
9	78-79	Bad	Bad	
10	79-80	175	168	7
11	80-81	178	174	5
12	81-82	176	167	9

STAMP GRADING CODE HERE

A — 100-95
B — 94-87
C — 86-76
D — 75-70
F — BELOW 70 (NO CREDIT)
ACCELERATED (ACC.)
AVERAGE (AVG.)
DEVELOPMENTAL (DEV.)

Hon Eng
A & B = 4
C = 3
D = 2

TOTAL UNITS: 18½
MAJOR:
MINORS:
DATE OF GRAD.: May 21, 1982
NO. IN CLASS: 316
RANK IN CLASS: 184
STUDENT'S AV.: 2.5000

NORTH SIDE HIGH SCHOOL
JACKSON, TENNESSEE

Thurman Reynolds
PRINCIPAL

SUPERINTENDENT

TESTS OF GENERAL EDUCATIONAL DEVELOPMENT

ged SM

issued by

OFFICIAL GED CENTERS

of the

GENERAL EDUCATIONAL DEVELOPMENT TESTING SERVICE OF THE AMERICAN COUNCIL ON EDUCATION

Name of Examinee:

Ellis (Last) Sarah (First) E. (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			51	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 retest scores are lower than scores previously achieved, the retest scores are not reported.

Signature of Chief Examiner: Carolyn Gaier

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): 3000520330

Date: 12/03/08

*Pass or Fail as determined by state policy

GEDTS FORM 30/100M - 05/05

MILWAUKEE AREA TECHNICAL COLLEGE

THIS MULTICOLOR BACKGROUND OF THE DOCUMENT CHANGES COLOR GRADUALLY AND EVENLY FROM DARK TO LIGHT WITH DARKER AREAS NEAR THE TOP AND BOTTOM

Ms. Sarah E. Ellis
10339 W Daphne Street
Milwaukee, WI 53224

ID Number: 0018725

Birth Date: 12/03/59

Course		Title	Grd	Repeat	Credits Att	Credits Cmpt	Grade Points	Course Dates	Credit Type	Notes
PSYCH	231	Intro to Psychology	B+		3.00	3.00	9.75000	01/13/93-05/18/93		
FLANG	211	Spanish 1	U		4.00	0.00	0.00000	01/13/93-05/18/93		
		Term SP1993 Totals:			14.00	10.00	25.7500	GPA = 1.8393		
		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 1	A-		3.00	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	190	Choir 1	W	R Repl	0.00	0.00	0.00000	08/30/93-12/22/93		
HIST	218	Nat Amer Hist Cult	B-		3.00	3.00	8.25000	08/30/93-12/22/93		
CSCI	250	Intro to Philosophy	A-		3.00	3.00	11.25000	08/30/93-12/22/93		
H	193	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 = 2.8333		
		Cumulative Totals:			63.00	59.00	177.2500	GPA = 2.8135		
NATSCI	206	Vertebrate Zoology	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	270	Cprt Ap/Lib Art-Sci	W		0.00	0.00	0.00000	06/13/94-07/22/94		
MATH	201	College Algebra	W	R Repl	0.00	0.00	0.00000	06/13/94-07/22/94		
		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	08/28/95-12/20/95		
		Term FA1996 Totals:			0.00	0.00	0.0000	GPA = 0.0000		
		Cumulative Tocals:			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 Credit, ByPass, Special, CLEP and Scholastic Amnesty

SEP 11 2008
Milwaukee Campus
Registrar

No. — DRAKE (Last Name) — KIMBF (First Nam) — --- (Middle Name) — JUN 9 1983 (Graduated) — (Course)

1.25	3	2.135	228	430
redits	No. of Failures	Scholarship Average	Rank in Class	No. in Class

1 22 HM-RM 0235 KIMB 29224

COURSE		GR. UNIT
NG 9	C	.50
PANISH 2	D	.50
LGEBRA	C	.50
RCH	A	.50
E 1/HL 1	C	.50
HYS SCIEN	B	.50

GR PT 2.333 1-80

SCH NO 22 HM-RM 0234 DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
FL741	SPANISH 3	B	.50
EN401	COMPOSITN	D	.50
MA211	GEOMETRY	C	.50
MU351	CHORUS	A	.50
PE211	PHY ED 3 M	B	.25
SC201	BIOLOGY 1	C	.50
SS181	WLD HIST 1	B	.50

UN 3.25 GR PT 2.538 1-81

SCH NO 22 HM-RM 0234 DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
SC401	CHEM 1	D	.50
SS302	US HIST 1	D	.50
FL761	SPANISH 4	U	
EN421	JOURNALISM	D	.50
MA311	ADV MATH 1	D	.50
MU371	CHORUS ADV	A	.50
PE331	LIFE SPT 3M	B	.25

UN 2.75 GR PT 1.462 1-82

SCH NO 22 HM-RM 0234 DRAKE KIME 29224

CRSE. #	COURSE		GR. UNIT
BB501	TYPE 1	C	.50
EN121	BRIT AUTH	C	.50
HE401	HM EC SR 1	B	.50
MU381	A CHOIR	A	.50
MA341	PROB/STAT	D	.50
MA411	ADV MATH 2	D	.50
SX761	ATMOS SCI M	C	.25

UN 3.25 GR PT 2.000 1-83

22 HM-RM 0235 KIMB 29224

COURSE		GR. UNIT
NG 9	B	.50
PANISH 2	B	.50
LGEBRA	C	.50
RCH	B	.50
E 1/HL 1	B	.50
HYS SCIEN	B	.50

GR PT 2.833 6-80

SCH NO 22 HM-RM 0234 DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
EN171	CONTEM LIT	C	.50
FL751	SPANISH 3	B	.50
MA221	GEOMETRY	C	.50
MU351	CHORUS	A	.50
PE221	PHY ED 4 M	C	.25
SC211	BIOLOGY 1	D	.50
SS191	WLD HIST 2	C	.50

UN 3.25 GR PT 2.308 6-81

SCH NO 22 HM-RM 0234 DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
EN431	GREAT WRIT	C	.50
FL771	SPANISH 4	U	
MA321	ADV MATH 1	D	.50
MU371	CHORUS ADV	A	.50
PE341	LIFE SPT 4M	A	.25
SC411	CHEM 1	U	
SS312	US HIST 2	D	.50

UN 2.25 GR PT 1.538 6-82

SCH-022 HM-0234 3346250 DRAKE,KIMBERLY

CRSE. #	COURSE		GR. UNIT
BB511	TYPE 1	D	0.50
EN131	BRIT AUTH	D	0.50
HE411	HM EC SR 2	C	0.50
MA351	PROB/STAT	D	0.50
MA421	ADV MATH 2	D	0.50
MU381	A CHOIR	A	0.50
PE351	LIFE SPT 5	B	0.25
SX771	ATMOS SCI	C	0.25

UN 3.50 GPA 1.786 6-83

Last Name DRAKE First Name KIMBERLY Middle Name ---

Birthday: Month March Day 17 Year 1965 Birthplace

Entered this school on September 4, 1979 from Rufus King Junior High School

Left Returned

Left Returned

Credits sent to:

DATE GRADUATED JUN 9 1983

PERSONALITY RATING LABEL

	Father	Mother	Additional information
Name	Lawrence A. Drake	Marlowe R. Drake	
Residence	5414 N. 67th St.	5414 N. 67th St.	
Birthplace			
Occupation			

Days Absent: 7 8 9 7½ 10 15 11 13 12 14

Times Tardy: 7 8 9 13 10 39 11 14 12 22

DRAKE KIMBERLY
LEVEL 1 FORM A ACADEMIC SKILLS
BD 0365 RDG MATH ENG
SCH 022 NO. ITEMS - 78 48 69
GRADE 10 NO. RIGHT -072 044 064
OCT 1980 NAT'L PR - 92 80 82
STANINE - 8 7 7

DRAKE KIMBERLY
ID - 3346250 SCHOOL - 022
BD - 0365
THE ABOVE HAS SCORED AT OR ABOVE
THE TEST LEVEL SET AS A MINIMUM
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

Activities
DECH - A CHOIR - MONITOR - PAGE - MESSENGER

Honors, Scholarships, etc.

Homeroom Advisor HIDA

Certified as a correct record of the JAMES MADISON High School. Date JUN 9 1983

Counselor [signature]

Principal [signature]

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:

[X] Regular Certification [ ] Limited Certification [ ] Provisional Certification

TO PROVIDE:

[ ] In-Home Child Day Care [X] 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

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.

Peggy Kenner
President

John J. Petersburg
Secretary-Business Manager

Lee R. McMurrin
Superintendent

Robert C. Jones
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

Karen Faye Wilhite

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.

Victoria M. Grip
Dean

MILWAUKEE STRATTON COLLEGE
Est. 1963

Marilyn Lamarche
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

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: 5/7/2002

Retain original for DHFS

4083628 Seria | BROWN Last Name | F | JAMES Middle Name | JUN 1 6 1989 Graduated | Course

DOB: 5/24/70

UNITS EARN. (No. of Credits)	UNITS ATT. (No. of Failures)	NON-GPA UNITS (Scholarship Points)	CUMULATIVE GPA	RANK IN CLASS	NO. IN CLASS
23.50	25.25	0.0	2.774	14	111

ERIC BROWN 4083628

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
Milw. 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

SCH-024 HM-3084 4083628
BROWN, ERIC J

CRSE.#	COURSE	GR.	UNIT	ABS	T
BB311	TYPING 1	C	0.50	6	
EN221	BRIT AUTH	B	0.50	4	
EN304	MAJOR DRAM	B	0.50	8	
EN314	MYTH&FOLK	A	0.50	3	
MA271	ADV MATH 1	D	0.50	6	
PE251	LIFE SPT 3	B	0.25	3	
SC821	PHYSICS 1	B	0.50	4	

HMRM ABS 8 HMRM TARDIES
UNITS 3.25 GPA 2.692 JAN.-8

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	TI
CC815	COMPR LIT	A	0.50	6	
EN231	BRIT AUTH	A	0.50	9	
EN325	THE NOVEL	A	0.50	7	
PE261	LIFE SPT 4	A	0.25	5	
SC831	PHYSICS 1	A	0.50	5	
SP025	CREAT COMM	A	0.50	8	
SS111	AFRO	A	0.50	4	

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.

TER SKILLS:

Basic C and C++ programming skills.
llen-Bradley PLC programming knowledge.
nowledge of Microsoft Power Point and Harvard Graphics presentation program 2.0.
ord Processor skills including Microsoft Word and Word perfect 5.0, 6.0, and 7.0.
miliar with Windows 3.X, Windows NT, Windows 95 and Windows 98.
uch (Wonderware) programming skills.
rienced user of Microsoft Office Suite.
t hardware maintenance using A+ certification texts.

MPL

NT SUMMARY

HOLY REDEEMER EDUCATIONAL COMPLEX

Milwaukee, Wisconsin

igust 20 00
Present

Teacher

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.

T TECHNICAL INSTITUTE

Greenfield, Wisconsin

2001
94 to
97

tructor

Responsibilities:

Instructed students in the practical and theoretical implementation of Electronics Engineering Technology while writing and maintaining course lesson plans. Courses taugh: Introduction to AC and DC circuits, Linear Integrated circuits and Industrial Applications, Programmable Logic C
Electronics, Introduction to Co

ETS

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					

cores will be available for reporting for ten years.

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

MESSAGE CODES

Y SCORE REPORTED TO RECIPIENT LISTED.

PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF 08/18/2007

Passed/not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to each score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

The enclosed score interpretive leaflet provides additional information about state requirements. Passed/not passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

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

La Fullove — First Name Wanetta — Middle Name Jean

Birthday: Month July — Day 5 — Year 1950 — Birthplace Milwaukee

Entered this school on September 2, 1964 from Robert Fulton

Left — Returned

Left 8/1/68 Cr.- U.W. Sheboygan Center — Returned

Jr.-Phi Delta Kappa School, Beta Chi Chapter-3/25/68

Credits sent to: Mil. Educ. Opp. Center 1/29/68

Cr. - WIS. State Univ., Oshkosh - 3/28/68

Cr.-UWM - 10/25/68

DATE GRADUATED JUN 10 1968

Personality Rating		Above Avg
SERIAL NO.	14876	
PERSONALITY RATING		29
ABILITY TO GET ALONG WITH OTHERS	ABOVE	
ABILITY TO THINK	7	
LEADERSHIP	3	
EMOTIONAL CONTROL	5	
COOPERATION	6	
RESPONSIBILITY	7	
WORK HABITS	7	
12-67 TOTALS	5	
NO. OF CARDS 13	COMPOSITE 40	

	Father	Mother
Name	Jesse Fullove	Laura Fullove
Residence	3401 North 13 St.	3401 North 13 St.
Birthplace	Geneva Mississippi	Centerville, Iowa
Occupation	core-maker	Head cook

	7	8	9	10	11	12
Days Absent:			5½	5½	3½	0
Times Tardy:			2	4	5	6

Additional information

Student at 1831 N. 6 Street with grandmother, Mrs. Della Conley

College Entrance Examination Board PRELIMINARY SCHOLASTIC APTITUDE TEST — PSAT

FULLOVE WANETTA J — NAME OF STUDENT

Sex	Grade	Verbal	Math	Verbal	Math	Year
F	JR	31	24	44	02	66

Tests and Scores

FULLOVE WANETTA F CA - 16/09
11A 3-1967 LORGE V NV T
NATL NORMS PR - 34 36 35
TESTS OF ACADEMIC PROGRESS
SS CMP SC RDG MA LIT C
PR - 42 38 09 10 36 45 25

SEX	Selection Score	1-Eng Usage	1-Math Usage	1-Soc St Reading	1-Nat Sci Reading	5-Word Usage	SH Score Percentile	1-Eng Usage	1-Math Usage	1-Soc St Reading	1-Nat Sci Reading	5-Word Usage
F	67	17	10	12	16	12	5	17	3	4	23	3

SCHOOL SCORES — PERCENTILES - College Board Participants

34876
SCAT-STEP
V Q T
PR 12 32 20

FULLOVE WANETTA J — NAME OF STUDENT — 12 67 (MO DATE TESTED, YR) — B C B A (ENG MATH SOC STU SCI HIGH SCHOOL GRADES)

American College Testing Program — C T

STANDARD SCORES	1. ENG	1. MATH	1. SOC. S	1. N. SCI	COMP
	13	11	14	18	14

COLLEGE BOARD PARTICIPANTS	1. ENG	1. MATH	1. SOC. S	1. N. SCI	COMP
	13	09	16	34	13

FULLOVE WANETTA
FALL 1965 10B

RDG	SCI	MATH
49	16	14

34876
DAT
PR

NUM ABIL	MECH REAS
45	05

FULLOVE WANETTA A
SPRING 1965 9A

Activities

Honors, Scholarships, etc.
Service Award

Homeroom Advisor Miss Jeter 203

Riverside High School
1615 E. Locust Street
Milwaukee 11, Wisconsin

Counselor Mr. Lambe

Certified as a correct record of the Riverside High School. Date JUN 10 1968 Principal Ernest Kuenstner

Transfer

Last Name	First Name	Middle Name	Graduated	Course
FULLOVE	Wanetta	Joan	JUN 10 1966	

No. of Failures	Scholarship Average	Rank in Class	No. in Class
0	2.592	89	278

WANETT 34876

RSE	GR.	CREDIT
ISH 1	B	1.00
SCI 1	A	1.00
EN 1	B	1.00
ED 1-2MW	B	.25
US 1	B	1.00

PT 3.250 1-65

FULLOVE WANETT 34876

CRSE. #	COURSE	GR.	CREDIT
143	ENGLISH 3	B	1.00
221	ALGEBRA 1	C	1.00
257	BIOLOGY 1	B	1.00
423	PHY ED 3-4MW	B	.25
521	FRENCH 1	D	1.00
661	TYPE 1	D	.50

CR 4.75 GR PT 2.111 1-66

FULLOVE WANETT 34876

CRSE. #	COURSE	GR.	CREDIT
145	ENGLISH 5	B	1.00
223	GEOM 1	D	1.00
381	A CHOIR	A	.50
425	PHY ED 5-6TT	C	.25
523	FRENCH 3	C	1.00
663	TYPE 3	C	.50

CR 4.25 GR PT 2.250 1-67

FULLOVE WANETT 34876

CRSE. #	COURSE	GR.	CREDIT
147	ENGLISH 7	B	1.00
161	SPEECH 1	A	1.00
347	SOCIOLOGY	A	1.00
381	A CHOIR	A	.50
427	PHY ED 7-8MW	C	.25
461	A & C 1	A	.50

CR 4.25 GR PT 3.647 1-68

ANETT 34876

E	GR.	CREDIT
SH 2	C	1.00
I 2	B	1.00
N 2	B	1.00
1-2MW	B	.25
S 2	B	1.00

PT 2.750 6-65

FULLOVE WANETT 34876

CRSE. #	COURSE	GR.	CREDIT
144	ENGLISH 4	C	1.00
222	ALGEBRA 2	D	1.00
258	BIOLOGY 2	A	1.00
424	PHY ED 3-4TT	B	.25
522	FRENCH 2	D	1.00
662	TYPE 2	C	.50

CR 4.75 GR PT 2.000 6-66

FULLOVE WANETT 34876

CRSE. #	COURSE	GR.	CREDIT
146	ENGLISH 6	B	1.00
224	GEOM 2	C	1.00
381	A CHOIR	A	.50
426	PHY ED 5-6TT	C	.25
524	FRENCH 4	C	1.00
664	TYPE 4	D	.50

CR 4.25 GR PT 2.375 6-67

FULLOVE WANETT 34876 25

CRSE. #	COURSE	GR.	CREDIT
148	ENGLISH 8	B	1.00
162	SPEECH 2	A	1.00
348	ECON 1	B	1.00
381	A CHOIR	A	.50
428	PHY ED 7-8MW	C	.25
462	A & C 2	B	.50

CR 4.25 GR PT 3.294 6-68

CRSE. #	COURSE	GR.	CREDIT
FULLOVE WANETT		34876	
345	US HIST 1	C	1.00
436	DR ED *SUMMER*29	C	.50

CR 1.50 GR PT 8-66

CRSE. #	COURSE	GR.	CREDIT
438	DR ED BTW *SUMMER*29	C	.25

FULLOVE WANET 34876

CRSE. #	COURSE	GR.	CREDIT
346	US HIST 2 *SUMMER*29	B	1.00

CR 1.00 GR PT 8-04

Unofficial

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 L. Pfeiffer
President

Lee R. McMurrin
Superintendent

Secretary-Business Manager

Bill Larkin
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 hereunto affixed this June, 1978.

Phyllis Ernest
President

Richard T. O'Neil
Clerk

Kenneth P. Kimmer
Superintendent

Laurence E. Grant
Principal

Mrs. Sama
4th

3363589-2 — Serial No.
GLOVER — Last Name
JACQUELINE — First Name
RENE — Middle Name
1986 — Graduated
Course

No. of Credits | No. of Failures | Scholarship Average | Rank in Class | No. in Class

HUG HS RENO NEVADA
GLOVER JACQUELINE 9th

PHY ED 9	D	.50
TYPING I	D	.50
THEATER & TV	C	.50
MATH CONC	D	.50
ENG 9	B	.50

UN 2.50 GPA 1.600 1-83

HUG HS RENO NEVADA
GLOVER JACQUELINE 10th

WORLD GEOG	D	.50
LIFE SPTS 1	C	.50
WORLD HIST	D	.50
FUND OF ENG	D	.50
DR ED 1	D	.50
PHYS SCI	D	.50

UN 3.00 GPA 1.167 1-84

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE		GR. UNIT
BB101	ACCTG 1	U	0.00
EN623	LANG S LAB	C	0.50
MA911	PREALGEBRA	U	0.00
PE331	LIFE SPT 3	A	0.25
SC201	BIOLOGY 1	U	0.00
SS301	US HIST 1	U	0.00

UN 0.75 GPA 0.727 1-85

SCH-026 HM-306 33635
GLOVER, JACQUEL R

CRSE. #	COURSE		GR. UNI
EN901	COMPETEN 4	D	0.
HE401	HM EC SR	D	0.
MA471	COMPETENCY	B	0.
PE711	CREAT MOV1	A	0.
RD171	COMPT RDG	B	0.
SC101	APPL SCI	D	0.
AC501	JR ACHIEVE	P	0.

UN 3.25 GPA 2.000 1-8

AC511 JR ACHIEVE P .50

HUG HS RENO NEVADA
GLOVER JACQUELINE 9th

HEALTH 9	U	
TYPING I	D	.50
THEATRE ARTS	D	.50
MATH CONC	U	
ENG 9	D	.50
PHY ED 9	U	

UN 1.50 GPA .500 6-83

HUG HS RENO NEVADA
GLOVER JACQUELINE 10th

MATH CONC	U	
LIFE SPTS 1	B	.50
WORLD HIST	D	.50
FUND OF ENG	U	
ART FOUND	C	.50
CWA	U	

UN 1.50 GPA 1.000 6-84

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE		GR. UNIT
BB111	ACCTG 1	D	0.50
EN401	COMPOSITN	C	0.50
MA921	PREALGEBRA	U	
PE341	LIFE SPT 4	B	0.25
SC211	BIOLOGY 1	U	
SS311	US HIST 2	U	

UN 1.25 GPA 0.818 6-85

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE		GR. UNIT
EN911	COMPETEN 4	C	0.50
HE411	HM EC SR	D	0.50
MA481	COMPETENCY	A	0.50
PE721	CREAT MOV2	A	0.25
PE721	CREAT MOV2	A	0.25
RD181	COMPT RDG	B	0.50
SC111	APPL SCI	D	0.50
SS311	US HIST	D	0.50

UN 3.50 GPA 2.286 6-86

SCH-026 HM-
GLOVER, JACQUEL R 3363589

CRSE. #	COURSE		GR. UNIT
MA917	PREALGEBRA	C	0.50
SS307	US HIST 1	D	0.50

UN 1.00 GPA 1.500 8-85

Lockport Township High School

District Number 205

Lockport, Illinois

This Certifies That

Claudia De Washington

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

Diploma

Given at Lockport, 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

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 & Marilynn 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.

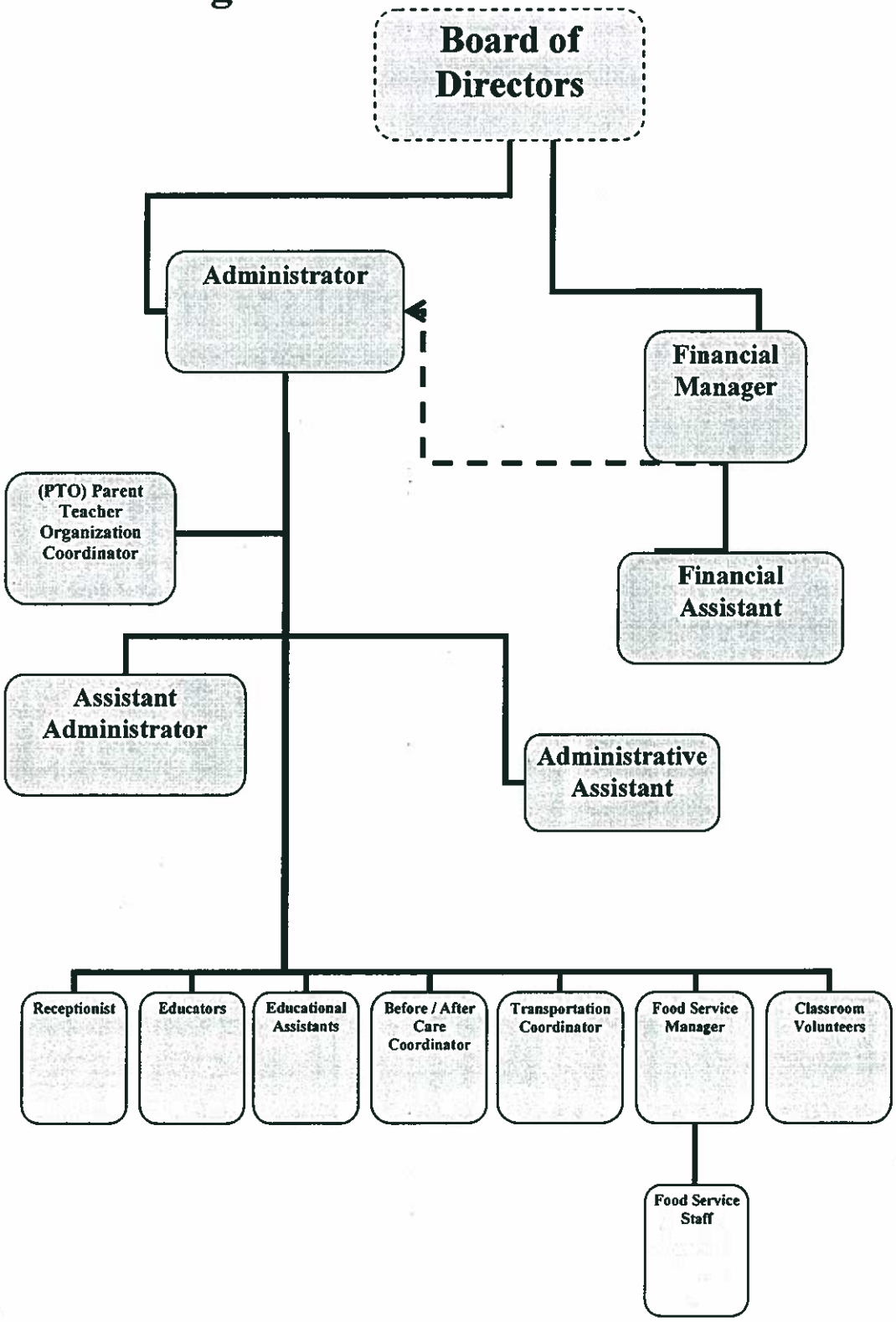
PHILOSOPHY

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.

King's Academy
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
Hanging earrings
(post earrings ok for girls only)
Sweatshirts
Messages in the hair
Tattoos
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/Skorts: **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/Skorts: **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 written policy specifying that the school board retains ownership and possessory control of all pupil lockers and designing 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

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 amended 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 and 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, which 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;

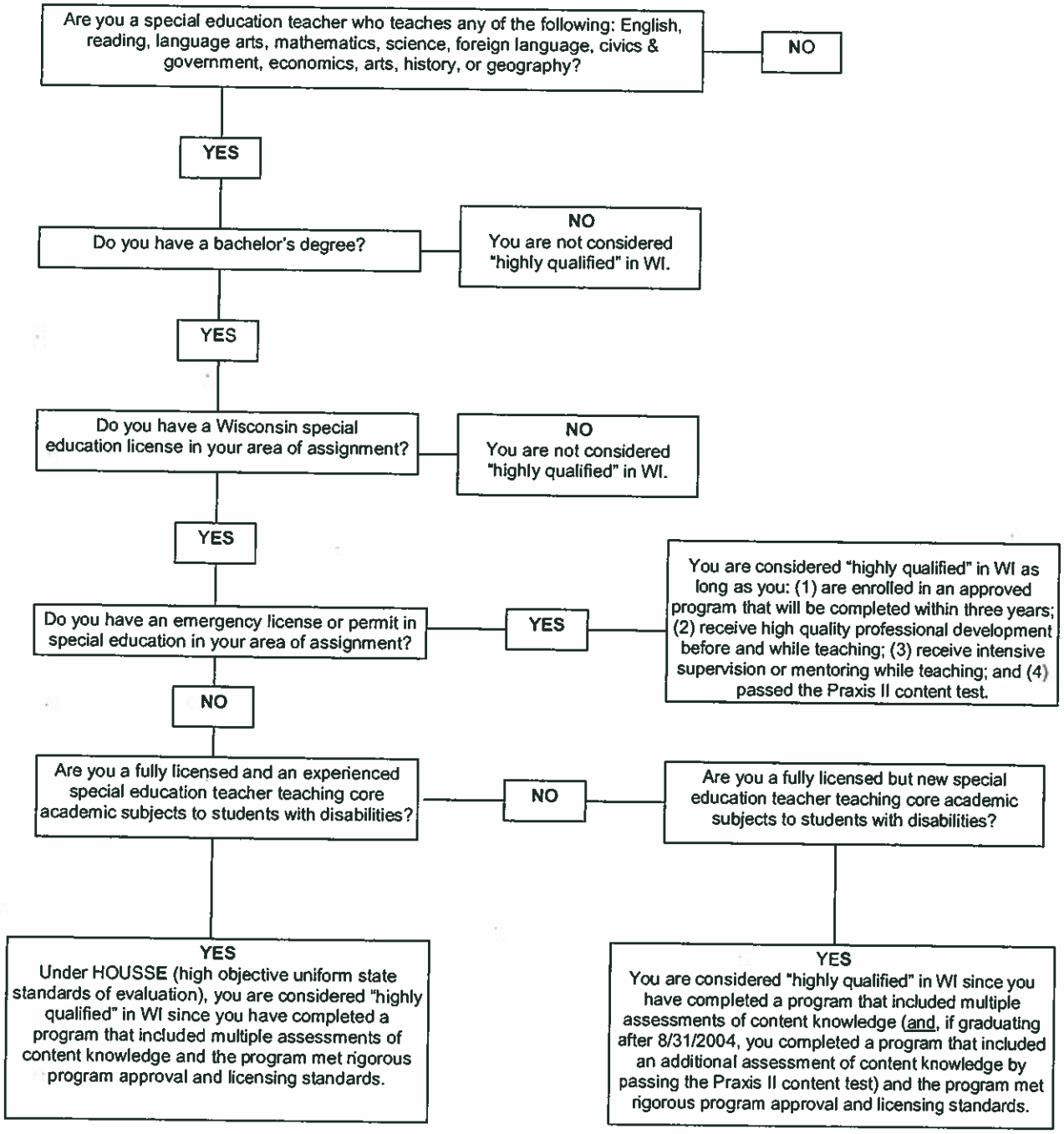
(iii) relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators;

(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

Date of enactment: **April 5, 2006**
Date of publication*: **April 19, 2006**

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) (e), 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 ~~1487~~ 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].

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.

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 ~~1491o~~ 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 ~~1491o~~ 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-

ulum 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) (e) 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 instruction 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) (e) 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) (e) of the statutes is created to read:

115.80 **(1)** (e) 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) (c). 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 education 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 sball 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

[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	1st grade	X
Ellis, Sarah	Full-time	2008	BA-1999	NONE	NONE	NONE	2nd grade	X
Steward, Claudia	Full-time	2004	BS-1994 BA-2001	Ohio Wisconsin	Elem Ed 1-8	2013	3rd grade	X
Summers, Sylvia	Full-time	2005	AAS-2003	NONE	NONE	NONE	4th grade	X
Johnson, Stephanie	Full-time	2009	BA-2007	NONE	NONE	NONE	5th grade	X
Glover, Jacqueline	Full-time	2008	High School Diploma	NONE	NONE	NONE	6th grade	X
Brown, Eric J.	Full-time	2004	BAS-1998	NONE	NONE	NONE	7th grade	X
Evers, Connie	Full-time	2008	BA-2006	NONE	NONE	NONE	8th grade	X
Burdean Black	Full-time	2003	BS-1969	WI	Elem Ed 1-6	2000	Reading Intervention	X
Robert Beaumier	Full-time	2005	MLIS-1998 MAT-1984	WI WI	Libraary 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 Caruthers	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

University of Wisconsin-Whitewater
MS Degree, December 1993
Major: Business Education-Post Secondary

National Louis University, Milwaukee, WI
MAT Degree, June 2005
License MCEA; Grades 1-6

University of Wisconsin-Whitewater
BS Degree, December 1990
Major: Economics
Minor: Business Management

PROFESSIONAL PREPARATION

Principalship Practicum — **Spring 2007**
King's Academy Christian School — Milwaukee, WI
Evelyn Jones – Supervisor / Advisor

Student Teaching / Internship (Grade 3) — **Fall 2004**
King's Academy Christian School — Milwaukee, WI
Evelyn Jones - Cooperating Teacher / Principal

Practicum 2 (Grade 2) — **Fall 2003**
William Bruce Elementary School — Milwaukee, WI
Rachel Wagoner - Cooperating Teacher

Special Education Practicum (Various Grades) — **Spring 2003**
*Henry David Thoreau Elementary School — Milwaukee, WI
Karolyn Winston & Kim Stoke - Coop Teachers
*William Bruce Elementary School — Milwaukee, WI
P. Stevens, K. Mendoza, M. Temple, D. Kulinski - Coop Teachers

Practicum 1 (Grade 6) — **Fall 2002**
Henry David Thoreau Elementary School — Milwaukee, WI
Beth Schefelker - Cooperating Teacher

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 rrecommending 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

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

UNIVERSITY OF WISCONSIN SYSTEM

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

UNIVERSITY OF WISCONSIN 1868 WHITEWATER

James R. 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.

UNIVERSITY OF WISCONSIN 1868

Thomas Thelen
President of the Board

Kenneth A. Shaw
President, University of Wisconsin System

James R. Connor
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.

UNIVERSITY OF WISCONSIN · 1868 · WHITEWATER

President of the Board

President, University of Wisconsin System

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 of the University

Provost

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) 777 REGULAR EDUCATION

— *end 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.

THE STATE OF WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

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 Burmaster
STATE SUPERINTENDENT

(606 Rev. 1/02)

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**

cator License Lookup Introduction: **dpi.wi.gov/tepdl/lisearch.html**

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

A. M. D. G.

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. Jones S.J.
President

Daniel A. Laughlin, S.J.
Principal

ARQUETTE UNIVERSITY MILWAUKEE 3, WISCO

MILLER (SURNAME)	Robert (FIRST NAME)	Joseph (SECOND NAME)	
RESS OF STUDENT: North 91st Street	CITY: Wauwatosa	STATE: Wisconsin	
BIRTH CITY: ago	STATE: Illinois	DATE OF BIRTH: June 29, 1945	SEX: M / R: 1
OL OF GRADUATION: uette University High School	NAME OF PARENT OR GUARDIAN: Lawrence Joseph Beaumier		
West Wisconsin Avenue	ADDRESS OF PARENT OR GUARDIAN: 2537 North 91st Street		
aukee / STATE: Wisconsin	CITY: Wauwatosa	STATE: Wisconsin	

y 1963	ENTRANCE AND PLACEMENT TESTS	CEEB - SAT		CEEB - ACHIEVEMENT			
0 IN 229		VERBAL	MATH.	ENGLISH	INT. MATH.	ADV. MATH.	
		502	604	458	545		

ED: ember 1963	COLLEGE OR CURRICULUM: Liberal Arts	CONDITIONS: Clear	DATE: September 1963
CULATED			
NTED: lor of Arts	DATE: June 2, 1968	HONORS	RANK IN CLASS: 477 IN 534 / G. P. A.: 2.228
ry		MINOR(S): Philosophy	

ENTRANCE UNITS			
English	4	Geometry	1
Latin	4	Trigonometry	½
History	2	College Math	1
Physics	1		
Chemistry	1		
Algebra	2	TOTAL	16½

SUMMARY OF ADVANCED STANDING CREDITS

ACCEPTANCE	SEMESTER HOURS	Q. P. AT C-VALUE	Q. P. AT EARNED VALUE
BY:			
FROM:			
BY:			
FROM:			
BY:			
FROM:			
BY:			
FROM:			
BY:			
FROM:			

	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
SEMESTER 63-64						
	003	INTERMEDIATE				
L	001	RHET & COMPOSITION 1	B	3	3	9
O	030	OLD TESTAMENT REVEL	C	3	3	6
H	080	ANAL GEOM & CALC 1	C	2	2	4
	001	FRESHMEN LECTURE	D	4	4	4
SCHOLASTIC WARNING			CR			
				12	12	23
SEMESTER 63-64						
TH	081	ANAL GEOM & CALC 2	F	4		
EO	031	CHRIST OF NEW TEST	C	2	2	4
T	004	INTERMEDIATE	C	3	3	6
IL	001	LOGIC	C	3	3	6
GL	002	RHET & COMPOSITION 2	C	3	3	6
SCHOLASTIC WARNING CONTINUED				15	11	22

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
1ST SEMESTER 64-65						
PHIL	050	PHILOSOPHY OF MAN	B	3	3	9
THEO	032	ORIGINS OF CHURCH	B	2	2	6
HIST	001	GR WSTRN CIV TO 1715	A	3	3	12
SPCH	011	SPEECH IN GROUPS	B	2	2	6
ENGL	005	SURVEY OF ENGL LIT 1	C	3	3	6
SCHOLASTIC WARNING REMOVED						
				13	13	39
2ND SEMESTER 64-65						
SPCH	012	BUS & PROF SPEAKING	W			
POLS	001	AMERICAN NATL GOVT	C	3	3	6
HIST	002	GR WTRN CIV SNC 1715	B	3	3	9
ENGL	006	SURVEY OF ENGL LIT 2	C	3	3	6
MATH	060	BASIC STATISTICS	C	3	3	6
				12	12	27

10 - 36 - 84

52 - 48 - 111

17 2005

Georgia D. McRae

Georgia D. McRae, University Registrar

Student BEAUMIER, Robert Joseph

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
1ST SEMESTER 65-66						
PHIL	104	THEORY OF ETHICS	C	3	3	6
SOC	001	AMERICAN SOCIETY	D	3	3	3
PHIL	102	METAPHYSICS	B	3	3	9
PSYC	011	GENERAL PSYC 1	C	3	3	6
POLS	179	WORLD AFFAIRS	C	1	1	2
SPCH	012	BUS & PROF SPEAKING	B	2	2	6
THEO	117	PAULINE WRITINGS	W			
				15	15	32
		67 - 63 - 143				
2ND SEMESTER 65-66						
THEO	160	THEO OF SPIRITL LIFE	A	2	2	8
POLS	002	PRIN & PROB OF POLS	C	3	3	6
THEO	150	CATHOLIC MARRIAGE	D	2	2	2
PHIL	103	PHILOSOPHY OF GOD	B	3	3	6
PHIL	114	HIST OF MODERN PHIL	D	3	3	3
PSYC	012	GENERAL PSYC 2	W			
				13	13	25
		80 - 76 - 168				
1ST SEMESTER 66-67						
HIST	004	GRWTH AMER NATION 1	B	3	3	9
PHIL	160	CONTEMP EXISTENTLISM	B	3	3	9
HIST	174	INTEL HIST MOD EUR 1	C	3	3	6
HIST	152	MDRN GERM 1870 TO PR	C	3	3	6
FIAR	025	BASIC MUSIC 1	A	2	2	8
				14	14	38
		94 - 78 - 236				
2ND SEMESTER 66-67						
HIST	187	20 CENTURY EUROPE 2	C	3	3	6
FIAR	026	BASIC MUSIC 2	A	2	2	8
HIST	005	GRWTH AMER NATION 2	C	3	3	6
ECON	020	PRIN OF MACRO ECON	B	3	3	9
HIST	175	INTEL HIST MOD EUR 2	C	3	3	6
PHIL	112	HIST OF ANCIENT PHIL	C	3	3	6
		111 - 107 - 217		17	17	41

9/68- Readmitted and Transferred; Clear.
1/18/68- Withdrew.

Marna D. McRae

Georg... McRae, University Registrar

MARQUETTE UNIVERSITY

(Back of permanent record card)

DEPT.	COURSE NUMBER	TITLE OF COURSE	GRADE	SEM. HRS. ATTEM.	SEM. HRS. EARNED	QUALITY POINTS
1ST SEMESTER 67-68						
ENGL	113	SHAKESPEARE MAJ PLYS	F	3		
ENGL	131	VCTRN PTRY 1837-1900	C	3	3	6
HIST	149	BR EMPIRE SINCE 1815	C	3	3	6
SOC	120	THE FAMILY	C	3	3	6
THEO	152	CHRISTIAN CONT SOC 1	A	2	2	8
				14	11	26
		125 - 15 - 273				
SECOND SEMESTER 1967-68						
EDUC	050	HUMAN DEVEL & LRNING	C	3	3	6
HIST	112	SOC & INTEL HIS US 2	B	3	3	9
HIST	163	LAT AM NATIONL PEROD	B	3	3	9
SOC	180	INTRO TO SOCL WORK	C	3	3	6
THEO	130	CONT ATHSM & THEISM	C	3	3	6
				15	15	36
		140 - 13[illegible] - 309				

SUMMARY OF DEGREE CREDITS

Marquette/Transfer	140	133	312
Advanced Standing			
Total	140	133	312

MICROFILMED..... AUG 21 1968

FIRST SEMESTER 1968-69
EDUC 151 MTHD OF TCHNG SECON

Continued on Second Card if Checked Here

CARD (2) marquette university
MILWAUKEE, WISCONSIN

560 BEAUMIER — SURNAME
Robert — FIRST NAME
Joseph — SECOND NAME

ENT NUMBER | SEX: M | D: 1 | DATE OF BIRTH: June 29, 1945 | PLACE OF BIRTH: Chicago, Illinois | HOME ADDRESS: 2537 North 91st Street; Wauwatosa

Dept.	Course Number	Title Of Course	Grade	Semester Hours Attempted	Semester Hours Earned	Quality Points
MMER SESSION 1968-69						
DUC	152	PRN EL ED TCH SOCSTD	B	3	3	9
DUC	157	SP MTHD TCH SECONDY	C	2	2	4
				5	5	13

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

5-2-13

MICROFILMED..... SEP 1970

7 2005

Georgia D. McRae

Georgia D. McRae, University Registrar

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

UNIVERSITY OF WISCONSIN–MILWAUKEE GRADUATE TRANSCRIPT

OFFICIAL GRADUATE ACADEMIC RECORD

Issued 17-OCT-2005

Name Beaumier,Robert Joseph
SSN 387-44-0500
BA 1968-05-15 Marquette University Milwaukee WI
MAT 1984-05-15 Cardinal Stritch University Milwaukee WI
MLIS 1998-08-15 UW Milwaukee Milwaukee WI

---Academic History---

Program : Library Science Grad NonDegree
1987-05-15 NDC Library Science

Program : Off-Campus Graduate
1988-05-15 Off-Campus Graduate

Program : Library Science Graduate
1995-05-15 Library & Information Science
1997-05-15 Library & Information Science
1998-05-15 Library & Information Science

Program : Library Science Grad NonDegree
1999-05-15 NDC 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 Storytell
Term GPA: 3.670 GPA Credit: 1.00
Cum GPA: 3.670 Cum Totals: 1.00 3.67
3.67

Summer 1988 UWM Credit
CLT FND 520 Peace Education 3.00 B+ 9.99
Term GPA: 3.330 GPA Credit 3.00 9.99
Cum GPA: 3.415 Cum Totals: 4.00 13.66

Summer 1995 UWM Credit
L&I SCI 510 Intro Reference Srvc/Resources 3.00 B+ 9.99
L&I SCI 648 Library Materials for Children 3.00 A- 11.01
Term GPA: 3.500 GPA Credit: 6.00 21.00
Cum GPA: 3.466 Cum Totals: 10.00 34.66

Fall 1995 UWM Credit
L&I SCI 520 Managing Library Collections 3.00 A- 11.01
L&I SCI 530 Intro-Bibliog Control Material 3.00 A 12.00
L&I SCI 632 Microcomptr-Info Rsources Mgmt 3.00 A- 11.01
L&I SCI 858 Library Materials-Young Adults 3.00 A- 11.01
Term GPA: 3.753 GPA Credit: 12.00 45.03
Cum GPA: 3.622 Cum Totals: 22.00 79.69

Spring 1996 UWM Credit
L&I SCI 550 Intro to Information Science 3.00 A 12.00
L&I SCI 670 Prdctn&Utlzin-Instrl Tech 3.00 A 12.00
L&I SCI 672 School Libr Media-Prog/Resrces 3.00 A 12.00
L&I SCI 990 Fieldwork-Libr & Info Sci Srvc 3.00 A 12.00
Term GPA: 4.000 GPA Credit: 12.00 48.00
Cum GPA: 3.756 Cum Totals: 34.00 127.69

Summer 1996 UWM Credit
L&I SCI 640 Mngmnt Library & Info Services 3.00 A- 11.01
Term GPA: 3.670 GPA Credit: 3.00 11.01
Cum GPA: 3.749 Cum Totals: 37.00 138.70

Summer 1998 UWM Credit
L&I SCI 774 Online Information Retrieval 3.00 A- 11.01
Term GPA: 3.670 GPA Credit: 3.00 11.01
Cum GPA: 3.743 Cum Totals: 40.00 149.71

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
Term GPA: 4.000 GPA Credit: 3.00 12.00
Cum GPA: 3.761 Cum Totals: 43.00 161.71

Fall 2001 UWM Credit
L&I SCI 767 Libr Svc-Children/Young Adults 3.00 A 12.00
Term GPA: 4.000 GPA Credit: 3.00 12.00
Cum GPA: 3.776 Cum Totals: 48.00 173.71

Summary

CUM GPA CREDITS	46.000
CUM GRADE POINTS	173.710
GRADUATE GPA	3.776

Effective: 05-12-1996
-- Wisconsin Department Of Public
-- Instruction Approved Program Completed
-- For Certification As Initials.
-- Instructional Library Media Specialist

RAISED SEAL NOT REQUIRED

---End Of Record---

Dale J. Jaffe, INTERIM DEAN GRADUATE SCHOC
UNIVERSITY OF WISCONSI WAUKEE

THE BACK OF THIS DOCUMENT CONTAINS AN ICIAL WATERMARK. HOLD AT AN ANGLE TO VIEW

THE FACE OF THIS DOCUMENT IS ON WATERMARKED PAPER

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
1977-78 S1	RD 513	READING DISABILITY: DIAGNOSIS & CORRECTION	-	W
		MICROFILMED OCT 78		
1980-81 S2	RD 513	READING DISABILITY: DIAGNOSIS & CORRECTION	3	B
1982 SS	Rd 545	Impl the Whole Lang Appr in Elem & Secondary Schools	3	A
	Rd 514	Rd Difficulty: Lab Experience	3	A
1982-83 S1	RD 512B	CURRICULUM & INSTRUCTION IN READING 7-12	3	A
	PS 549	INDIVIDUAL & FAMILY COUNSELING	2	B+
	ED 521	EDUCATIONAL STATISTICS	2	B
S2	ED 510	COMPUTER USE IN THE SCHOOLS	-	W
	RLA 549	MODELS AND PROCESSES OF READING	2	B
	RLA 552	RECENT RESEARCH IN READING	-	W
1983 SS	RLA 539	SUPERV OF READING INSTRUCTION	3	B
	ED 550	EDUCATIONAL RESEARCH	1	S
	PS 508	ADOLESCENT PSYCHOLOGY	2	B-
1983-84 S1	RLA 552	Recent Research in Reading	2	A
S2	RLA 501A	READING IN BUSINESS & INDUSTRY	2	B
	Beaumier Robert J	SUMMER SESSION 85		
	Ed 514	Analysis of Instruction	3	A- 11.1
	RLA 556GF	Graduate Field Experience	4	S 0
	SEMESTER GPA: 3.70	TOTAL QP: 11.1	CREDITS EARNED: 7	

Graduate Credit accepted from other Universities

Beaumier Robert — SEMESTER I 1985-86

RLA 521 Rdg/Wrtng in the Cntnt Fld 2 B 6

SEMESTER GPA: 3.00 TOTAL QP: 6 CREDITS EARNED: 2

Beaumier Robert — SUMMER SESSION 1986

RLA 570A Comp App-Rdg & Wrt Prg-Beg 2 B 6

SEMESTER GPA: 3.00 TOTAL QP: 6 CREDITS EARNED: 2

BEAUMIER ROBERT ID 000005392

86-87 SUMMER 1

SED 501 SYMPOSIUM:TRAN ASSMT & TRMT DYSLX B 1.0 3.00

3.00 QP 1.00 GH 3.000 GPA 1.00 CR

MICROFILMED DEC 90

ROBERT J. BEAUMIER ID 000005392

91-92 SPRING

ED 522 HUMAN GRWTH&DEV A 2.0 8.00

11.00QP 3.00GH 3.666GPA 3.00CR

MICROFILMED OCT 00

Research Approved: JULY 1985

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 Glynn

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 RED BACKGROUND ON WHITE PAPER

CARDINAL STRITCH UNIVERSITY

MILWAUKEE, WISCONSIN

ACCREDITED BY NCA, NCATE

AME BEAUMIER, ROBERT J.
DDRESS 924A SOUTH 19TH STREET
MILWAUKEE, WI 53204
IRTH DATE JUNE 29, 1945
IRTH PLACE
ARENT OR GUARDIAN
DDRESS
OCIAL 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

RANSFER CREDITS ACCEPTED

COURSE	SEM. HRS.	PTS.

DEPT	NO.	COURSE TITLE	SEM. HRS.	GR.	PTS.
		1974-75 SEMESTER 1			
CH	101	PRIN OF PHYSICAL SCIENCES	4	B	12
PS	310	NATURE OF EXCEPTIONAL CHIL	3	D	3
PS	220	CHILD PSYCHOLOGY	3	B	9
ED	217	HEALTH EDUCATION	2	B	6
HS	344	20TH CENTURY AMERICA	3	B	9
			15		39
		1974-75 SEMESTER 2			
PS	310	PSYCH OF EXCEPT CHILD	3	B	9
SED	313	INTRO TO M.R.	3	B	9
SED	308	SPEECH IMPROVEMENT	2	C	4
ED	112	MATH METHODS	-	W	-
RD	309	TEACHING OF READING	3	B	9
ED	202	MUSIC EDUCATION	2	C	4
			13		35
		1975 SUMMER SESSION			
ED	303	GROUP TESTS & MEASUREMENTS	1	B	3
		1975-76 SEMESTER 1			
ED	210	PHY ED METHODS	2	A	8
SED	201	ART EDUCATION	2	B	6
			4		14
		1975-76 SEMESTER 2			
RD	310	IMPLEMENTING READING IN CLSRM		AUDIT	
SED	318	CURRICULUM & INSTR MR	5	C	10
PS	303	PSYCH APPLIED TO TCHNG	3	B	9
ED	300	SPECIFIC AIDING	-	W	-
ED	112	MATH METHODS	1	B	3
MT	100	REAL NOS FOR ELEM TCHRS	3	B	9
		MICROFILMED NOV 76	12		31

DEPT	NO.	COURSE TITLE	SEM. HRS.	GR.	PTS.
		1976-77 SEMESTER 1			
SED	418	STUDENT TEACHING	8	P	-
RD	512A	CURRICULUM & INSTR IN RDG K-8	3	C	6
ED	362	UNDERSTANDING & DEALING WITH PROBLEMS IN CLRM BEHAVIOR	2	C	4
		MICROFILMED OCT 78	13		10
		MICROFILMED OCT 00			

GRADING SYSTEM

E	POINTS
	4
	3
	2
	1

(PASS; NOT INCLUDED IN GRADE POINT)
(INCOMPLETE)
(WITHDRAW
IC (NO GRA EDIT)

Human Relations Requirement Satis

Christine Glynn
Interim Registrar

Completed NCATE Approved Program for Teacher Preparation

Teaching Major SPECIAL EDUCATION
Preparation Level MR: K-12
Date MAY, 1977

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

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.

Elizabeth Burmaster
STATE SUPERINTENDENT

6 Rev. 1/02

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**

d: **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**

se Type: **08 Life License** Validity
on/Level: **27 GRADES 7-12**
ubject: **810 COGNITIVE DISABILITIES**
ow 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**

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

d: **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**

se 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**
ubject: **810 COGNITIVE DISABILITIES**
ow Grade: **07 Seventh Grade** High Grade: **12 Twelfth Grade**

ducator License Lookup Introduction: **dpi.wi.gov/tepdl/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

IE OF M. M. Tate
OOL

Taylor, Bonolea
LAST NAME MIDDLE NAME FIRST NAME

ELEMENTARY SCHOOL RECORD

NTERED FROM Coffee Creek School

NTRANCE ATE GRADE

NTRANCE GE 6 YEAR OF SMALLPOX VAC.

HOME ADDRESS OF PUPIL Rte. 1 Box 78, Marvell, Arkansas

DATE OF BIRTH 10-25-46 SEX M (F) PLACE OF BIRTH Marvell BIRTH CERTIFICATE YES (NO)

FATHER'S NAME Allie K. Lowery OCCUPATION Farmer NATIONALITY Am.

MOTHER'S MAIDEN NAME Ozena (~~[illegible]~~) Thomas OCCUPATION Farmer NATIONALITY Am.

DATE ENTERED July 14, 1959 GRADE 7th AGE 14 ENTERED FROM Coffee Creek

	1st.	2nd	3rd.	4th.	5th.	6th.
CHOOL YEAR						
RADE						
UBJECT						
RITHMETIC						
T						
IVICS OR TIZENSHIP						
EOGRAPHY						
RAMMAR OR NGUAGE						
EALTH UCATION						
STORY OR C. SCIENCE						
USIC						
YSICAL UCATION						
ADING OR PRESSION						
PELLING						
RITING						
NK IN CLASS						
IN CLASS						
YS PRESENT						
YS ABSENT						
IES TARDY						

Jimmy Lowery

TE OF OMOTION

TE OF THDRAWAL

7th GRADE 1959 - 60 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
English		C	B	
Arith		C	B	
Hist.		C	B	
Science		D	C	
Ph. Edu.		C		½

DAYS ABSENT CIT. RATING
DAYS PRESENT TIMES TARDY

8th GRADE 1960 - 61 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
English		C+	B	
Arith.		B	B-	
History		B	B-	
Science		C	C-	
Phy. Ed.		C-	C+	½

DAYS ABSENT 2 CIT. RATING
DAYS PRESENT 173 TIMES TARDY

9th GRADE 1961 - 62 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
Arithmetic		B	B	1
English		B-	A	1
Home Ecs.		C-	C	1
Science		D	B	1
Phys. Ed.		C	B	1

DAYS ABSENT CIT. RATING
DAYS PRESENT TIMES TARDY

10th GRADE 1962 - 63 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
Eng. Grad	36	D	D	1
Biology	36	C	C	1
English	36	A	A	1
Home Ec.	36	C	A	1

DAYS ABSENT 3 CIT. RATING
DAYS PRESENT 174 TIMES TARDY

11th GRADE 1963 - 64 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
English		C-	C+	1
Geometry		C	C	1
History		C	B	1
Speech		B	B-	1
Home Ec				

DAYS ABSENT CIT. RATING
DAYS PRESENT TIMES TARDY

12th GRADE 1964 - 65 SUBJECTS	NO. WKS.	SEM. AVE. 1	SEM. AVE. 2	UN. CR.
Bus. Math		B	B+	1
English		B+	B	1
Government		C+	B	1
Typing		C+	C	1
French		B	B	1

DAYS ABSENT CIT. RATING
DAYS PRESENT TIMES TARDY

DATE OF GRADUATION RANK IN CLASS 14 NUMBER IN CLASS 95 COLLEGE ENTERED DATE

DATE OF WITHDRAWAL CAUSE OF WITHDRAWAL 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**

d: **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/tepdl/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 Milwaukee, Wisconsin

Teacher

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.

April 2000 to August 2001
October 1994 to October 1997

ITT TECHNICAL INSTITUTE Greenfield, Wisconsin

Instructor

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.** — Franksville, Wisconsin

Systems Engineer

Responsibilities:

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** — Glendale, Wisconsin

Battery Technician

Responsibilities:

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.** — Milwaukee, Wisconsin

Field Service Technician

Responsibilities:

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.** — West Allis, Wisconsin

Copier Technician

Responsibilities:

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.

4083628 Seria | BROWN Last Name | F Name | JAMES Middle Name | JUN 1 6 1989 Graduated | Course

DOB: 8/24/70

UNITS EARN. (No. of Credits)	UNITS ATT. (No. of Failures)	NON-GPA UNITS (Scholarship Analysis)	CUMULATIVE GPA	RANK IN CLASS	NO. IN CLASS
23.50	25.25	0.0	2.774	14	111

ERIC BROWN 4083628

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
Milw. 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

SCH-024 HM-3084 4083628
BROWN, ERIC J

CRSE.#	COURSE	GR.	UNIT	ABS TD
BB311	TYPING 1	C	0.50	6
EN221	BRIT AUTH	B	0.50	4
EN304	MAJOR DRAM	B	0.50	8 1
EN314	MYTH&FOLK	A	0.50	3
MA271	ADV MATH 1	D	0.50	6
PE251	LIFE SPT 3	B	0.25	3
SC821	PHYSICS 1	B	0.50	4

HMRM ABS 8 HMRM TARDIES 2
UNITS 3.25 GPA 2.692 JAN.-89

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 TD
CC815	COMPR LIT	A	0.50	6
EN231	BRIT AUTH	A	0.50	9
EN325	THE NOVEL	A	0.50	7
PE261	LIFE SPT 4	A	0.25	5
SC831	PHYSICS 1	A	0.50	5
SP025	CREAT COMM	A	0.50	8
SS111	AFRO	A	0.50	4

HMRM ABS 3 HMRM TARDIES
UNITS 3.25 GPA 4.000 JUNE-89

Spanish 8 D

Morse Jr. H.S. 6-85

OFFICIAL

Last Name BROWN First Name ERIC Middle Name JAMES

Birthday: Month AUGUST Day 24 Year 1970 Birthplace

Entered this school on 9-6-88 from Marshall High School

Left Returned

Left Returned

Credits sent to: Parell Pull 1-10-92

DATE GRADUATED JUN 1 6 1989

Additional Information

~~NORTH DIVISON~~

Competency Status End Grade 8

	Father	Mother
Name	JOHN LEE	BERTHA LEE
Residence		2134 N. 38th St. 53208
Birthplace		
Occupation		

Competency Status End Grade 9

Days Absent: 7 8 9 10 11 12

Times Tardy: 7 8 9 10 11 12

Competency Status End Grade 10

Standardized Test Data Grade 8

Standardized Test Data Grade 10

Competency Status End Grade 11

Standardized Test Data Grade 9

BROWN ERIC J (NAME OF STUDENT)

The American College Testing Program

ACT

Date Tested Mo.	Yr.	High School Grades Eng.	Math.	Soc. S.	N. Sci.
12	88	A	C	A	A

Standard Scores Eng.	Math.	Soc. S.	N. Sci.	Comp.	College Bound Percentiles Eng.	Math.	Soc. S.	N. Sci.	Comp.
19	13	16	24	18	50	33	43	64	45

Competency Status End Grade 12

Activities

1/89STUDENT LEADERSHIP RECOGNITION AWARD
ALL CONFERENCE FIRST & SECOND TEAMS
RUNNING BACK

Honors, Scholarships, etc.

6/89-RAY A. KROC AWARD
6/89-DISTINGUISHED ATHLETE AWARD (MARINES)
HONORS (STUDENT HWHO HAD A MINIMUM OF 3.00 GPA FOR THE FIRST FIVE MARK PERIODS (88-89)

Homeroom Advisor Counselor

Certified a record of the NORTH DIVISION HIGH SCHOOL High S Date JUN 1 6 1989 Principal

ETS

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

st de	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					

cores will be available for reporting for ten years.

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

MESSAGE CODES

Y SCORE REPORTED TO RECIPIENT LISTED

PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF 08/18/2007

ssed/not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to ch score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

1473 UNIV WISCONSIN MILWAUKEE

Based on Test Date

est Date	Test Code	Test Name	Your Highest Score	WI Required Minimum Score	Minimum Score Met/Not Met	WI Required Passing Score	Passed/ Not Passed Status
./09/2007	5720	C-PPST: WRITING	177			174	PASSED

est Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

est Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

The enclosed score interpretive leaflet provides additional information about state requirements. Passed/not passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

PASSED/NOT PASSED INFORMATION BASED ON HIGHEST SCORES EARNED AS OF 08/18/2007

Passed/not passed status provided in this report is based on the passing score in effect on the test date or on the date reported (as indicated next to each score recipient's name). Agencies reserve the right to accept the reporting of scores but not necessarily the passed/not passed status.

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

Test Date	Test Code	Test Name	Your Highest Score	Required Minimum Score	Minimum Score Met/Not Met	Required Passing Score	Passed/ Not Passed Status

The enclosed score interpretive leaflet provides additional information about state requirements. Passed/not passed information not provided if more than one qualifying score is used for a test, or qualifying score is not available.

DETAILED INFORMATION FOR 08/09/2007 TEST DATE

Test Category *	Raw Points Earned	Raw Points Available	Avera Perform. Range
COMPUTERIZED PRE-PROFESSIONAL SKILLS TEST: WRITING			
I. GRAMMATICAL RELATIONSHIPS	5	9	3 - 6
II. STRUCTURAL RELATIONSHIPS	9	14	7 - 11
III. IDIOM AND WORD CHOICE; MECHANICS; NO ERROR	11	15	7 - 11
IV. ESSAY	8	12	7 - 9

* Category-level information indicates the number of test questions answered correctly for relatively small subsets of the questions. Because they are based on small numbers of questions, category scores are less reliable than the official scaled scores, which are based on the full set of questions. Furthermore, the questions in a category may vary in difficulty from one test form to another. Therefore, the category scores of individuals who have taken different forms of the test are not necessarily comparable. For those reasons, category scores should not be considered a precise reflection of a candidate's level of knowledge in that category and ETS recommends that category information not be used to inform any decisions affecting candidates without careful consideration of such inherent lack of

** The range of scores earned by the middle 50% of a group of examinees of appropriate educational level (see interpretive leaflet for details) taking this test during the most recent three academic years. N/C means that this range was not computed because the test was taken by fewer than 30 examinees within the most recent three academic years. N/A indicates that this test section was not taken and, therefore, the information is not applicable

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.

(414)362-1552

6029 West Calumet Road, Milwaukee, Wisconsin 53223

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 Coronet)
- 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 — Tolleston High School

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

HOME ADDRESS 2600 Harrison Street, (Number and Street) Gary

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

ENTERED Tolleston (Gary, Indiana) School in January 1956 (Month Year)

WAS GRADUATED ☒ WILL BE GRADUATED ☐ WITHDREW ☐ May 1962 (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 →)	8 1958	9 1959	10	11 19	12 19	19	Summer	Units*	TEACHERS	Note
ENGLISH	Eng-II	C C							1	Clinton	
	III		B						1	[illegible]	
	IV				C				1	Dilley	Special En non-college tory.
	Speech R					C			1	Moffitt	
LANG.	Spanish I R				B				1	Bachmann	
					B				1	Gonzalez	
MATH.	Alg I - II	D C			D				2	Edwards	
	Gen Math P		P						1	[illegible]	"x" denotes ated course
	Trigonometry					D			.5	Larson	
SCIENCE	Bio Phy. Science	D C							1	Wallace	
	Physics					C			1	Moore	Physical Sci Bio-Physical are non-coll paratory.
SOC. STUDIES	World History		B						1	[illegible]	
	U. S. History R				C				1	DeLeuere	
	U. S. Government R					C				(Bess Eur. Sch.)	Summer
	Economics R					C			.5	Vice	
	Geography					B			.5	Crane	
ED.	Physical Education	C C	C						1	Kary	½ unit per
	Safety					C			.5	Vogel	
OTHER SUBJECTS	R.O.T.C.	D C	C						2	Lt. Stevens	14.
										M. Thomas 5-17-61	*A unit r the study ject one day for a school yea
	Total Units	4.5	4.5	5.0	4.5						
	Days Absent	3	0	1	2						
	Times Tardy	0	0	0	1						

APPLICANT RANKS 96 IN A GRADUATING CLASS OF 185 ST

DATE SIGNATURE D Blakey TITLE Registrar

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

FORM R

Drivers Training 61-62

Jacqueline A. Dixson
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 **Subsitute 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 **Libral Arts/Business**	McKenzie, TN 1/06 to 5/07
Concordia College **Business Managment**	Mequon, WI 8/00 to 6/03
M.A.T.C. **Associate in Arts**	Milwaukee, WI Associate Degree

References: Available upon request

Dr to Jackie Dixson - Wisconsin - 1/7/83
TR To Jacqueline - Wisconsin 5/7/87
TR To. Milwaukee Co. Medical Complex School of Nursing
TR - To. A) Jan. Business College 7-22-03

Dixon, Jacqueline Ann
(Last) (First) (Middle)

ss: Route 5 Jackson, Tn.

es of address:

others	older	younger
ters	older	younger

's Occupation

's Occupation

in family relationship (death, divorce, marriage):

SCHOOL ACTIVITIES

Type	Yr.	Office – Honor – Award
ets Club	1	
Basketball	1,2	
4-H Club	4	
F.H.A	1	
mic Achievement	3,4	
nd Board Program	3	
Chorus Choir		

cores

IMMUNITY STATUS

SHOULD HAVE 4 DPT, 4 POLIO, 1 MEASLES, AND 1 RUBELLA IMMUNIZATION
RECORD DATE OF EACH SHOT.

DPT OR DIPHTHERIA PERTUSSIS (WHOOPING COUGH) TETANUS DATE	POLIO DATE	MEASLES DATE	RUBELLA DATE
1. 12-18-70 (3)	1. 8-18-78 (3)	(2) 1. 1-24-73	(2) 1. 1-24-73
2. 8-18-78 B (4)	2.		
3.	3.	OTHER	OTHER
4.	4.		

SCHOOL HISTORY

Entry (E) Transfer (T) Withdrawal (W) Re-entry (R)

Date	E-T-W-R	School	Reason
8-20-79	E from	Beech Bluff Jr.	To NSHS.

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

Standard Scores — National %-iles

American College Test – Date

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

College Entrance Examination Board

SEE STATE PROFICIENCY TEST KLA 81 03 24
IXSON JACQUELINE GRADE 11 SCHOOL 00570045
6 SPELL 85 LANG 89 READ 80
IRES ABOVE ARE PERCENT CORRECT BY SUBTEST
STATE PROFICIENCY TEST KLA 11/81 2ND ADMINISN
E DIXSON JACQUELINE GRADE 12 SCHOOL 00570045
84 SPELL LANG READ
SCORES ABOVE ARE PERCENT CORRECT BY SUBTEST
72 gtcc
GC - to student (Milwaukee)

DIXSON JACQUEL E JR 25 27
PRELIMINARY SCHOLASTIC APTITUDE TEST PSAT
NL GRADE VERBAL MATH TEAT

ON JACQUELINE GRADE 11
409297297 FEMALE
HSIDE H8 ASVAB 5A
TN CC
4YR COLL. 80 NOV 06
COMPOSITE SCORES

	VE	MA	PS	ME	TT	AA
T	19	17	091	13	28	18
LE	50	40	140	40	70	50
GRADEX	21	23	71	22	30	12
GRADE/SEXX	22	23	64	27	84	13

SUB-TEST SCORES

	GI	NO	AD	WK	AR	BP
CORRECT	06	34	19	11	07	05
POSSIBLE	15	50	30	30	20	20
GRADEX	19	50	83	18	14	12

	MK	EI	MC	GS	SI	AI
CORRECT	10	13	08	08	08	07
POSSIBLE	20	30	20	20	20	20
GRADEX	35	30	45	35	30	49

MADISON COUNTY SCHOOL SYSTEM

CLASSIFICATION | | 10 | 11 | 12 | |
4½ 9½ 14½

ison (Last) Jacqueline (First) Ann (Middle)

8-13-64 Date of Birth

Madison Co., Tn. Place

Birth Certificate Number

Rt. 5 Jackson, Tn. Address

409-29-7297 Social Security Number

Virgil Dixson Name of Father

Louise Dixson Name of Mother

Sex M | F |

Race B

CT	YR.	SEM. 1	SEM. 2	UNIT	SUBJECT	YR.	SEM. 1	SEM. 2	UNIT	SUBJECT	YR.	SEM. 1	SEM. 2	UNIT	SUBJECT	YR.	SEM. 1	SEM. 2	UNIT	SUBJECT	YR.	SEM. 1	SEM. 2	UNIT
LANGUAGE ARTS					MATHEMATICS					SCIENCE					ART & MUSIC					BUSINESS EDUCATION				
	78-79	A	A	1	ARITH.					GEN. SCI.					ART I					TYPING I L.	11	C	B	1
H	10	C	C	1						PHY. SCI.	78-79	A-	B+	1	ART II					TYPING II				
	11	B+	C	1											BAND I									
	12	C	C	1	ALGEBRA I	78-79	C	D+	1	BIOLOGY I					BAND II					S'HAND				
					ALGEBRA II					BIOLOGY II					ORCH. I									
															ORCH. II					BKKPING I	11	C	C	1
					UNIF. GEOM.					CHEM. I	10	F+	Drp	0	GEN. MUSIC					BKKPING II				
										CHEM. II					CHORUS					GEN. BUS.				
					APP. MATH															V. G. E				
					ADV. MATH					PHYSICS														
					SOCIAL STUDIES					VOCATIONAL EDUCATION										P. E. & HEALTH				
					WORLD HIST.					AG. I										P. E. I	78-79	A	A	½
					ANC. HIST.					AG. II										P. E. II	10	—	B	½
	11	D-	D	1	MOD. HIST.					AG. III										P. E. III				
					AM. HIST.	11	C+	C	1	AG. IV										P. E. IV				
					WRLD. GEOG.																			
					CIVICS																			
					ECONOMICS	12	A			HOME EC. I	78-79	B	B	1						HEALTH	10	B	—	½
										HOME EC. II														
										HOME EC. III														
					SOCIOLOGY					Sheet Oc.	10	B86	B	3										
										" " II	11	B90	C83	3										
					PSYCH.					FAMILY LIV.	—													
					AM. GOV.					BLD. TR.														
					OTHER					IND. ARTS														
					DR. EDUC.																			

ATTENDANCE

Grade	Year	Days Belonging	Pres.	Ab.
9	78-79	Beech Bluff		
10	79-80	175	168	7
11	80-81	179	174	5
12	81-82	176	167	9

STAMP GRADING CODE HERE

A — 100-95
B — 94-87
C — 86-76
D — 75-70
F — BELOW 70 (NO CREDIT)
ACCELERATED (ACC.)
AVERAGE (AVG.)
DEVELOPMENTAL (DEV.)

Hon. Eng
A & B = 4
C = 3
D = 2

TOTAL UNITS: 18½
MAJOR:
MINOR:
DATE OF GRAD.: May 21, 1982
NO. IN CLASS: 316
RANK IN CLASS: 184
STUDENT'S AV.: 2.5000

NORTH SIDE HIGH SCHOOL
JACKSON, TENNESSEE

Thurman Reynolds
PRINCIPAL

SUPERINTENDENT

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 Dixson

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

Chairman

Secretary

For the Faculty

President

Dean

7798 North 60th Street
Milwaukee, WI 53223
Tel: (414) 371-9100
Fax: (414) 371-9200

KING'S Academy Christian School

Connie M. Evers

5177 N. Teutonia Ave. #4 Milwaukee, WI. 53209
Phone: (414) 940-0822
E-mail: cmevers59@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→ & Service RRCO's Young Entrepreneurs Program (YEP) gives youth the 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.

Evelyn J. Pfeiffer
President

Lee R. McMurrin
Superintendent

Secretary-Business Manager

Bill Larkin
Principal

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

st Name DAVIS First Name CONNIE Middle Nam MAXINE

thday: Month September Day 2 Year 1959 Birthplace

tered this school on September 5, 1973 from Garden Homes

ft Returned

ft Returned

edits sent to: Self 10/20/94 DATE GRADUATED JUN 16 1977

PERSONALITY RATING LABEL

	Father	Mother	Additional information
me	Leon Davis	Leah Davis	
sidence	4265 N. 26th Str.	Same (445-9321)	
thplace			
cupation			

ys Absent:	7		8		9 7	10	13½	11	23	12	15
nes Tardy:	7		8		9 12	10	15	11	47	12	29

VIS CONNIE SCHOOL - 020
DIFFERENTIAL APTITUDE TESTS
RADE 9 FALL 1973 VR NA
TIONAL PR SCORES 70 65

VR-NA	AR	CS	MR	SR	SP	GR
65	65	10	50	70	20	55

PLACE TEST LABEL HERE

PLACE TEST LABEL HERE

VIS CONNIE ACADEMIC SKILLS
VEL 1 FORM A

	RDG	MATH	ENG
NO. ITEMS -	78	48	69
NO. RIGHT -	054	043	
NAT'L PR -	38	74	
STANINE -	4	6	

10/
H 020
ADE 10
T 1974

PLACE TEST LABEL HERE

PLACE TEST LABEL HERE

Activities

Honors, Scholarships, etc.

neroom Advisor Counselor

tified as a correct record of the RUFUS KING HIGH High School. Date JUN 16 1977 Principal Bill Larkin

Serial	Last Name	Name	Middle Name	Graduated	Course
26610	DAVIS	CONNIE	MAXINE	JUN 16 1977	

No. of Credits	No. of Failures	Scholarship Average	Rank in Class	No. in Class
21.50	3	2.765	34	220

SCH NO 20 HM-RM 0228
DAVIS CONNI 26610

CRSE. #	COURSE	GR.	UNIT CREDIT
1411	ENG 1	A	1.00
2211	ALGEBRA	B	1.00
2551	PHY SCI	B	1.00
3521	URBAN STDY	B	1.00
4211	PE G 1 TR	A	.50
5211	FRENCH 1	A	1.00

UN 5.50 GR PT 3.455 6-74

SCH NO 20 HM-RM 0228
DAVIS CONNI 26610

CRSE. #	COURSE	GR.	UNIT CREDIT
1431	ENGLISH 2	C	1.00
2231	GEOMETRY	C	1.00
2571	BIOLOGY 1	C	1.00
4251	PHY ED G 3TR	B	.50
4271	DANCE MW	A	.50
5231	FRENCH 2	B	1.00
5611	TYPING 1	B	1.00

JN 6.00 GR PT 2.583 6-75

SCH NO 20 HM-RM 0201
DAVIS CONNI 2661C

CRSE. #	COURSE	GR.	UNIT
1131	AMER AUTH	C	1.00
2251	ADV MATH 1	D	1.00
3441	US HISTORY	B	.50
3451	US HISTORY	C	.50
4311	MOD DANCE TR	B	.50
6201	CLOTH/TEXT	A	1.00
6878	DIST ED 1	C	1.00

UN 5.50 GR PT 2.273 6-76

SCH NO 20 HM-RM 03C
DAVIS CONNI 26E

CRSE. #	COURSE	GR.	UNIT
1194	COMM MEDIA	C	.5
1335	JOURNALISM	U	
3794	CHORUS MIX	E	1.0
4465	DR EDUC 1	U	
4481	DR EDUC 2	U	
6898	DIST ED 2	C	1.0
6938	DE OJT	A	2.0

UN 4.50 GR PT 2.435 6-7

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.

Sr. Mary Lee Schneider OSF
President of the University

CARDINAL STRITCH UNIVERSITY
MILWAUKEE 1937 WISCONSIN

Thomas A. Zalesk
Chair, Board of Trustees

ID . ..52392 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	
ASC 012A	COLLEGE READING	DV	B	3.00	0.00	0.00		0.00	
EN 010A	BASIC GRM/COMP	DV	A-	3.00	0.00	0.00		0.00	
MT 010A	FUNDMTLS MATH	DV	A	3.00	0.00	0.00		0.00	
REL 250A	FAITH DEVELPMNT	LC	B-	3.00	3.00	3.00		8.01	
			Term Totals :	15.00	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	TECHNOLGY 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
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	3.3300
			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	
HS 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	CONTMPRY 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	17.00	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 468	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	3.5810
2004 - 2005 : Fall									
PS 303	PSYCH ADV STATS	LC	A-	4.00	4.00	4.00		14.88	
PS 308	PERSONALITY THR	LC	B	3.00	3.00	3.00		9.00	
REL 230	REL DMN SEXLTY	LC	A-	3.00	3.00	3.00		11.01	

Date Printed: 06/29/2006

ID : 462392 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
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	
2005 - 2005 : 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		

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 : 05/21/2006

Major(s)
Psychology

Minor(s)
Religious Studies

Certification(s)

END OF RECORD

Date Printed: 06/29/2006

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 August1992- 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- May1994

- 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.

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

Elizabeth Burmaster
State Superintendent

Not valid if name has been changed or altered. Not valid unless official Wisconsin seal is affixed.

PI-1782-B (Rev.

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.

PRESIDENT OF THE BOARD OF REGENTS

CHANCELLOR, UNIVERSITY OF WISCONSIN-MILWAUKEE

PRESIDENT, UNIVERSITY OF WISCONSIN SYSTEM

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 **2006-Present**
Milwaukee, Wisconsin

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 **2005-2006**
Milwaukee, Wisconsin

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 **2002-2005**
Milwaukee, Wisconsin

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 **1999-2001**
Milwaukee, Wisconsin

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 wee 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 **1997-1999**
Milwaukee, Wisconsin

Receptionist
Responsibilities include:

- Answered phones, transferred calls, scheduled room reservations, sighed 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 **1986-1997**
Milwaukee, Wisconsin

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 **1991-1993**
Milwaukee, Wisconsin

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

3363589-2
Serial No.

GLOVER
Last Name

JACQUELINE
First Name

RENE
Middle Name

1986
Graduated

Course

No. of Credits

No. of Failures

Scholarship Average

Rank In Class

No. In Class

HUG HS RENO NEVADA
GLOVER JACQUELINE 9th

PHY ED 9	D	.50
TYPING I	D	.50
THEATER & TV	C	.50
MATH CONC	D	.50
ENG 9	B	.50

UN 2.50 GPA 1.600 1-83

HUG HS RENO NEVADA
GLOVER JACQUELINE 10th

WORLD GEOG	D	.50
LIFE SPTS 1	C	.50
WORLD HIST	D	.50
FUND OF ENG	D	.50
DR ED 1	D	.50
PHYS SCI	D	.50

UN 3.00 GPA 1.167 1-84

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE	GR.	UNIT
BB101	ACCTG 1	U	0.00
EN623	LANG S LAB	C	0.50
MA911	PREALGEBRA	U	0.00
PE331	LIFE SPT 3	A	0.25
SC201	BIOLOGY 1	U	0.00
SS301	US HIST 1	U	0.00

UN 0.75 GPA 0.727 1-85

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE	GR.	UNIT
EN901	COMPETEN 4	D	0.50
HE401	HM EC SR	D	0.50
MA471	COMPETENCY	B	0.50
PE711	CREAT MOV1	A	0.25
RO171	COMPT ROG	B	0.50
SC101	APPL SCI	D	0.50
AC501	JR ACHIEVE	P	0.50

UN 3.25 GPA 2.000 1-86

AC511 JR ACHIEVE P .50 6

HUG HS RENO NEVADA
GLOVER JACQUELINE 9th

HEALTH 9	U	
TYPING I	D	.50
THEATRE ARTS	D	.50
MATH CONC	U	
ENG 9	D	.50
PHY ED 9	U	

UN 1.50 GPA .500 6-83

HUG HS RENO NEVADA
GLOVER JACQUELINE 10th

MATH CONC	U	
LIFE SPTS 1	B	.50
WORLD HIST	D	.50
FUND OF ENG	U	
ART FOUND	C	.50
CWA	U	

UN 1.50 GPA 1.000 6-84

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE	GR.	UNIT
BB111	ACCTG 1	D	0.50
EN401	COMPOSITN	C	0.50
MA921	PREALGEBRA	U	
PE341	LIFE SPT 4	B	0.25
SC211	BIOLOGY 1	U	
SS311	US HIST 2	U	

UN 1.25 GPA 0.818 6-85

SCH-026 HM-306 3363589
GLOVER, JACQUEL R

CRSE. #	COURSE	GR.	UNIT
EN911	COMPETEN 4	C	0.50
HE411	HM EC SR	D	0.50
MA481	COMPETENCY	A	0.50
PE721	CREAT MOV2	A	0.25
PE721	CREAT MOV2	A	0.25
RO181	COMPT ROG	B	0.50
SC111	APPL SCI	D	0.50
SS311	US HIST	D	0.50

UN 3.50 GPA 2.286 6-86

SCH-026 HM-
GLOVER, JACQUEL R 3363589

CRSE. #	COURSE	GR.	UNIT
MA917	PREALGEBRA	C	0.50
SS307	US HIST 1	D	0.50

UN 1.00 GPA 1.500 8-85

Last Name Glover First Name Jacqueline Middle Name Rene 3363589-2

Birthday: Month 3 Day 24 Year 68 Birthplace Galveston, Texas

Entered this school on 10-16-84 from Hug High School, Reno, Nevada

LeftOver 18 8-26-86 Returned

Left Returned

Self 4/5/95

Credits sent to: UW-Whitewater 12-4-85, UWM 5-23-86

Self 8-26-86 Self 2/17/94 Self 9-24-04, Self 12/12/05

DATE GRADUATED

PERSONALITY RATING LABEL

Father	Lives with Mother	Additional information
Name	Arreader Sallis	
Residence	1916A N. 21st Street 53205	
Birthplace		
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, Scholorships, etc.

Homeroom Advisor

Counselor

Certified as a correct record of the PULASKI High School. Date DEC 1 - 2008 Principal

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
07/03/2008

Order Number	1786296
Name	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:
NO	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

OFFICIAL ACADEMIC DOCUMENT

000021157

Johnson Stephanie L
452 Otis Dr.
Brownsville TN 38012

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

07/03/08

Dyersburg State Comm College

ECED 1020		EARLY CHILDHOOD DEVELOPMENT	A		3.00	
ECED 2040		FAMILY & COMMUNITY INVOLVEMENT	A		3.00	
ECED 2070		DEVELOPMENT ASSESSMENT	A		3.00	
ECED 2130		CLINICAL PRACTICUM I	B		3.00	
HIST 2010		AMERICAN HISTORY I	B		3.00	
MGT 101		INTRODUCTION TO MANAGEMENT	C		3.00	
MGT 213		SMALL BUSINESS MANAGEMENT	C		3.00	
MIS 111		INTRODUCTION TO COMPUTERS	B		3.00	
			CAREER	HRS ATT	HRS ERN	QP	GPA
					24.00		
Spring Semester 2004							
BIO 131	002	BIOLOGICAL SCIENCE	B	3.00	3.00	9.00	
EDU 230	002	FOUNDATIONS OF EDUCATION	C	3.00	3.00	6.00	
ENG 131	004	COMPOSITION I	A	3.00	3.00	12.00	
MAT 135	008	ALGEBRA	A	5.00	5.00	20.00	
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				14.00	14.00	47.00	3.357
			CAREER	HRS ATT	HRS ERN	QP	GPA
				14.00	38.00	47.00	3.357
Fall 2004							
ENG 132	003	COMPOSITION II	F	3.00	.00	.00	
MUS 235	001	FUNDAMENTALS OF MUSIC	A	3.00	3.00	12.00	
PSY 230	002	HUMAN GROWTH AND DEVELOPMENT	A	3.00	3.00	12.00	
PSY 330	001	THE EXCEPTIONAL LEARNER	B	3.00	3.00	9.00	
SPC 230	004	FOUNDATIONS OF SPEECH	D	3.00	3.00	3.00	
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				15.00	12.00	36.00	2.400
			CAREER	HRS ATT	HRS ERN	QP	GPA
				29.00	50.00	83.00	2.862
Spring 2005							
ART 231	001	FUNDAMENTALS OF ART	A	3.00	3.00	12.00	
ENG 132	014	COMPOSITION II	B (RP)	3.00	3.00	9.00	
HIS 132	001	US HISTORY II	C	3.00	3.00	6.00	
PER 121	001	MODERN DANCE/JAZZ DANCE	A	1.00	1.00	4.00	
PHY 131	004	PHYSICAL SCIENCE	W	3.00	.00	.00	
SOC 344	001	THE FAMILY	A	3.00	3.00	12.00	
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				16.00	13.00	43.00	3.308
			CAREER	HRS ATT	HRS ERN	QP	GPA
				45.00	63.00	126.00	3.231
Fall 2005							
BIO 341	001	ECOLOGY AND ENVIRONMENTAL BIOL	W	4.00	.00	.00	
ENG 221	003	INTRODUCTION TO LITERATURE	D	3.00	3.00	3.00	
PER 114	001	AEROBICS I	A	1.00	1.00	4.00	
PER 223	001	ELEMENTARY GAMES	C	2.00	2.00	4.00	
PER 326	002	FIRST AID AND SAFETY	A	2.00	2.00	8.00	
PSY 131	001	EDUCATIONAL PSYCHOLOGY	A	3.00	3.00	12.00	

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OFFICIAL ACADEMIC DOCUMENT

			CURRENT	HRS ATT	HRS ERN	QP	GPA
000021157	Johnson Stephanie L 452 Otis Dr. Brownsville TN 38012			Degree B.A.	Major INT	Grad Date 29 Apr 2007	
			07/03/08				
Fall 2005				15.00	11.00	31.00	2.818
			CAREER	HRS ATT	HRS ERN	QP	GPA
				60.00	74.00	157.00	3.140
Spring 2006							
EDU 330	001 CLASSROOM MANAGEMENT		A	3.00	3.00	12.00	
EDU 336	001 TEACHING IN MIDDLE SCHOOLS		A	3.00	3.00	12.00	
EDU 401	001 FIELD EXPERIENCE I		P	.00	.00	.00	
ENG 221	002 INTRODUCTION TO LITERATURE		B (RP)	3.00	3.00	9.00	
FIN 122	001 PERSONAL FINANCIAL MANAGEMENT		B	2.00	2.00	6.00	
PER 335	001 SCHOOL HEALTH AND NUTRITION		B	3.00	3.00	9.00	
SPN 131	004 ELEMENTARY SPANISH I		A	3.00	3.00	12.00	
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				17.00	17.00	60.00	3.529
			CAREER	HRS ATT	HRS ERN	QP	GPA
				77.00	88.00	214.00	3.344
Summer 2006							
REL 132	001 NEW TESTAMENT		B	3.00	3.00	9.00	
SPC 230	002 FOUNDATIONS OF SPEECH		A (RP)	3.00	3.00	12.00	
SPN 132	001 ELEMENTARY SPANISH II		B	3.00	3.00	9.00	
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				9.00	9.00	30.00	3.333
			CAREER	HRS ATT	HRS ERN	QP	GPA
				86.00	94.00	241.00	3.443
Fall 2006							
BIO 341	001 ECOLOGY AND ENVIRONMENTAL BIOL		A	4.00	4.00	16.00	
EDU 332	002 TESTS AND MEASUREMENTS		B	3.00	3.00	9.00	
EDU 402	001 FIELD EXPERIENCE II		P	.00	.00	.00	
ENG 339	001 TEACHING LANGUAGE ARTS		A	3.00	3.00	12.00	
ORN 110	008 FRESHMAN ORIENTATION		A	1.00	1.00	4.00	
PER 260	001 FITNESS FOR LIFE		A	3.00	3.00	12.00	
PHY 131	002 PHYSICAL SCIENCE		A	3.00	3.00	12.00	
REL 130	002 WORLD RELIGIONS		B	3.00	3.00	9.00	
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				20.00	20.00	74.00	3.700
			CAREER	HRS ATT	HRS ERN	QP	GPA
				106.00	114.00	315.00	3.500
Spring 2007							
BIO 330	001 TEACHING ELEMENTARY SCIENCE		A	3.00	3.00	12.00	
ENG 237	001 CHILDREN'S LITERATURE		C	3.00	3.00	6.00	
GEO 231	001 WORLD GEOGRAPHY		B	3.00	3.00	9.00	
HIS 336	001 METHODS OF TEACH SOCIAL SCI		B	3.00	3.00	9.00	
MAT 330	001 TEACHING ELEM MATH (K-8)		A	3.00	3.00	12.00	
			CURRENT	HRS ATT	HRS ERN	QP	GPA
				15.00	15.00	48.00	3.200
			CAREER	HRS ATT	HRS ERN	QP	GPA
				12[illegible].00	129.00	363.00	3.457
Fall 200[illegible]							

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OFFICIAL ACADEMIC DOCUMENT

E	001 EDUCATION SEMINAR	A	0	2.00	8.00	

		Degree	Major	Grad Date
000021157	Johnson Stephanie L 452 Otis Dr. Brownsville TN 38012	B.A.	INT	29 Apr 2007

07/03/08

Fall 2007

EDU 430	001 ENHANCED STUDENT TEACHING	A	10.00	10.00	40.00	

	HRS ATT	HRS ERN	QP	GPA
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	

	HRS ATT	HRS ERN	QP	GPA
CURRENT	6.00	6.00	24.00	4.000
CAREER	139.00	147.00	435.00	3.537

COPY

PHOTOCOPY OF THIS DOCUMENT IS NOT OFFICIAL

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* 10th *day of* December *1996, at* Ripley *High School,* Lauderdale *County,* Ripley *Tennessee.*

ADDRESS OF SCHOOL

THE GREAT SEAL OF THE STATE OF TENNESSEE
XVI
AGRICULTURE
COMMERCE
1796

STATE COMMISSIONER OF EDUCATION

SUPERINTENDENT OF SCHOOLS

Maxine Gay
CHAIRMAN, BOARD OF EDUCATION

Jon Pavletic
PRINCIPAL OF SCHOOL

ED-2357-1

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

•7524 N. 89th Street • Milwaukee, WI 53224 • joe_kim111@sbcglobal.net • (414) 379-4646•

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 - 08/97**
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, billing, and record keeping.

Skills:
Skilled in data entry and computer graphing [Windows Vista (Microsoft Works Word Processor, Microsoft Word, Lotus Notes, Power Point, Excel and other programs)], using a 10-key calculator, photo copying and faxing (via the fax machine and the computer). In addition, teaching/training, creating curriculums, 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

Serial No.	Last Name	First Name	Middle Name	Graduated	Course
	DRAKE	KIMBE	---	JUN 9 1983	

No. of Credits	No. of Failures	Scholarship Average	Rank in Class	No. in Class
24.25	3	2.135	228	430

SCH NO 22 HM-RM 0235
KIMB 29224

#	COURSE		GR. UNIT
	ENG 9	C	.50
	SPANISH 2	D	.50
	ALGEBRA	C	.50
	ORCH	A	.50
	PE 1/HL 1	C	.50
	PHYS SCIEN	B	.50

00 GR PT 2.333 1-80

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
FL741	SPANISH 3	B	.50
EN401	COMPOSITN	D	.50
MA211	GEOMETRY	C	.50
MU351	CHORUS	A	.50
PE211	PHY ED 3 M	B	.25
SC201	BIOLOGY 1	C	.50
SS181	WLD HIST 1	B	.50

UN 3.25 GR PT 2.538 1-81

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
SC401	CHEM 1	D	.50
SS302	US HIST 1	D	.50
FL761	SPANISH 4	U	
EN421	JOURNALISM	D	.50
MA311	ADV MATH 1	D	.50
MU371	CHORUS ADV	A	.50
PE331	LIFE SPT 3M	B	.25

UN 2.75 GR PT 1.462 1-82

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
BB501	TYPE 1	D	.50
EN121	BRIT AUTH	C	.50
HE401	HM EC SR 1	B	.50
MU381	A CHOIR	A	.50
MA341	PROB/STAT	D	.50
MA411	ADV MATH 2	D	.50
SX761	ATMOS SCI M	C	.25

UN 3.25 GR PT 2.000 1-83

NO 22 HM-RM 0235
KIMB 29224

COURSE		GR. UNIT
ENG 9	B	.50
SPANISH 2	B	.50
ALGEBRA	C	.50
ORCH	B	.50
PE 1/HL 1	B	.50
PHYS SCIEN	B	.50

00 GR PT 2.833 6-80

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
EN171	CONTEM LIT	C	.50
FL751	SPANISH 3	B	.50
MA221	GEOMETRY	C	.50
MU351	CHORUS	A	.50
PE221	PHY ED 4 M	C	.25
SC211	BIOLOGY 1	D	.50
SS191	WLD HIST 2	C	.50

UN 3.25 GR PT 2.308 6-81

SCH NO 22 HM-RM 0234
DRAKE KIMB 29224

CRSE. #	COURSE		GR. UNIT
EN431	CREAT WRIT	C	.50
FL771	SPANISH 4	U	
MA321	ADV MATH 1	D	.50
MU371	CHORUS ADV	A	.50
PE341	LIFE SPT 4M	A	.25
SC411	CHEM 1	U	
SS312	US HIST 2	D	.50

UN 2.25 GR PT 1.538 6-82

SCH-022 HM-0234 3346250
DRAKE,KIMBERLY

CRSE. #	COURSE		GR. UNIT
BB511	TYPE 1	D	0.50
EN131	BRIT AUTH	D	0.50
HE411	HM EC SR 2	C	0.50
MA351	PROB/STAT	D	0.50
MA421	ADV MATH 2	D	0.50
MU381	A CHOIR	A	0.50
PE351	LIFE SPT 5	B	0.25
SX771	ATMOS SCI	C	0.25

UN 3.50 GPA 1.786 6-83

Last Name DRAKE First Name KIMBERLY Middle Name ---

Birthday: Month March Day 17 Year 1965 Birthplace

Entered this school on September 4, 1979 from Rufus King Junior High School

Left Returned

Left Returned

Credits sent to:

DATE GRADUATED JUN 9 1983

PERSONALITY RATING LABEL

	Father	Mother	Additional information
Name	Lawrence A. Drake	Marlowe R. Drake	
Residence	5414 N. 67th St.	5414 N. 67th St.	
Birthplace			
Occupation			

Days Absent: 7 8 9 7½ 10 15 11 13 12 14

Times Tardy: 7 8 9 13 10 39 11 14 12 22

DRAKE KIMBERLY
LEVEL 1 FORM A ACADEMIC SKILLS
BD 0365 RDG MATH ENG
SCH 022 NO. ITEMS - 78 48 69
GRADE 10 NO. RIGHT -072 044 064
OCT 1980 NAT'L PR - 92 80 82
STANINE - 8 7 7

DRAKE KIMBERLY
ID - 3346250 SCHOOL - 022
BD - 0365
THE ABOVE HAS SCORED AT OR ABOVE
THE TEST LEVEL SET AS A MINIMUM
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

Activities
ORCH - ACHOIR - MONITOR - PAGE - MESSENGER

Honors, Scholarships, etc.

Homeroom Advisor HIDA

Certified as a correct record of the JAMES MADISON High School Date JUN 9 1983

Counselor [signature]

Principal [signature]

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:

[X] Regular Certification [ ] Limited Certification [ ] Provisional Certification

TO PROVIDE:

[ ] In-Home Child Day Care [X] 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

The Registry

- 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

Jere L. Wallden, Director

The Registry is a collaboration of: ★ Wisconsin Early Childhood Association (WECA) ★ Wisconsin Family Child Care Association (WFCCA)
Wisconsin Child Care Administrators' Association (WCCAA) ★ Wisconsin School-Age Care Alliance (WISACA) ★ Wisconsin Head Start Association (WHSA)

DEPARTMENT OF JUSTICE CRIME INFORMATION BUREAU
07/24/2008

der Number	1803574
..me	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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STUDENT NO.

OFFICIAL RECORD AND TRANSCRIPT

2100 E. 87th Street

NAME--WEBB DEBRA DENESE
ADDRESS--4933 S WABASH
GUARDIAN--WEBB MARY
MOTHERS MAIDEN NAME--BOLES MARY
ENTRY DATE-09/20/74 FROM-(SCHOOL)-D1280 DUSABLE HIGH

STUDENT NO.--07173415
BIRTHDATE--03/21/60
BIRTHPLACE--CHICAGO IL
BIRTH VER.--1126082496 2

DIV.--~~9563~~ 841
FEMALE
DIST.13 AREA-A

DATE OF ENTRY _____ FROM _____

DATE OF LEAVING _____ TO _____ SCHOOL

RE-ENROLLED _____ FROM _____ LEFT _____

GRADUATED DATE 6-5-78 RANKS 201 IN A CLASS OF 758 SCH. AVE DATE 2.5255

SUMMARY OF TRAIT RATINGS

TRAITS	Above Aver.	Aver.	Below Aver.
COURTESY — regularly considerate of others in his group, both teacher and classmates	4		
DEPENDABILITY — present on time regularly with necessary tools for work. Completes various assignments	4		
LEADERSHIP — initiative, executive ability, and good influence class and school activities	4		
SERVICE — voluntary work in clubs, committees, teams, class and school activities	4		

Summary of number of teachers giving each rating

SUMMARY OF ACTIVITIES

ACTIVITY	Year 1	2	3	4	Letter or Award

SUMMARY OF ATTENDANCE AND CREDIT DATA

YEAR	Year Ending (Month-Year)	Days Abs.	Times Tardy	Units for yr.	Total Units	Division Teacher
1	6-75	17	0	4 3/4	4 3/4	[illegible]
2	6-76	4	4	5 1/4	10	Kenger
3	6-77	2	11	5 1/4	15 1/4	[illegible]
4	6-78	5	1	4 1/4	19 1/2	[illegible]
5						
6						
7						

NOT FOR CREDIT GRADES

Subject	Date	Grade
DRIVER EDUC.	6-76	F
CONSUMER ED.	6-76	B
PUBLIC LAW 195	6-76	B

ENGLISH	Level	Mid.	Final	Unit of Credit	Year
1	R	A	B	1	75
2	K	C	B	1	76
3		B	B	1	77
4		B	A	1	78

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.

Karen Lattimore-Rogers
1928 North 24th Place
Milwaukee, WI 53205
~~414-933-2414~~
531-5194

Objective: To obtain a position in the education field that utilizes my teaching skills

Experience:

Deerwood Christian Educational Center — Brown Deer, WI
Teacher — December 2005 to Present

- Assisted students, individually and in groups, with lesson assignments to present and reinforce learning concepts.
- Conferred with parents on progress of students.
- Prepared lesson plan in assigned area and submitted outline to teacher for review.
- Successfully handled field trips
- Successfully managed a five person team 2006 Summer school age program

Christ the King Baptist Church — Milwaukee, WI
Sunday School Teacher — 2006 to Present

- Teach Sunday school lessons
- Assist in Childrens Worship Service
- Prepare art activities

Wells Fargo Bank — Milwaukee, WI
Teller/Teller Supervisor — 2000 to 2005

- Assist customers in bank related transactions
- Audit and balance cash drawers
- Maintained sales requirements
- Provided direction and assistance to tellers
- Trained and managed tellers and created operational guidelines.

Education:

James Madison High School — Milwaukee, WI
Diploma — June 1981

Bryant & Stratton College — Milwaukee, WI
Associate Degree Fashion Merchandising — June 1983

Milwaukee Area Technical College — Milwaukee, WI
Cutep Program — 2006 to Present

References: Available upon request

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.

Peggy Kenner
President

John J. Petrikin
Secretary-Business Manager

Lee R. McMurrin
Superintendent

Robert C. Jones
Principal

GIVEN AT MILWAUKEE IN THE S[illegible]TE OF WISCONSIN
THIS 12th DAY OF JUNE IN THE Y[illegible] 1981 OF THE LORD

Milwaukee Stratton College

Milwaukee, Wisconsin

On Recommendation of the Faculty and Administration
has conferred upon

Karen Faye Wilhite

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.

Victoria M. Grip
Dean

MILWAUKEE STRATTON COLLEGE
Est. 1963

Marilyn Damasus
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

'er Number	1792001
ı ıe	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

er Number	1786296
e	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 Universitiy, 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.

Lockport Township High School

District Number 205

Lockport, Illinois

This Certifies That

Claudia De Washington

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

Diploma

Given at Lockport, 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 Burmaster
STATE SUPERINTENDENT

1/02

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/tepdl/lisearch.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 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 hereunto affixed this June, 1978.

Phyllis Ernest
President

Richard T. O'Neil
Clerk

Kenneth P. Nimmer
Superintendent

Lawrence E. Grant
Principal

Mrs. Samm
4th

MILWAUKEE AREA TECHNICAL COLLEGE

THIS MULTI-TONE AREA OF THE DOCUMENT CHANGES COLOR GRADUALLY AND EVENLY FROM DARK TO LIGHT WITH DARKER AREAS BOTH TOP AND BOTTOM.

ia 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	3.00	9.00000	01/22/01-05/19/01		
HUMSVC	144	Ethics-Human Srvs 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 1	A		3.00	3.00	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 = 3.0000		
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	3.00	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-		3.00	3.00	8.25000	08/27/01-12/20/01		
		Term FA2002 Totals:			12.00	12.00	42.0000	GPA = 3.5000		
		Cumulative Totals:			24.00	24.00	78.0000	GPA = 3.2500		
HUMSVC	102	Prin of Intrviewng & 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		
HUMSVC	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 = 3.5625		
		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-		3.00	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-		3.00	3.00	8.25000	08/29/02-12/19/02		
HUMSVC	105	Introduction to Counseling	A		3.00	3.00	12.00000	08/29/02-12/19/02		
AODA	109	Issues: Alchlsm-Othr Drug Abus	B+		3.00	3.00	9.75000	08/28/02-12/18/02		
NATSCI	220	Intro to Nutritional Science	B		3.00	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	Math Applctns Using Cptr Techn	C		2.00	2.00	4.00000	01/22/03-05/21/03		
HUMSVC	104	Advanced Field Experience	A		8.00	8.00	32.00000	01/27/03-05/19/03		
		Term SP2003 Totals:			10.00	10.00	36.0000	GPA = 3.6000		

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

Sarah Y. 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 FACE OF THIS DOCUMENT HAS A BLUE BACKGROUND. THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT PROVIDES THAT THIS TRAN-

MILWAUKEE AREA TECHNICAL COLLEGE

THIS MULTI-TONE AREA OF THE DOCUMENT CHANGES COLOR GRADUALLY AND EVENLY FROM DARK TO LIGHT WITH DARKER AREAS BOTH TOP AND BOTTOM

Sylvia 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
	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 [illegible]

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 COLORED BACKGROUND ON WHITE PAPER

THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT PROVIDES THAT THIS TRANSCRIPT IS NOT TO BE RELEASED TO ANY OTHER PERSON OR AGENCY WITHOUT WRITTEN CONSENT OF THE 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.

CHARTER SCHOOL APPLICATION

For the 2010-2011 School Year

Book ~~5~~ 4

K4-8th Grade School

Appendices

7798 North 60th Street
Milwaukee, WI 53223

1 Appendix A-Certificate of Accreditation

2 Appendix B-National Accreditation

3 Appendix C-Aurora Health Care

4 Appendix D-Quality of Life Center

5 Appendix E-Home and School

6

7

8

9

10

11

12

13

14

15

CITY OF MILWAUKEE
09 SEP 11 PM 3:14
RONALD D. LEONHARDT
CITY CLERK

AVERY READY INDEX® INDEXING SYSTEM 600039

Certificate of Accreditation

This certificate is presented to

King's Academy Christian School

Milwaukee, Wisconsin

having satisfied the standards of

CHRISTIAN SCHOOLS INTERNATIONAL

ACCREDITATION

National Council for Private School Accreditation (NCPSA) Member

Grades K-8

Accreditation Term: 2005-2010

Certificate Valid From: August 1, 2009-July 31, 2010

Daniel J. Day

CSI Accreditation Program Director

CORPORATE SEAL

NATIONAL ACCREDITATION CERTIFICATE

This certificate is issued to

King's Academy Christian School

which has demonstrated to the academic community at various levels that it effectively fulfills the requirements, provisions, and standards prescribed by the Christian Schools International and the National Council for Private School Accreditation in its efforts to provide the highest quality educational experience for its students.

Issued for the

2009 – 2010

Academic School Year

NCPSA Executive Director

NCPSA President

This accreditation certificate is granted by the National Council for Private School Accreditation in consort with the NCPSA Member Association, Christian Schools International for the year stated, for those programs of this school accredited by the aforementioned agency.

Our Banquet Facility

Whether it's your wedding day or your 50th wedding anniversary, Kings Cuisine is able to create a picture perfect event. From delectable dishes, to beautiful decorations your imagination is our only limit. Our executive Chef has over 20 years experience and has trained with some of the areas most notorious restaurateurs, including the Weisgerber's.

You can choose from one of our many dinner or luncheon selections or customize the menu for your event. We can also host corporate meetings and seminars. Working with King's Cuisine you are guaranteed a first class experience at an affordable price.

Wellness Facility

As a community it is important to take care of ourselves, which is why health and wellness is a priority of the QLC. Minorities and lower income individuals often suffer from a number of health issues. In addition, factors such as stress, obesity, and smoking contribute to the incidence of heart disease, diabetes and high blood pressure. Health and wellness is important to not only living a long life, but maintaining an exceptional quality of life, as well. The QLC is proud to offer weekly fitness classes with a certified personal trainer, health and wellness screenings, heath and wellness educational resources as well as a fully equipped work out facility.

Those who purchase a yearly membership have access to:

- Elliptical and treadmill machines
- Year round indoor track
- Open Gym
- Weight Room

We are open evenings and weekends as well. If a high energy fitness class is more your style, those are offered during the week some evenings and Saturdays, as well. We look forward to seeing you there!

King's Academy

King's Academy Christian School (KACS) has successfully operated since August 1999 and was established by the Christ the King Baptist Church (CTK). This church congregation is led by Reverend John W. McVicker, Sr., and consists of 2000 plus members. Under Pastor McVicker' s dynamic leadership, KACS has made great strides in urban education as well as the spiritual growth of the children.

The Academy's goal is to assist parents with training Christian children who will reach their full potential. Furthermore, these children will not only be academically excellent, but they will also have strong moral character.

QLC Quality of Life Center

7798 North 60th Street
Milwaukee, WI 53223
(414) 371-9100

The Quality of Life Center encompasses 24 spacious classrooms, a community library, computer and science labs, art and music rooms, a gymnasium, exercise/aerobic area, walking/running track, cafeteria/ banquet facility, bookstore and much more. Since opening its doors in September, 2005, the Quality of Life Center has partnered with King's Academy Christian School. The Academy is a member of the school choice program and serves approximately 200 students grades K4-8. In addition, we offer body sculpting and aerobics classes, open gym, youth basketball games, and youth sexuality classes. We are also partners with Aurora Health Care to offer the part-time services of a nurse practitioner, who provides medical screenings, inoculations, health care information, and referrals to appropriate health care providers. Finally, we are partnered with the Black Health Coalition of Wisconsin as a recipient of health information offered to the African American community.

Samaritan Project

Samaritan offers programs and services for the enrichment, enhancement, enlightenment, and empowerment of individuals. Samaritan's mission is to provide quality educational assistance to all individuals enrolled in the programs through patience, dedication, and positive attitudes. Samaritan is a non-profit organization whose goal is to improve the quality of life and build confidence and self esteem by strengthening the family unit.

Samaritan Project, Inc. is a non profit organization that offers services and programs at no cost to the participants. Samaritan relies exclusively on funding from foundations, philanthropists, and other organizations to support its endeavors.

For more information, or to make a financial contribution to Samaritan Project, Inc., please call (414) 586-4250.

7798 North 60th Street
Milwaukee, WI 53223
(414) 371-9100

...Empowering Family... ...Enriching Community... The QLC

Presented by
CTK
Managers and Proprietors of the Quality of Life Center

7798 North 60th Street
Milwaukee, WI 53223
(414) 371-9100

CHRISTIAN HOME & SCHOOL

CHRISTIAN SCHOOLS INTERNATIONAL

FOR BELIEVERS IN EDUCATION

MAY/JUNE 2006

HOME ALONE

SUMMER JOURNALS

BLENDED FAMILIES

EXPLORING GOD'S WORLD

Kids of the Kingdom in Milwaukee

"Take a look, world!
"Look at this precious, bright child!
"I know who I am!
"I am a child of the King!"

These are the final lines of the 266-word creed that students of King's Academy Christian School recite in unison every school day. The upbeat creed stresses that God has given students a great opportunity to learn, so they should take full advantage of it. Principal Evelyn Jones, who wrote the creed, explains that the goal of the school "is to improve the quality of children's academic education by providing a well-rounded, rigorous academic program that is based on the Word of God."

Showtime displays various talents among students at King's Academy Christian School.

Milwaukee, Wisconsin

Opened: 1999

Students: 154 in K4 through grade 8

Teachers: 11 full-time, 19 part-time

Administrator: Marilynn McVicker

Principal: Evelyn Jones

Tuition: $3,800 for K4, $6,300 for K5 through grade 8

Mission statement: King's Academy Christian School exists to educate children with a Christ-centered curriculum that will prepare them to live Christian lives and will enable them to contribute positively in our society.

King's Academy Christian School, which began in 1999, had been the longtime dream of John W. McVicker Sr., pastor of Milwaukee's Christ the King Baptist Church. The school is located in the new Quality of Life Center next door to the church. Each level is painted a different color and is accented with abstract designs. In addition to classrooms, the center has a state-of-the-art computer lab, gym, science lab, and rooms for music and art. The other tenant of the center is Samaritan Project Inc., a nonprofit organization serving disadvantaged and displaced adults and youth in the multicultural community.

King's Academy offers a full academic curriculum, including art, music, and PE. Whether using textbooks from Christian or secular publishers, the teachers work to incorporate a clear, biblical perspective in their classes. For example, sixth grade teacher Dreanna Dallas nudges students to think biblically. "I integrate a Christian view by allowing students to respond from a Christian perspective to events that plague our world today," she explains. She prompts students with questions such as, How have the recent hurricanes strengthened our beliefs as Christians? and How should President Bush as a Christian handle the war in Iraq? The school's effectiveness was acknowledged this year when it received accreditation from Christian Schools International.

King's Academy has clear expectations for student conduct. The school's creed reminds students to respect other people. Students are required to wear uniforms and to walk quietly in the halls with their hands behind them. The school encourages students to use the five Cs: common sense, care, courtesy, cooperation, and consideration. Parents receive a copy of the school's discipline policy, which describes conduct that the school expects and explains how misbehavior will be handled. Christian education, says administrator Marilynn McVicker, must also involve "our lifestyle and our relationships with others."

The school accepts private-pay students and participates in the Milwaukee Parental Choice Program, which pays the tuition of students from low-income families who choose to send their children to private schools. In both cases, kids of the kingdom are learning to serve their King.

Technical Response Binder

2010-2011

7798 North 60th Street
Milwaukee, WI 53223

TABLE OF CONTENTS

Budget Assumption Revision 1

School Management 2

Budget 3

Liability Insurance 4

Audits 5

Educational Results 6

Admission Procedures 7

Educating Children with Disabilities 8

Although not requested in the "Technical Review Response", a revision has been made to the budget assumptions located in Book 1, Tab 4, Page 2. These changes can be found on the following page and are highlighted in red.

REVISED

King's Academy School
Operating Budget 2009-2010
Proposed Budget 2010-2011

Budget Assumptions

The assumptions outlined below are based in part on historical (actual) data and an estimated inflationary increase.

1. Per pupil revenue for the 2009-10 operating budget is for 164 full-time equivalent students and 14 part-time equivalent students (K4 at 60% of per pupil allocation). There is a 5% projected increase for the 2010-2011 proposed budget.
2. Unrestricted donations from Christ the King Baptist Church and its church members to be used for general operations.
3. Increased salaries by an average of 5%. Salary Expense also incorporates the reinstatement of wages for personnel that incurred a reduction in pay in the 2009-10 academic year.
4. Increased benefits by an average of 15%.
5. Increased rent by an average of 5%.
6. Includes purchase of new curriculum for the 2010-2011 school year.
7. Increased property insurance by 10%.
8. Increased lunch expense by 10%.
9. Increased transportation expense by 10%
10. Increased funding for professional development for staff.

* Revisions in Red

King's Academy currently has a Line of Credit with Christ the King Baptist Church. This line is its source of cash as needed to adequately cover any shortfalls that may occur during the fiscal year.

School Management

- Changes to the financial policies and procedures manual as outlined below:

1. Long range business and financial plan.
2. Cash flow budgeting and reporting
3. Generally Accepted Accounting Principles and their application for this institution.
4. City of Milwaukee Charter School financial reporting requirements and procedures developed to comply with these requirements.
5. Accounting and financial management qualifications and professional development requirements for affected staff.

- Conflict of Interest procedures for the board of directors and staff

Kings Academy Business Plan
2010 – 2013 School Years

Executive Summary:
Formerly known as King's Academy Christian School, King's Academy was founded in 1999 by Rev. John W. McVicker, Sr. as a private, tuition based school affiliated with Christ the King Baptist Church. As King's Academy restructures as a charter school, it will remain located in the same community and will retain its original value of community service and high moral standards for its students. The school will continue to be housed in its state of the arts facility on the northwest side of Milwaukee.

King's Academy is located at 7798 North 60th Street in Milwaukee, Wisconsin. The school is housed in the 60,000 square feet Quality of Life Center (QLC) owned and operated by the Christ The King Development Corporation. The QLC has a full size gymnasium, library multi-media center, multi-purpose room, fitness center, art and science labs as well as a game room. The state of the art computer lab has 22 computers including one with the capability to train and instruct the entire class. The 24 classrooms are utilized by not only King's Academy, but also by the Samaritan Project Inc., a non-profit after school tutorial program. The Village Clinic which is a community based health and wellness center and the King's Cuisine Community Café is also housed in this facility.

Over the next three years, the staff of King's Academy will remain 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. As we move forward, we will increase professional development options for all staff. The professional development needs will be identified during each year through school improvement planning, monthly staff meetings, individual conferences, monitoring conferences, walkthroughs, surveys and data analysis.

King's Academy's will continue to provide an integrated literacy program across the curriculum that 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. This program is aligned with the Wisconsin Department of Public Instruction standards for curriculum as well as the state assessments.

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.

Kings Academy will continue to prepare our students to be responsible citizens, critical thinkers and life-long learners.

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

Organization Summary:
King's Academy currently serves 175 students in grades K4-8. The projected enrollment for the 2010-2011 school year is 193 students ultimately reaching its maximum capacity of 200 students by the 2011-2012 academic year. The staff currently consist of one Principal, one part-time Assistant Principal, three Office Staff, one Food Service Manager, ten Classroom Teachers, one Reading Intervention Teacher, one Art Teacher, one Gym Teacher, one Music Teacher, four part-time Teacher Assistants and one Librarian. Additionally, we have an ongoing partnership with Aurora Health Care, Inc. who provides one onsite nurse.

Our goal as a charter school is to add additional personnel as outline in the table below.

2010-2011 - Year One Additions	Special Education Resource Teacher (Part-time) Professional Development New Curriculum Transportation
2011-2012 -Year Two Additions	Curriculum Generalist Special Education Resource Teacher (Full-time) Spanish Teacher Teacher Assistant
2012-2013 - Year Three Additions	No Additions

As we move forward, we will increase professional development options for all staff. The professional development needs will be identified during each year through school improvement planning, monthly staff meetings, individual conferences, monitoring conferences, walkthroughs, surveys and data analysis.

King's Academy will continue to be governed by 12 board members from a variety of educational backgrounds and professional community service organizations. The board plays an integral role by providing their knowledge and expertise regarding the educational issues and operational procedures of the school.

The Parent Teacher Organization will continue to collaborate with the school and board in providing input and feedback that will promote a strong relationship between home and school.

Market Analysis Summary:
King's Academy will continue to accept and serve 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.

To ensure a racial and ethnic balance our marketing strategies will continue to include all City of Milwaukee residences. Our marketing strategies will focus on advertisement such as newspapers, radio, flyers, networking, using the internet, and an informative website to support our efforts.

To achieve excellence in education, the parents will motivate, students will participate, teachers will educate, as we all work together to elevate.

KING'S ACADEMY SCHOOL
3 YEAR PROJECTED BUDGET
2010-2013

	09-10 Operating Budget	2010-11 Projected Budget	2011-12 Projected Budget	2012-13 Projected Budget	
Student Count	184	193	200	200	
Per Pupil Revenue	6442	7775	7775	7775	
Revenue					
Per Pupil Revenue	$ 1,110,601	$ 1,500,575	$ 1,555,000	$ 1,555,000	1
Private Pay	19,500	-	-	-	
Scholarships from Ctk	15,000	-	-	-	
Lunch	2,992	2,992	2,992	2,992	
Lunch - Free & Reduced	71,560	71,560	71,560	71,560	
Transportation Revenue - MPS	36,935	-	-	-	
After School Program	-	-	-	-	
Donations	10,000	20,000	20,000	20,000	2
Field Trip Revenue	3,000	3,000	3,000	3,000	
Miscellaneous Donations	5,000	5,000	5,000	5,000	
Total Revenue	$ 1,274,588	$ 1,603,127	$ 1,657,552	$ 1,657,552	
Expenses					
Salaries	$ 620,680	$ 718,614	$ 805,172	$ 829,328	3
Benefits	175,871	202,252	232,590	267,478	4
Rent	133,872	140,566	147,594	154,974	5
Classroom Materials	28,000	45,000	30,000	30,000	6
Property Insurance	13,050	14,355	15,791	17,370	7
Lunch Program (Food/Milk)	34,831	38,314	42,145	46,360	8
Office Supplies	10,000	13,000	13,000	13,000	
Technology Upgrades	9,000	9,000	9,000	9,000	
Audit Fees	11,700	13,700	13,700	13,700	
Telephone	1,983	1,983	2,181	2,399	
Advertising	1,000	1,000	3,000	3,000	
Transportation Expense	128,507	141,358	155,494	171,043	9
Dues & Subscriptions	500	500	1,000	1,000	
Professional Development	500	30,000	30,000	30,000	10
Consultant Fees	23,000	23,000	40,000	40,000	11
Postage	2,500	2,500	2,500	2,500	
Interest Expense	3,000	3,000	2,000	1,000	
Miscellaneous	8,050	8,050	8,050	8,050	
Total Expenses	$ 1,206,044	$ 1,406,192	$ 1,553,218	$ 1,640,202	
Net Income before Debt Service	$ 68,544	$ 196,935	$ 104,334	$ 17,350	
Debt Service Estimate	30,000	60,000	50,000	-	
Net Income after Debt Service	$ 38,544	$ 136,935	$ 54,334	$ 17,350	
Depreciation Expense Estimate	$ 17,000	$ 15,000	$ 13,000	$ 11,000	

King's Academy School
3 Year Budget Projections
2010-2013
Budget Assumptions

The assumptions outlined below are based in part on historical (actual) data and an estimated inflationary increase.

1. Per pupil revenue for the 2009-10 operating budget is for 164 full-time equivalent students and 14 part-time equivalent students (K4 at 60% of per pupil allocation). There is a 5% projected increase for the 3 years projected ending with the 2012-2013 academic year.
2. Unrestricted donations from Christ the King Baptist Church and its church members to be used for general operations.
3. Increased salaries by an average of 5% in year one (higher wage increase due to the freeze in salaries for the 2009-10 academic year). Salary expense for year one also incorporates the reinstatement of wages for personnel that incurred a reduction in pay in the 2009-10 academic year. Increased salaries by 3% in years two and three. Salaries also increased in year two by additional staffing as outlined in business plan.
4. Increased benefits by an average of 15%.
5. Increased rent by an average of 5%.
6. Includes purchase of new curriculum for the 2010-2011 school year.
7. Increased property insurance by 10%.
8. Increased lunch expense by 10%.
9. Increased transportation expense by 10%.
10. Increased funding for professional development for staff.
11. Increased consulting fees for special education services.

King's Academy School

Accounting Policies and Procedures

2010-2011

7798 North 60th Street
Milwaukee, WI 53223

Note changes in red

Accounting Policies and Procedures

Introduction

This Accounting Policies and Procedures Manual was created to establish procedures and guidelines for the financial management of King's Academy School. These guidelines will clearly define processes and assign responsibility to accounting functions within this organization. These procedures, if followed properly by the staff and management, will assure that funds, which are intended for the specific use in this program, will be administered and used solely for that purpose.

Internal Controls

Internal Controls are a required part of any organization's operating system. They should be designed to protect the organization as well as the employees. Internal Controls affect every aspect of the operations of the organization, including but not limited to, the assets, liabilities, revenues and expenses. A sound system of internal controls provides the assurance that business decisions being made are based on reliable financial information.

The internal control system is designed to:

Protect its resources against waste, fraud and inefficiency.
Ensure accuracy and reliability in accounting and operating data.
Encourage compliance with established policies.

Internal Controls fall into two categories: administrative controls and accounting controls. Administrative controls are measures that increase operational efficiency and compliance with policies in all parts of the organization. Accounting controls are measures which increase the reliability of the financial statements and the supporting accounting documents. This manual addresses the accounting controls of King's Academy School.

Accounting Controls

Accounting controls maintain a plan under which employees' duties are arranged and records and procedures are designed to make it possible to create valid accounting control over assets, liabilities, revenues and expenses.

The accounting control process consists of:

Division of responsibility among different employees for related functions.
Clear establishment of each employee's responsibilities and duties.
Separation of the responsibility for operation, acquisition, and custody of assets.

The division of duties within an organization should be designed so that no person handles a transaction completely from beginning to end. When duties are divided, the work of one employee serves to verify that of another and any errors can be detected promptly. Rotation of duties and responsibilities will strengthen internal control. Although it may be proper to assume that all employees are honest, it is still essential to provide proper accounting data and information with a minimum of human error and by removing sources that could potentially lead to employee abuse.

Sufficient internal control includes management's involvement in the accounting process through measures such as:

Management level staff review and approve bank reconciliations and monthly financial reports.
Management level staff verification of invoices prior to payment.
Serial numbers on checks to track documents.
The creation of documentary evidence to verify an expense before it is paid.

Accounting Department Overview

A. Receipts

Adequate control over receipt of cash must be maintained to ensure accurate recording and safeguarding of funds. The accounting procedures described in this manual provides for the proper receipt of, and accounting for, all funds received.

The process for deposits is outlined on **Attachment A** of this document.

B. Disbursements

Disbursements are to be made to satisfy obligations incurred by the school for the purpose of operating its programs. Disbursements are made by check. Checks are processed only after proper authorization has been received from management.

- Check Authorization

  All incoming invoices are approved by the administrator and sent to the finance office for payment.

  The invoice is reviewed by the financial manager. Any questions or concerns are addressed with the administrator, and, once resolved, the request is given to finance office for processing.

  Checks requested by the school are sent to the administrator for approval with all required backup documentation. Upon approval by the

administrator, the request is forwarded to the financial manager for review. Any questions or concerns are addressed with the administrator, and, once resolved, the request is given to the finance office for processing.

Checks are processed using the accounts payable system, Automated Church Systems (ACS) software.

Detailed steps to processing checks using this system is outlined in **Attachment B**.

- Handling of Checks

All checks will be pre-numbered and used in sequence.
Checks will be made payable to specified payees and never to cash.
Blank checks will be kept in the secured safe in the finance office.
Signature on checks are limited to the financial manager and the finance office.
Two signatures are required on all checks.

In no event will checks be prepared unless these procedures are followed.

C. Bank Reconciliation

Bank accounts represent an organization's most liquid assets. Transactions in the bank account must be reviewed for accuracy.

King's Academy requires that each cash account which has a balance be reconciled to the general ledger accounting system or the books of the school monthly. The reconciliation shall be performed by one of the three financial assistants. Final review and approval will be made by the financial manager.

The objectives of the bank reconciliation are:

1. To ensure that all transactions in the bank statement are also reflected in the general ledger accounts.
2. To investigate any differences in amounts or any transactions that are not included in the general ledger before making any changes.
3. To reconcile to zero the bank statement to the general ledger balance.
4. To review uncleared transactions in the bank reconciliation report. Checks that have not cleared within six months from issue date should be investigated.

D. Dishonored checks

King's Academy's policy on dishonored checks is as follows:

The person who wrote the check must be contacted in writing once notice is received. The written notice will include all fees associated with the dishonored check. Financial manager will determine when this debt is considered uncollectible.

E. Purchasing

All purchase requests must be sent by administrator to the financial manager for approval. The financial manager, with the assistance of the administrator will determine:

If funds are available in the budget for the expenditure
If the expenditure is allowable under the grant (if applicable)
If the expenditure is necessary for the program

All packing slips, receipts or paperwork will be signed by the administrative office staff and dated by the person. These documents will be forwarded to the finance office.

The finance office will compare the documents with invoices received for accuracy.

Once the invoices are approved they will be processed through the check system.

F. Payroll

The board hires the Administrator

The administrator recommends for approval the hiring of all other employees. The administrative team reviews all hiring documentation for each prospective employee and makes the final determination of hiring the individual.

The financial manager will be responsible for ensuring that new employees complete the following:

W-4 form (Federal exemption)
State withholding exemption
Form I-9

These documents are necessary to set up the employee in the payroll system. They are also necessary to have in the employee's file. They should be collected no later than the first day of employment.

The financial manager will also be responsible for providing to all new employees the following:

Insurance information

The administrator will be responsible for providing to all new employees the following:

Staff Handbook

The financial manager is responsible for keeping all personnel records in a confidential manner so that they are inaccessible to other employees or the public. These records are to remain inaccessible even after employment ceases.

Payroll is paid on a weekly basis. Checks are available for pickup in the administrative office of the school on Tuesday mornings after 9:00 a.m. Electronic deposits are prepared timely to ensure funds are accessible in the employee's bank account on Tuesday morning as well.

Please note that each bank has a different process system for making funds available to its customers, therefore, King's Academy can not guarantee that all processes by the bank are done to ensure funds are available to the employees on each payday.

Payroll advances are at the discretion of the financial manager and will be dealt with on a case by case basis.

Payroll is processed using the Payroll module of the Automated Church System (ACS) software.

Detailed steps to processing payroll using this system are outlined in **Attachment C** of this document.

Payroll Taxes

The financial manager will be responsible for processing all payroll tax reports monthly, quarterly and yearly, as well as employee W-2 forms, independent contractor's 1099 forms as well as any other federal and state filings as they come due.

G. Budgeting

Budgeting is an integral part of any organization because it essentially translates the organizational goals and objectives into financial terms. A budget should be designed and prepared to direct the most efficient and practical use of the organization's financial resources. The main budget of the organization presents the revenues and expenses for the operation of the fiscal year.

Budgets are set annually. The administrator begins the budgeting process in Mid-May of each year, by discussing with her staff the future needs of the school. This discussion is

then related via written request to the financial manager for consideration. The financial manager uses past activities coupled with future year's goals and objectives to prepare the budget for the fiscal year. Once complete the first draft of the budget is presented to the administrative team for detailed discussion and review, recommended changes are discussed and made based on a majority decision of the administrative team. Once all changes have been made to the draft, a final review by the administrative team is conducted before the budget is presented to the board for final approval.

The financial manager presents the budget to the board for final approval. Any changes recommended by the board require majority approval before changes can be made.

Once final approval has been voted on by the board, the chairman of the board signs the budget and the budget is adopted and can be implemented by the school.

Cashflow Budgeting and Reporting

Since funds are received only four (4) times a year it is imperative that cashflow is regularly monitored to ensure that all obligations are met throughout the school year. Upon receipt of funds, fixed expenses that include but are not limited to rent, insurance, payroll, and taxes are calculated to obtain a total cost for these expenses for this quarterly time period. The remaining funds are then monitored closely, utilizing spreadsheets and regular communication with our banking institution, with payments being made related to other financial obligations as they become due. By following this process, King's Academy maintains adequate cashflow to meets its financial obligations. A report related to cashflow and cash on hand is reported to the board at each board meeting.

H. Audit

An audit is an assessment of the organization's financial condition by an independent organization to render an opinion on the integrity of the organization's finances.

The board approves the outside agency to conduct the audit. These audits are conducted on an annual basis.

The financial manager, at each board meeting, will prepare and present an actual to budget report highlighting and explaining any material variances.

The financial manager will use this report in the monthly meetings with the administrator. These meetings are conducted to monitor the budget and to keep the administrator informed on all financial activity being generated by the school.

I. Insurance

King's Academy is committed to the establishment and maintenance of a safe work environment for all employees and for the compliance with all applicable government

safety and health regulations. Insurance, risk avoidance, risk reduction are ways that King's Academy can avoid unnecessary costs. In general, all insurance requirements must be secured and renewed as needed. The steps outlined below will ensure that all insurance requirements are met.

The insurance polices will be carefully reviewed by the administrative team and financial manager.

At least the minimum required coverage will be maintained for property and liability insurance and for directors and officers liability and other required coverage such as worker's compensation.

The financial manager will be responsible for keeping records of all losses and will provide this information to the board on an annual basis.

Information pertaining to new or expanded programs will be provided to the insurance company immediately so that a reassessment of our insurance can be done to ensure that we maintain adequate coverage at all times.

J. General Ledger and Chart of Accounts

King's Academy uses the Automated Church Systems software (ACS) for all of its financial activity. This software has modules for Accounts Receivable, Accounts Payable and Payroll. It utilizes a double entry accounting systems where it can generate and fulfill all accounting reports and requirements.

The general ledger is defined as a group of accounts that supports the information shown in the major financial statements. The general ledger is the foundation for the accumulation of data and reports.

The chart of accounts is the basis for the general ledger and therefore the basis for the accounting system. General ledger accounts are used to keep track of transactions and how these transactions affect each asset, liability, revenue, expense and net asset account. The chart of accounts is ultimately controlled by the financial manager. The financial manager's responsibility includes handling the account maintenance such as the addition and deletion of accounts. The financial manager ensures that the chart of accounts meets the organization financial needs. The chart of accounts should be maintained to a minimum to facilitate generating concise financial reports easy to read and understand.

K. Financial Statements Processing

King's Academy prepares its financial statements according to Generally Accepted Accounting Principles (GAAP) and distributes them on a timely basis in the most cost effective manner.

L. Charter School Compliance

King's Academy will meet all financial reporting requirements for a charter school as outlined by the City of Milwaukee Charter School Committee and the Department of Public Instruction for the State of Wisconsin.

M. Financial Management Staff Qualifications

The Accounting/Financial Management position at King's Academy requires at least a Bachelor's Degree in accounting or finance with a minimum of twelve (12) hours of accounting. It further requires a minimum of 2 years experience in the accounting/finance industry. To ensure that the financial manager remains current with changing rules and regulations related to accounting/finance, continuing education through classes, workshops, reading material, etc. is required for the position.

N. Other

Changes to this document will be made regularly as deemed necessary to ensure the most up to date accounting polices and procedures are presented.

King's Academy School
Conflict of Interest Policy

The Purpose of the Conflict of Interest Policy is to protect the interest of King's Academy, when it is contemplating entering into a transaction or arrangement that might benefit the personal interest of a board director, officer, or committee member. The policy is also intended to protect the interest of King's Academy when it is contemplating entering into a transaction that might result in an excess benefit transaction. This policy is intended to supplement, but not replace, any applicable federal or state laws governing conflicts of interest.

Procedures

1. Duties to Disclose
   In connection with any actual or possible conflicts of interest by the above mentioned parties, the person must disclose the existence of his or her potential conflict to the board of Directors and to members of any committees that are considering the proposed transaction or arrangement, and must be given the opportunity to disclose all material facts and information.

2. Determining Whether a Conflict of Interest Exists.
   After disclosure of all material facts and information, and after any discussion between the person and the Board or Committee, a determination of a conflict of interest is discussed and voted upon.

3. Procedures for Addressing the Conflict of Interest.
   If it is found that a conflict of Interest exists, then
   a. The Chairman of the Board or Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
   b. After exercising due diligence, The Board or Committee shall determine whether King's Academy can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
   c. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board or Committee shall determine by majority vote whether the transaction or arrangement is in King's Academy's best interest, for King's Academy's own benefit, and fair and reasonable to King's Academy, and shall then make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.
   d. In the event the Board or Committee makes the decision to enter into the transaction or arrangement, the Board or Committee shall set all reasonable procedures to limit and/or isolate the transaction or arrangement from other King's Academy activities.

4. Violations of the Conflict of Interest Policy.
    a. If the Board or Committee has reasonable cause to believe that a director, officer, or committee member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the director, officer, or committee member an opportunity to explain the alleged failure to disclose.
    b. If , after hearing the response of the director, officer, or committee member and making such further investigation as may be warranted under the circumstances, the Board or Committee determines that the director, officer, or committee member has in fact failed to disclosed an actual or possible conflict of interest, the Board or Committee shall take appropriate disciplinary and corrective actions which may include, at its discretion, removing the director, officer or committee member from the board or the committee of which they are members and relieving the director, officer and committee member of his or her duties as a director or officer of the school.

Compensation

A voting member of the Board who receives compensation, directly or indirectly, from King's Academy services, or a voting member of any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from King's Academy, is precluded from voting on matters pertaining to that member's compensation.

Special Situations

Individuals covered by this policy may be confronted with special situations that are not specifically addressed by this policy. If an individual has any questions as to the proper course of action, the matter should be disclosed to the President, Secretary, or Treasurer, who shall address the matter with the Administrative Committee. The Administrative Committee shall determine the appropriate handling of such special situations.

By accepting the position of director or officer of King's Academy you have agreed to adhere to the procedures set forth in this conflict of interest policy.

a. Has received a copy of the Conflicts of Interest Policy
b. Has read and understands the Policy
c. Has agreed to comply with the Policy

KING'S ACADEMY

The Conflict of Interest Policy for the staff is located in the Staff Handbook, Book 2, Tab 11, Attachment D, Page 17. For your convenience, a copy of the document has been made and is located on the following page.

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.

Budget

- Basis for revenue and expense estimates
- Contingency plan for revenue shortfalls

Budget
Basis for Revenue and Expense Estimates

King's Academy has ten years of operating experience, and thus is able to develop a budget based on historical costs trends and inflationary market increases. In addition, the school has occasionally experienced revenue shortfalls and as a result, reduces its expenses to ensure sound fiscal operations. King's Academy takes a conservative approach to budgeting so that typically, revenues and expenses are aligned with the school's needs. Additional details of the budgeting process are located in the King's Academy Accounting Policies and Procedures manual.

Contingency Plan for Revenue Shortfalls

King's Academy currently has a Line of Credit with Christ the King Baptist Church. This line is its source of cash as needed to adequately cover any shortfalls that may occur during the fiscal year. This line has been approved by the Board of Directors of Christ the King Baptist Church and is available each year for King's Academy use as it becomes necessary.

Liability Insurance

- Confirmation of 30-day notice to Charter School Review Committee

Confirmation of 30-day notice to Charter School review committee is located at the bottom of the certificate of insurance. This confirmation has been highlighted for your convenience.

ACORD ™ CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY) 09/11/2009

PRODUCER Karla M Serrano-Fraitts
Church Mutual Insurance Company
3000 Schuster Lane
Merrill WI 54452
ng from Wisconsin: 1-800-554-2642 Option 1
ng from Outside Wisconsin: 1-800-554-2642 Option 9, then area code 414

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

INSURERS AFFORDING COVERAGE	NAIC #
INSURER A: Church Mutual Insurance Company	18767
INSURER B:	
INSURER C:	
INSURER D:	

INSURED
KINGS ACADEMY CHRISTIAN SCHOOL
7798 N 60TH ST
MILWAUKEE WI 53223-4153
Group

COVERAGES

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	ADD'L INSRD	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS	
A		GENERAL LIABILITY ☒ COMMERCIAL GENERAL LIABILITY ☐ CLAIMS MADE ☒ OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: ☒ POLICY ☐ LOCATION ☐ PROJECT	0220748-02-937953	07/01/2008	07/01/2011	EACH OCCURRENCE	$ 1,000,000
						DAMAGE TO RENTED PREMISES (Ea. occurrence)	$
						MED EXP (Any one person)	$ 10,000
						PERSONAL & ADV INJURY	$ 1,000,000
						GENERAL AGGREGATE	$ 3,000,000
						PRODUCTS - COMP/OP AGG	$ 1,000,000
							$
		AUTOMOBILE LIABILITY ☐ ANY AUTO ☐ ALL OWNED AUTOS ☐ SCHEDULED AUTOS ☐ HIRED AUTOS ☐ NON-OWNED AUTOS				COMBINED SINGLE LIMIT (Ea Accident)	$
						BODILY INJURY (Per Person)	$
						BODILY INJURY (Per Accident)	$
						PROPERTY DAMAGE (Per Accident)	$
		GARAGE LIABILITY ☐ ANY AUTO				AUTO ONLY - EA ACCIDENT	$
						OTHER THAN EA ACC	$
						AUTO ONLY: AGG	$
A		EXCESS/UMBRELLA LIABILITY ☒ OCCURRENCE ☐ CLAIMS MADE ☐ DEDUCTIBLE ☒ RETENTION $ 10,000	0220748-81-937954	07/01/2008	07/01/2011	EACH OCCURRENCE	$ 5,000,000
						AGGREGATE	$ 5,000,000
							$
							$
							$
A		WORKERS COMPENSATION AND EMPLOYER'S LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? If yes, describe under SPECIAL PROVISIONS below	0220748-07-070984	07/01/2009	07/01/2010	☒ WC STATUTORY LIMITS ☐ OTHER	
						E.L. EACH ACCIDENT	$ 500,000
						E.L. DISEASE - EA EMPLOYEE	$ 500,000
						E.L. DISEASE - POLICY LIMIT	$ 500,000
A		OTHER Directors, Officers & Trustees Liability with Educator's Liability Employment Practices Liability Sexual Misconduct/Molestation Blanket Bond	0220748-02-937953	07/01/2008	07/01/2011	CLAIMS MADE EACH CLAIM/AGGREGATE EACH OCCURRENCE	$ 1,000,000 $ 1,000,000/ 500,000 $ 1,000,000/ 100,00

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT/SPECIAL PROVISIONS

Evidence of liability insurance for Kings Academy Christian School located at 7798 N 60th St, Milwaukee, Wi for the policy period. 016

CERTIFICATE HOLDER

City Milwaukee Common Council
City School Review Committee
City Hall Room 205
200 East Wells Street
Milwaukee, WI 53202

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE

IMPORTANT

If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

DISCLAIMER

The Certificate of Insurance on the reverse side of this form does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the certificate holder, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed thereon.

©ACORD CORPORATION 1988

Audits

- Independent Audit engagement letter for 2010-2011 school year
- Auditor report on school's long range business plan and 2010-2011 school year
- Auditor report on planned, documented internal controls policies and procedures

RitzHolman CPAs

October 1, 2009

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

We are pleased to confirm our understanding of the services we are to provide for King's Academy Christian School for the year ended June 30, 2011. We will audit the balance sheet of King's Academy Christian School as of June 30, 2011, and the related statements of activities and cash flows for the year then ended. Also, the following additional information accompanying the basic financial statements will be subjected to the auditing procedures applied in our audit of the financial statements:

1. Schedule of functional expenses.

2. Schedule of Milwaukee Public Charter School Contract Revenue and Instructional and Non-Instructional Expense.

In addition we will:

1. Audit the School's academic achievement and program results.

2. Audit the School's compliance with contractual requirements of the charter school contract.

The objective of our audit of the School's academic achievement and program results is the expression of an opinion whether your Report on Academic Performance is accurate, valid and representative of the students participating in the program, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America. If our opinion on the Report on Academic Performance is other than unqualified, we will discuss the reasons with management in advance. If, for any reason, we are unable to complete the audit or unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement.

The objective of our audit of the School's compliance with contractual requirements of the charter school contract is the expression of an opinion whether your assertion on compliance with contract requirements is accurate based on our examination, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America. If our opinion on the compliance with contract requirements is other than unqualified, we will discuss the reasons with management in advance. If, for any reason, we are unable to complete the audit or unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement.

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The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the additional information referred to in the first paragraph when considered in relation to the financial statements taken as a whole. Our audit will be conducted in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinion. If our opinion on the financial statements is other than unqualified, we will discuss the reasons with management in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement.

We will also provide a report (which does not include an opinion) on internal control related to the financial statements and compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report will include a statement that the report is intended solely for the information and use of the Board of Directors, management, and specific legislative or regulatory bodies and is not intended to be and should not be used by anyone other than these specified parties.

Management is responsible for the selection and application of accounting principles and for the fair presentation in the financial statements of financial position, changes in net assets, and cash flows in conformity with U.S. generally accepted accounting principles. Management is responsible for the basic financial statements and all accompanying information as well as all representations contained therein.

Management is responsible for establishing and maintaining effective internal control and for compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related costs of the controls. The objectives of internal control are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorizations and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles.

Management is responsible for making all financial records and related information available to us. We understand that you will provide us with such information required for our audit and that you are responsible for the accuracy and completeness of that information. Management's responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

Management is responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting or illegal acts affecting the Organization involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the Organization received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the Organization

complies with applicable laws and regulations and for taking timely and appropriate steps to remedy any fraud, illegal acts, or violations of contracts or grant agreements, or abuse that we may report.

Management is responsible for establishment and maintenance for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous audits or other engagements or studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits or other engagements or studies. The Organization is also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, and the timing and format related hereto.

As part of the audit, we will prepare a draft of your financial statements and related notes. In accordance with *Government Auditing Standards*, you will be required to review and approve those financial statements prior to their issuance and have responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements. Further, you are required to designate a qualified management-level individual to be responsible and accountable for overseeing our services.

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the Organization or to acts by management or employees acting on behalf of the Organization. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse. Because an audit is designed to provide reasonable, but not absolute, assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected funding sources, creditors, and financial institutions. We will also request written representations from the Organization's attorneys as part of the engagement, and they may bill the Organization for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from management about the financial statements and related matters.

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting

from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under professional standards and *Government Auditing Standards*.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of King's Academy Christian School's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We understand that your employees will prepare all cash, accounts receivable, and other confirmations we request and will locate any documents selected by us for testing.

The audit documentation for this engagement is the property of Ritz Holman LLP and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to contracting agencies or their designees, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Ritz Holman LLP personnel. Furthermore, upon request, we may provide copies of selected audit documentation to contracting agencies. The contracting agencies may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Our fees for this engagement will be based on the time required, billed at our hourly rates, adjusted for the value of the service provided plus our out-of-pocket expenses such as report production, typing, postage, etc. Our invoice for these fees will be rendered upon completion of our engagement and is payable on presentation.

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our current peer review report accompanies this letter.

In addition to the services provided under the scope of this engagement, we will be able to provide certain non-audit services as long as those services do not impair our independence to perform the audit. At the time of execution of this engagement letter, it is anticipated that the following non-audit services will be provided:

- Preparation of certain entries to adjust from Other Comprehensive Basis of Accounting to Accrual Basis of Accounting. Specifically, adjustments are expected in the following area(s):
    - Depreciation
    - Prepaid expenses

Management will be required to review and accept all proposed adjusting entries and any immaterial differences not posted.

- Preparation of Form 990 (and Form 1952, if applicable).

Management will be required to provide any additional information required to prepare Form 990 (and Form 1952, if applicable) outside the scope of the audit; complete and sign the Form 990 questionnaire; and review, accept and sign Form 990 (and Form 1952, if applicable) when finalized.

We appreciate the opportunity to be of service to King's Academy Christian School and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

Ritz Holman LLP

RITZ HOLMAN LLP
Certified Public Accountants

Encl.: Current Peer Review

RESPONSE:

This letter correctly sets forth the understanding of King's Academy Christian School.

Signature: _____

Title: _____

Date: _____

RitzHolman
CPAs

Independent Auditor Report of Management's Long Range
Business Plan and 2010-11 School Year Budget

To the Board of Directors
King's Academy School

We have examined management's long range business plan and 2010-11 school year budget for King's Academy School. We believe that the plan contains the essential components of a long range business plan. The three-year plan is based on a 5% increase in the number of students each year until capacity is reached.

The long range business plan includes a detailing of projected expenses. Wages are expected to increase 5% in year one and 3% in years two and three, as well as additional positions added in years one and two. Classroom materials will increase due to the purchase of a new curriculum. Additional operational expenses will increase between 5-15%, which is based on King's Academy School's historical data and their estimated inflationary increase.

In our review of King's Academy School's long range business plan and 2010-11 school year budget, we conclude that the plan provides a sufficient basis for planning, budgeting and reporting as the plan is implemented.

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Kings Academy Business Plan
2010 – 2013 School Years

Executive Summary:
Formerly known as King's Academy Christian School, King's Academy was founded in 1999 by Rev. John W. McVicker, Sr. as a private, tuition based school affiliated with Christ the King Baptist Church. As King's Academy restructures as a charter school, it will remain located in the same community and will retain its original value of community service and high moral standards for its students. The school will continue to be housed in its state of the arts facility on the northwest side of Milwaukee.

King's Academy is located at 7798 North 60th Street in Milwaukee, Wisconsin. The school is housed in the 60,000 square feet Quality of Life Center (QLC) owned and operated by the Christ The King Development Corporation. The QLC has a full size gymnasium, library multi-media center, multi-purpose room, fitness center, art and science labs as well as a game room. The state of the art computer lab has 22 computers including one with the capability to train and instruct the entire class. The 24 classrooms are utilized by not only King's Academy, but also by the Samaritan Project Inc., a non-profit after school tutorial program. The Village Clinic which is a community based health and wellness center and the King's Cuisine Community Café is also housed in this facility.

Over the next three years, the staff of King's Academy will remain 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. As we move forward, we will increase professional development options for all staff. The professional development needs will be identified during each year through school improvement planning, monthly staff meetings, individual conferences, monitoring conferences, walkthroughs, surveys and data analysis.

King's Academy's will continue to provide an integrated literacy program across the curriculum that 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. This program is aligned with the Wisconsin Department of Public Instruction standards for curriculum as well as the state assessments.

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.

Kings Academy will continue to prepare our students to be responsible citizens, critical thinkers and life-long learners.

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

Organization Summary:
King's Academy currently serves 175 students in grades K4-8. The projected enrollment for the 2010-2011 school year is 193 students ultimately reaching its maximum capacity of 200 students by the 2011-2012 academic year. The staff currently consist of one Principal, one part-time Assistant Principal, three Office Staff, one Food Service Manager, ten Classroom Teachers, one Reading Intervention Teacher, one Art Teacher, one Gym Teacher, one Music Teacher, four part-time Teacher Assistants and one Librarian. Additionally, we have an ongoing partnership with Aurora Health Care, Inc. who provides one onsite nurse.

Our goal as a charter school is to add additional personnel as outline in the table below.

2010-2011 - Year One Additions	Special Education Resource Teacher (Part-time) Professional Development New Curriculum Transportation
2011-2012 -Year Two Additions	Curriculum Generalist Special Education Resource Teacher (Full-time) Spanish Teacher Teacher Assistant
2012-2013 - Year Three Additions	No Additions

As we move forward, we will increase professional development options for all staff. The professional development needs will be identified during each year through school improvement planning, monthly staff meetings, individual conferences, monitoring conferences, walkthroughs, surveys and data analysis.

King's Academy will continue to be governed by 12 board members from a variety of educational backgrounds and professional community service organizations. The board plays an integral role by providing their knowledge and expertise regarding the educational issues and operational procedures of the school.

The Parent Teacher Organization will continue to collaborate with the school and board in providing input and feedback that will promote a strong relationship between home and school.

Market Analysis Summary:
King's Academy will continue to accept and serve 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.

To ensure a racial and ethnic balance our marketing strategies will continue to include all City of Milwaukee residences. Our marketing strategies will focus on advertisement such as newspapers, radio, flyers, networking, using the internet, and an informative website to support our efforts.

To achieve excellence in education, the parents will motivate, students will participate, teachers will educate, as we all work together to elevate.

KING'S ACADEMY SCHOOL
3 YEAR PROJECTED BUDGET
2010-2013

	09-10 Operating Budget	2010-11 Projected Budget	2011-12 Projected Budget	2012-13 Projected Budget	
Student Count	**184**	**193**	**200**	**200**	
Per Pupil Revenue	**6442**	**7775**	**7775**	**7775**	
Revenue					
Per Pupil Revenue	$ 1,110,601	$ 1,500,575	$ 1,555,000	$ 1,555,000	1
Private Pay	19,500	-	-	-	
Scholarships from Ctk	15,000	-	-	-	
Lunch	2,992	2,992	2,992	2,992	
Lunch - Free & Reduced	71,560	71,560	71,560	71,560	
Transportation Revenue - MPS	36,935	-	-	-	
After School Program	-	-	-	-	
Donations	10,000	20,000	20,000	20,000	2
Field Trip Revenue	3,000	3,000	3,000	3,000	
Miscellaneous Donations	5,000	5,000	5,000	5,000	
Total Revenue	$ 1,274,588	$ 1,603,127	$ 1,657,552	$ 1,657,552	
Expenses					
Salaries	$ 620,680	$ 718,614	$ 805,172	$ 829,328	3
Benefits	175,871	202,252	232,590	267,478	4
Rent	133,872	140,566	147,594	154,974	5
Classroom Materials	28,000	45,000	30,000	30,000	6
Property Insurance	13,050	14,355	15,791	17,370	7
Lunch Program (Food/Milk)	34,831	38,314	42,145	46,360	8
Office Supplies	10,000	13,000	13,000	13,000	
Technology Upgrades	9,000	9,000	9,000	9,000	
Audit Fees	11,700	13,700	13,700	13,700	
Telephone	1,983	1,983	2,181	2,399	
Advertising	1,000	1,000	3,000	3,000	
Transportation Expense	128,507	141,358	155,494	171,043	9
Dues & Subscriptions	500	500	1,000	1,000	
Professional Development	500	30,000	30,000	30,000	10
Consultant Fees	23,000	23,000	40,000	40,000	11
Postage	2,500	2,500	2,500	2,500	
Interest Expense	3,000	3,000	2,000	1,000	
Miscellaneous	8,050	8,050	8,050	8,050	
Total Expenses	$ 1,206,044	$ 1,406,192	$ 1,553,218	$ 1,640,202	
Net Income before Debt Service	$ 68,544	$ 196,935	$ 104,334	$ 17,350	
Debt Service Estimate	30,000	60,000	50,000	-	
Net Income after Debt Service	$ 38,544	$ 136,935	$ 54,334	$ 17,350	
Depreciation Expense Estimate	$ 17,000	$ 15,000	$ 13,000	$ 11,000	

King's Academy School
3 Year Budget Projections
2010-2013
Budget Assumptions

The assumptions outlined below are based in part on historical (actual) data and an estimated inflationary increase.

1. Per pupil revenue for the 2009-10 operating budget is for 164 full-time equivalent students and 14 part-time equivalent students (K4 at 60% of per pupil allocation). There is a 5% projected increase for the 3 years projected ending with the 2012-2013 academic year.
2. Unrestricted donations from Christ the King Baptist Church and its church members to be used for general operations.
3. Increased salaries by an average of 5% in year one (higher wage increase due to the freeze in salaries for the 2009-10 academic year). Salary expense for year one also incorporates the reinstatement of wages for personnel that incurred a reduction in pay in the 2009-10 academic year. Increased salaries by 3% in years two and three. Salaries also increased in year two by additional staffing as outlined in business plan.
4. Increased benefits by an average of 15%.
5. Increased rent by an average of 5%.
6. Includes purchase of new curriculum for the 2010-2011 school year.
7. Increased property insurance by 10%.
8. Increased lunch expense by 10%.
9. Increased transportation expense by 10%.
10. Increased funding for professional development for staff.
11. Increased consulting fees for special education services.

RitzHolman CPAs

Independent Accountant Report on Planned, Documented
Internal Controls Policies and Procedures

To the Board of Directors
King's Academy School

We have examined management's assertions that King's Academy School's internal control structure over financial reporting is suitably designed to prevent or detect material misstatements in the financial statements on a timely basis as described in the King's Academy School's financial procedures manual.

Our examination was made in accordance with standards established by the American Institute of Certified Public Accountants and, accordingly, included obtaining an understanding of the internal control structure over financial reporting, evaluating the design of the internal control structure, and such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion.

In our opinion, King's Academy School's internal control structure over financial reporting as described in the King's Academy School's Financial Procedures Manual is suitably designed to provide reasonable assurance that the specific control objectives would be achieved if the described policies and procedures were complied with satisfactorily.

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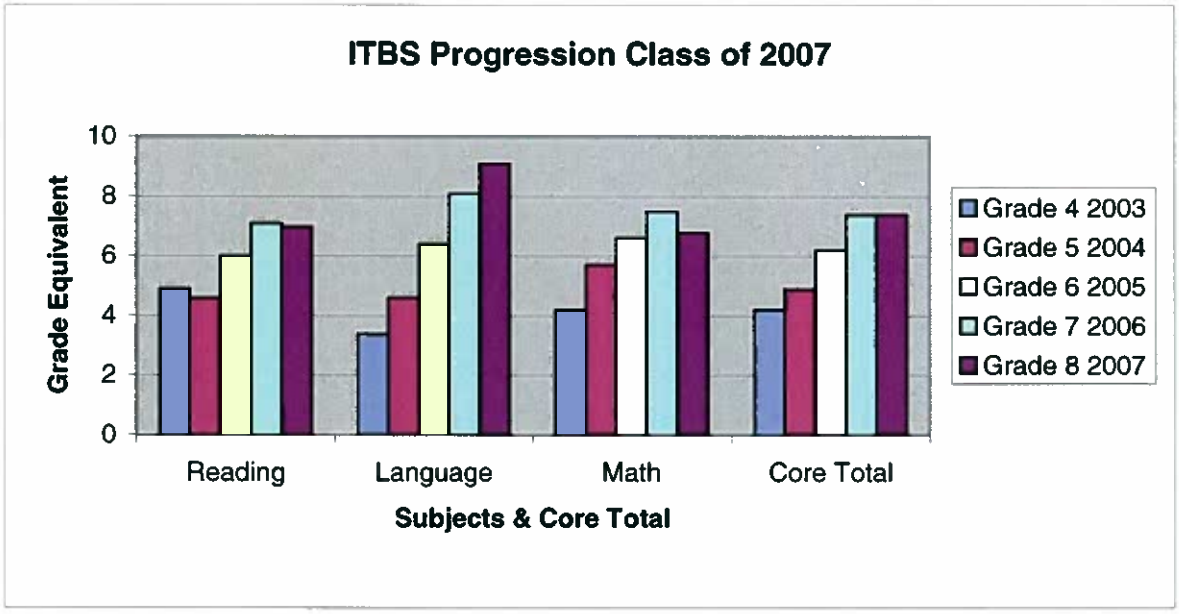
Educational Results

- Data from past assessments showing year-to-year growth

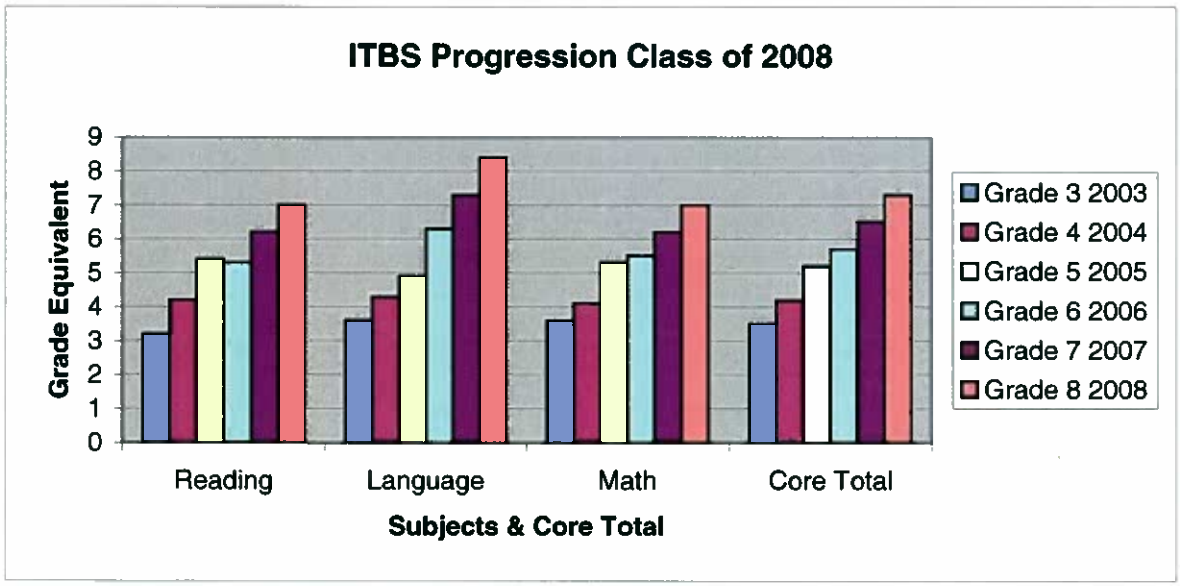
Standardized Test Progression

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.

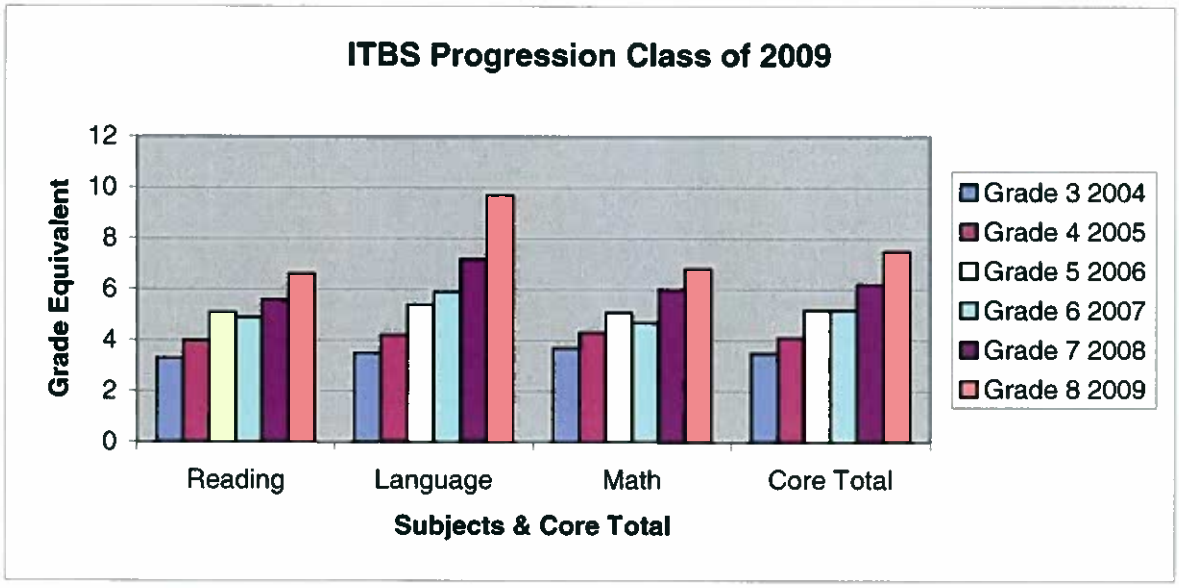
	Reading	Language	Math	Core Total
Grade 4 2003	4.9	3.4	4.2	4.2
Grade 5 2004	4.6	4.6	5.7	4.9
Grade 6 2005	6	6.4	6.6	6.2
Grade 7 2006	7.1	8.1	7.5	7.4
Grade 8 2007	7	9.1	6.8	7.4



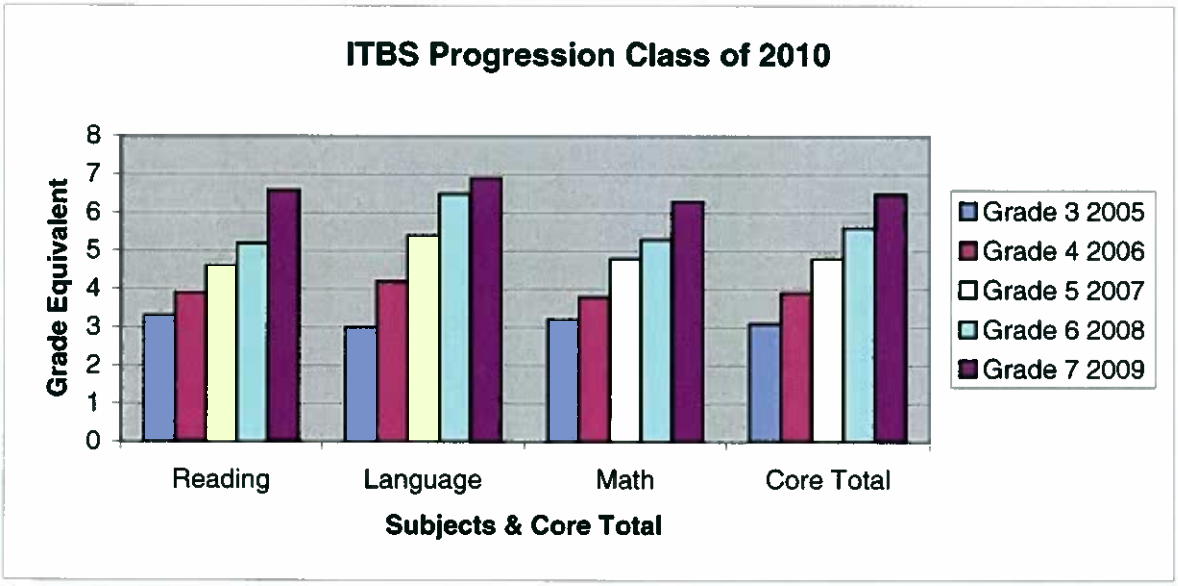
	Reading	Language	Math	Core Total
Grade 3 2003	3.2	3.6	3.6	3.5
Grade 4 2004	4.2	4.3	4.1	4.2
Grade 5 2005	5.4	4.9	5.3	5.2
Grade 6 2006	5.3	6.3	5.5	5.7
Grade 7 2007	6.2	7.3	6.2	6.5
Grade 8 2008	7	8.4	7	7.3



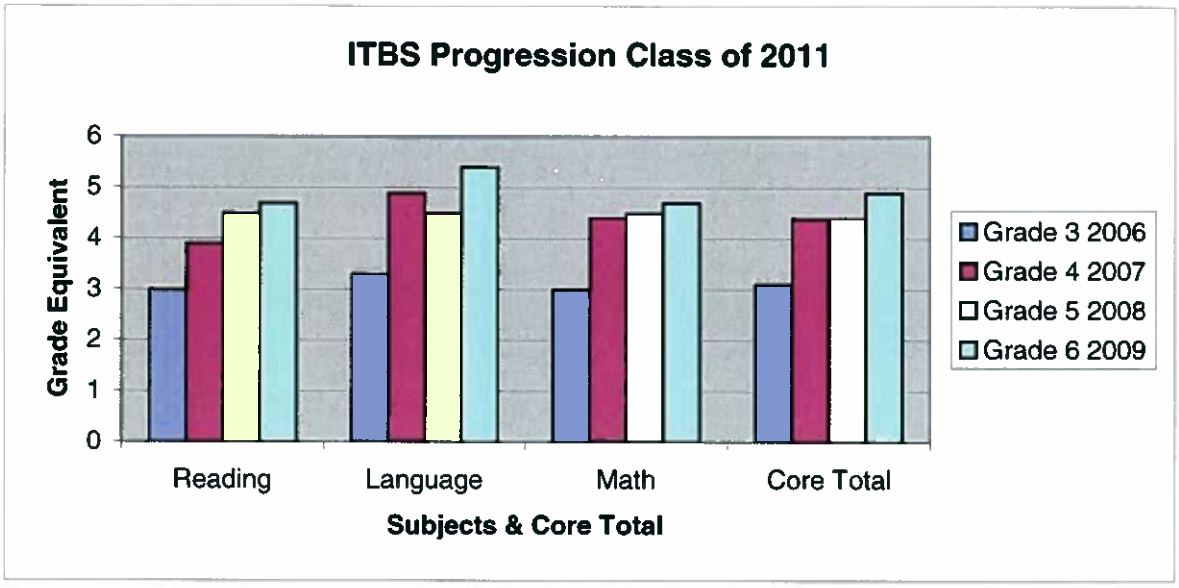
	Reading	Language	Math	Core Total
Grade 3 2004	3.3	3.5	3.7	3.5
Grade 4 2005	4	4.2	4.3	4.1
Grade 5 2006	5.1	5.4	5.1	5.2
Grade 6 2007	4.9	5.9	4.7	5.2
Grade 7 2008	5.6	7.2	6	6.2
Grade 8 2009	6.6	9.7	6.8	7.5



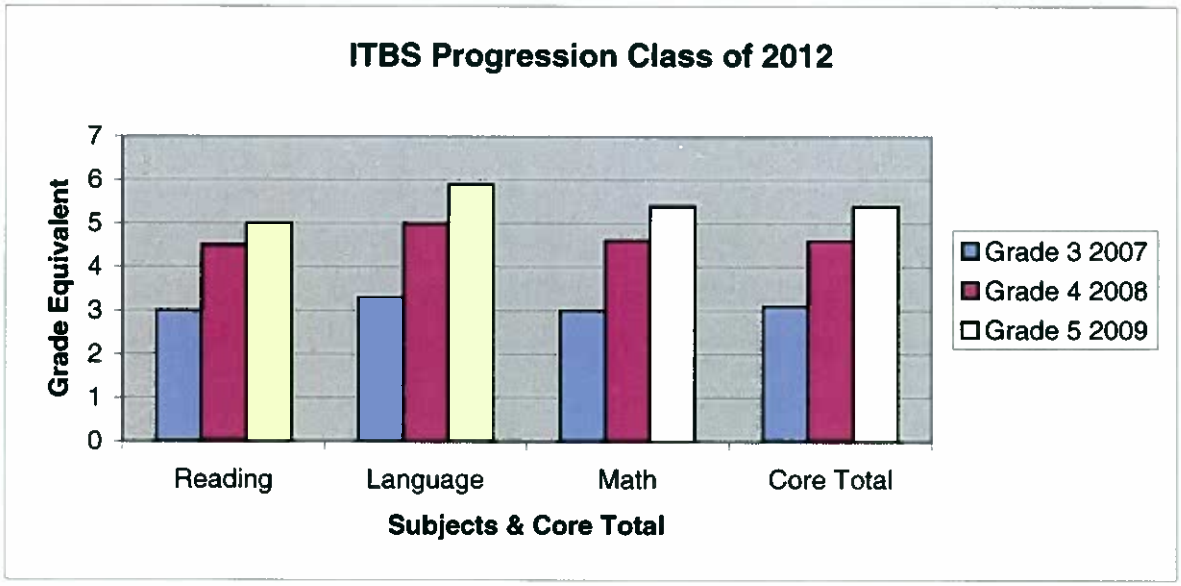
	Reading	Language	Math	Core Total
Grade 3 2005	3.3	3	3.2	3.1
Grade 4 2006	3.9	4.2	3.8	3.9
Grade 5 2007	4.6	5.4	4.8	4.8
Grade 6 2008	5.2	6.5	5.3	5.6
Grade 7 2009	6.6	6.9	6.3	6.5



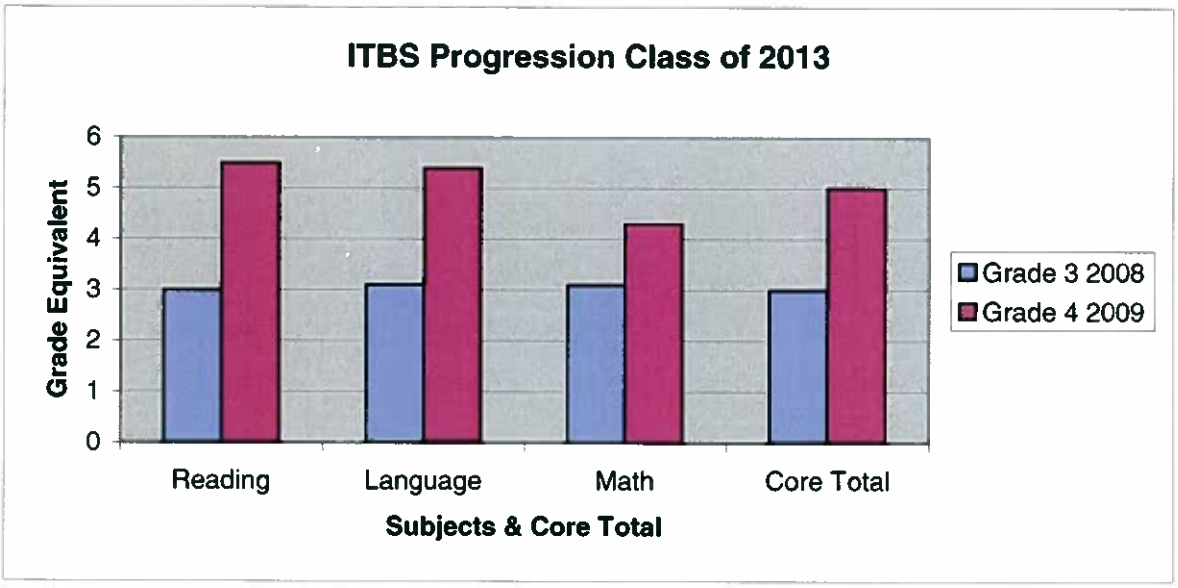
	Reading	Language	Math	Core Total
Grade 3 2006	3	3.3	3	3.1
Grade 4 2007	3.9	4.9	4.4	4.4
Grade 5 2008	4.5	4.5	4.5	4.4
Grade 6 2009	4.7	5.4	4.7	4.9



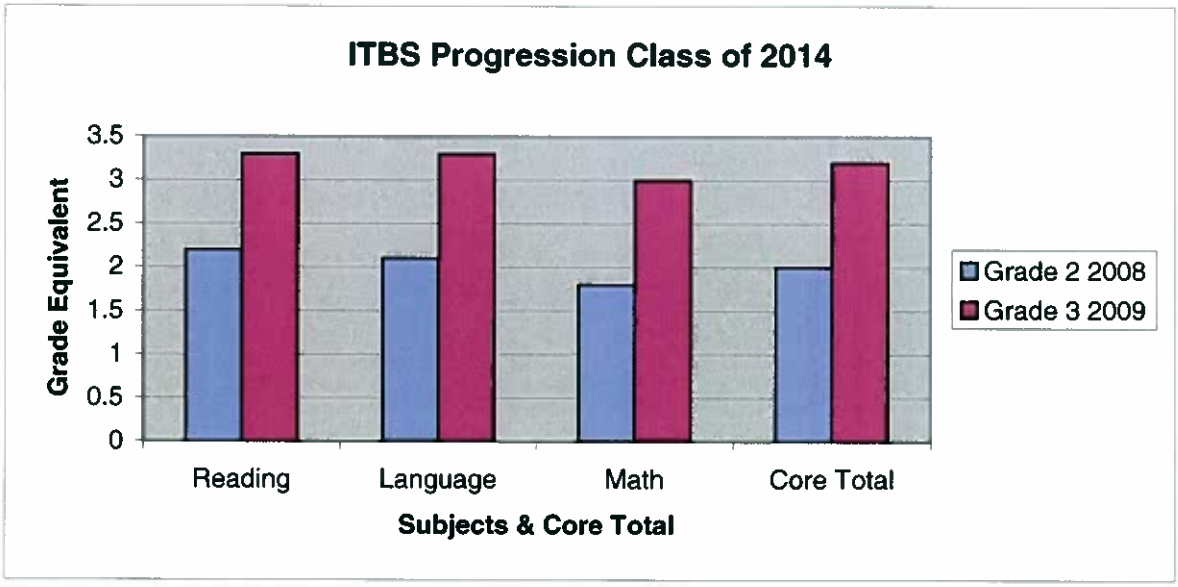
	Reading	Language	Math	Core Total
Grade 3 2007	3	3.3	3	3.1
Grade 4 2008	4.5	5	4.6	4.6
Grade 5 2009	5	5.9	5.4	5.4



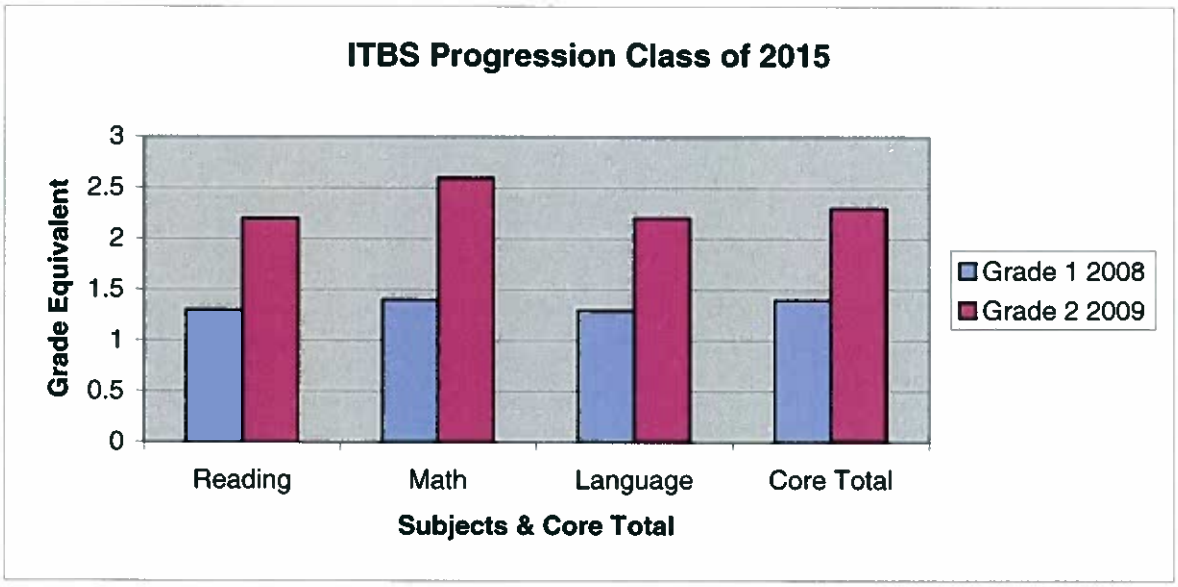
	Reading	Language	Math	Core Total
Grade 3 2008	3	3.1	3.1	3
Grade 4 2009	5.5	5.4	4.3	5



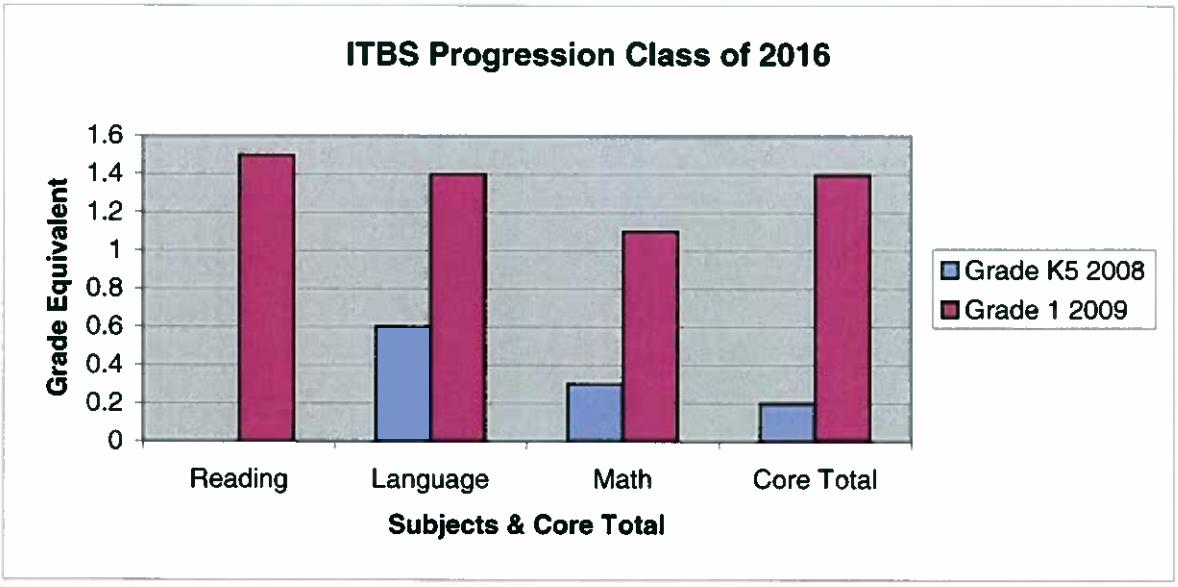
	Reading	Language	Math	Core Total
Grade 2 2008	2.2	2.1	1.8	2
Grade 3 2009	3.3	3.3	3	3.2



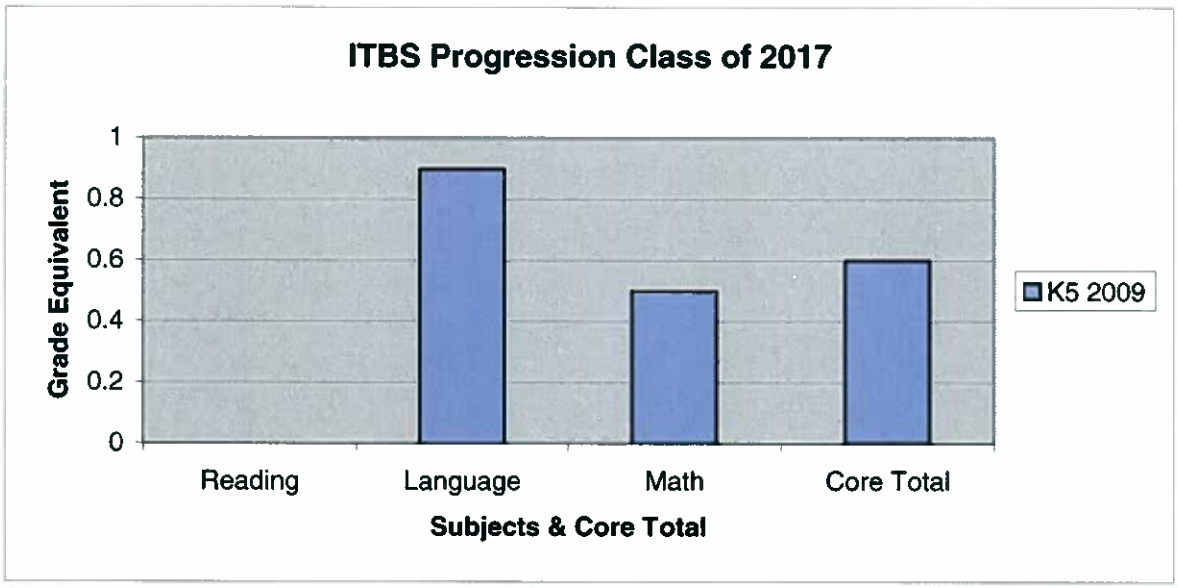
	Reading	Math	Language	Core Total
Grade 1 2008	1.3	1.4	1.3	1.4
Grade 2 2009	2.2	2.6	2.2	2.3



	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



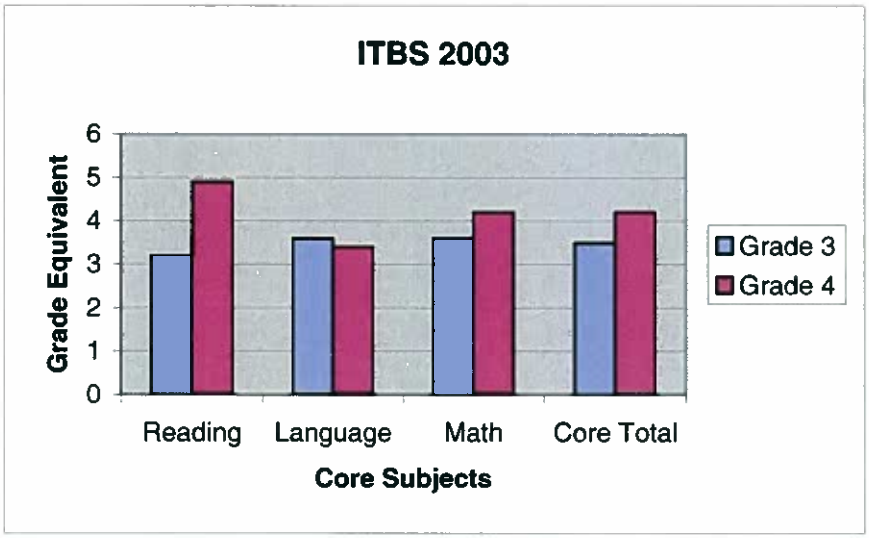
	Reading	Language	Math	Core Total
K5 2009		0.9	0.5	0.6



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

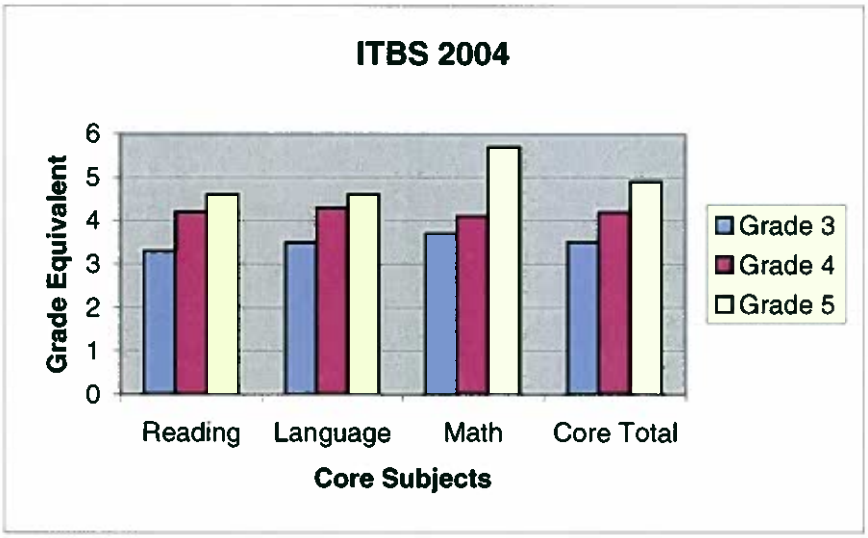
ITBS 2003

	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

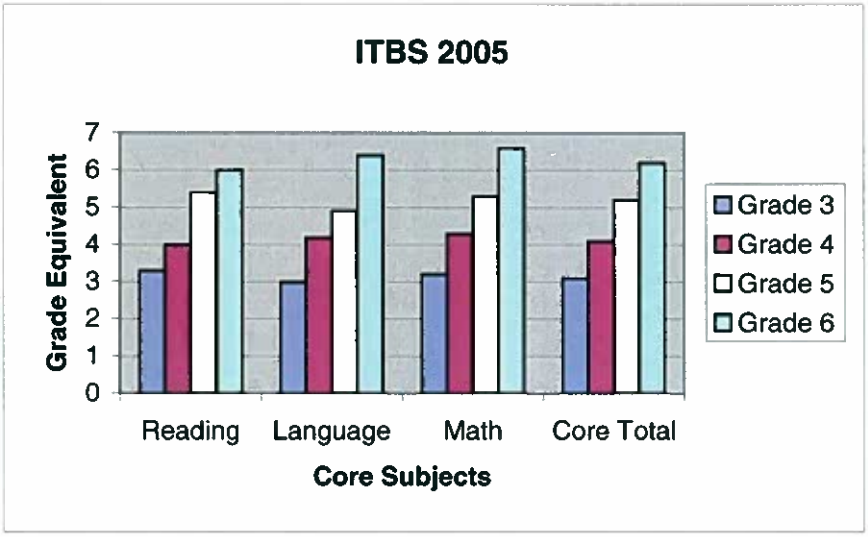


ITBS 2004

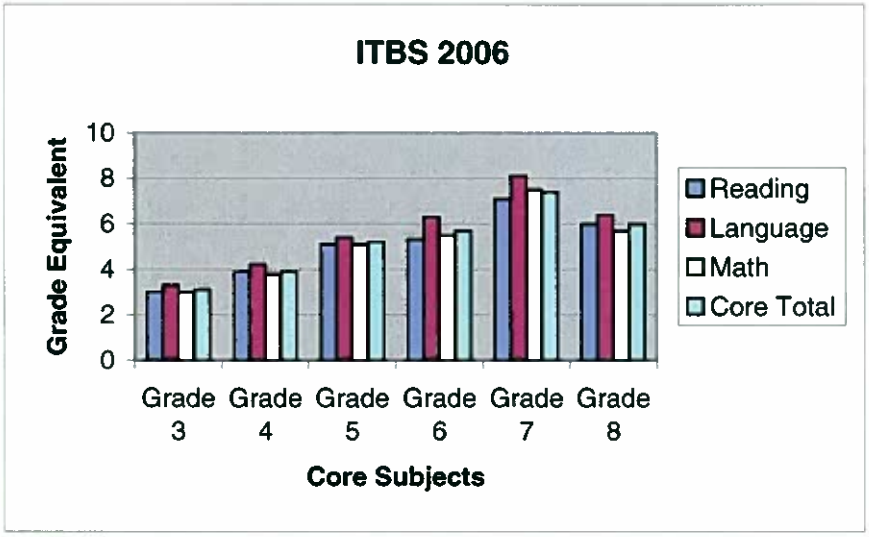
	Reading	Language	Math	Core Total
Grade 3	3.3	3.5	3.7	3.5
Grade 4	4.2	4.3	4.1	4.2
Grade 5	4.6	4.6	5.7	4.9



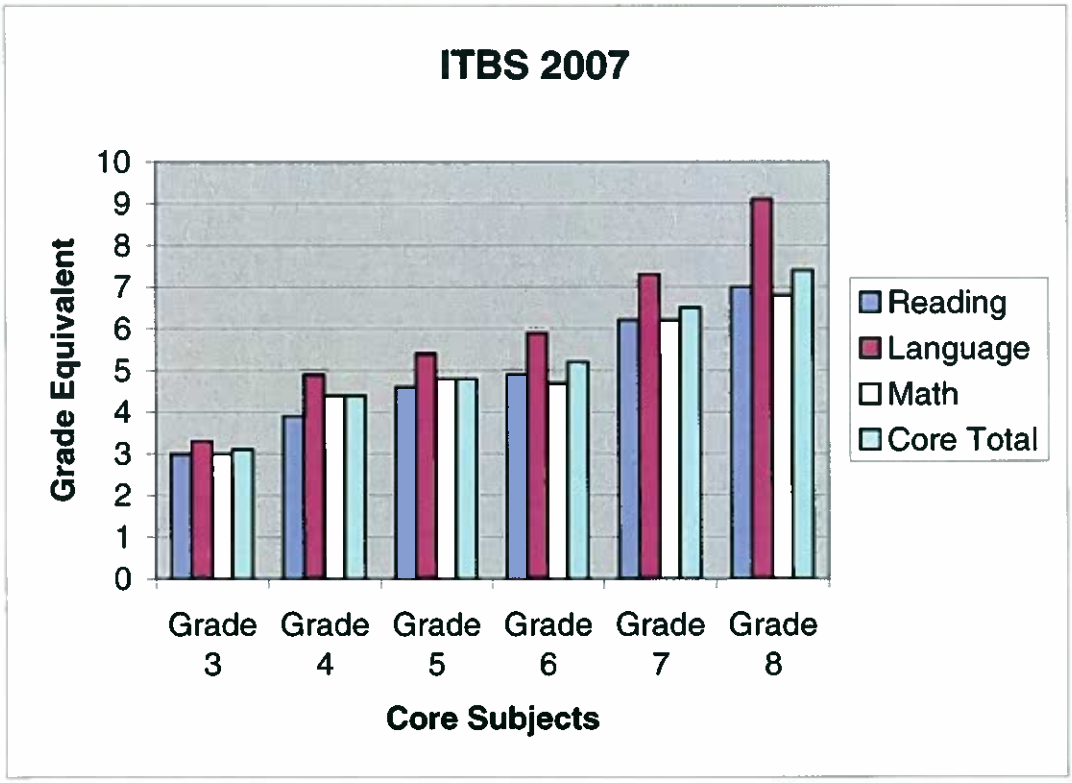
	ITBS 2005			
	Reading	Language	Math	Core Total
Grade 3	3.3	3	3.2	3.1
Grade 4	4	4.2	4.3	4.1
Grade 5	5.4	4.9	5.3	5.2
Grade 6	6	6.4	6.6	6.2



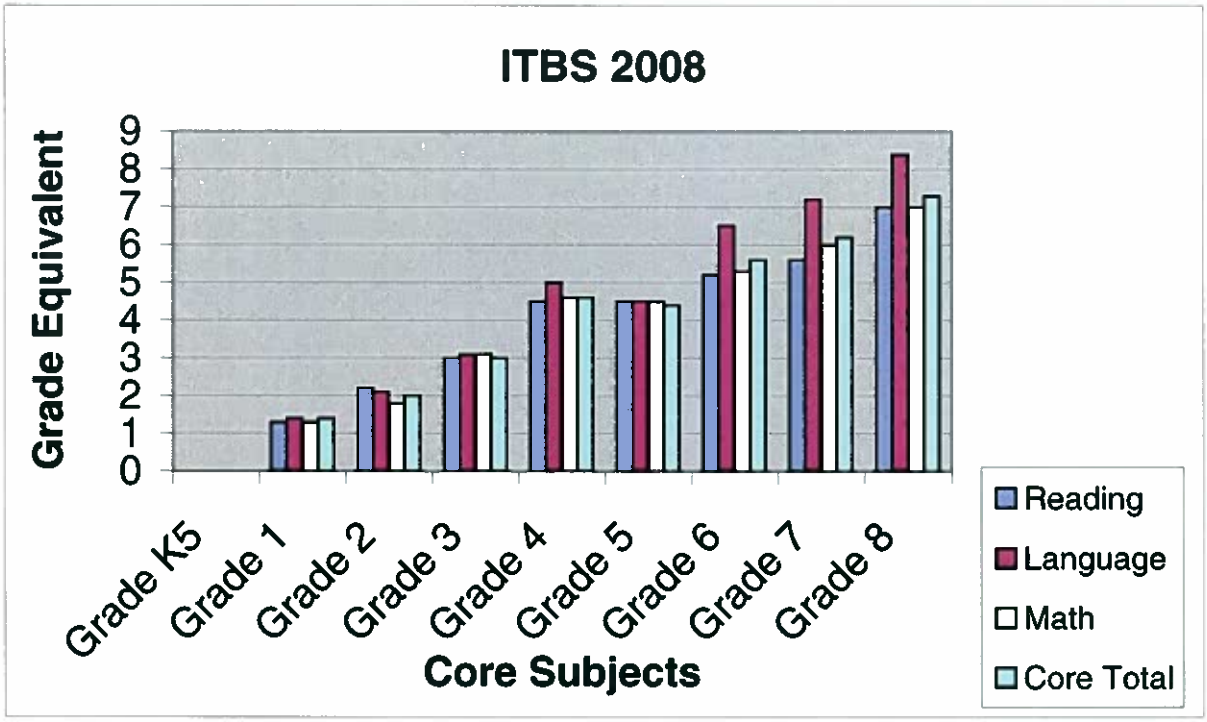
	ITBS 2006			
	Reading	Language	Math	Core Total
Grade 3	3	3.3	3	3.1
Grade 4	3.9	4.2	3.8	3.9
Grade 5	5.1	5.4	5.1	5.2
Grade 6	5.3	6.3	5.5	5.7
Grade 7	7.1	8.1	7.5	7.4
Grade 8	6	6.4	5.7	6



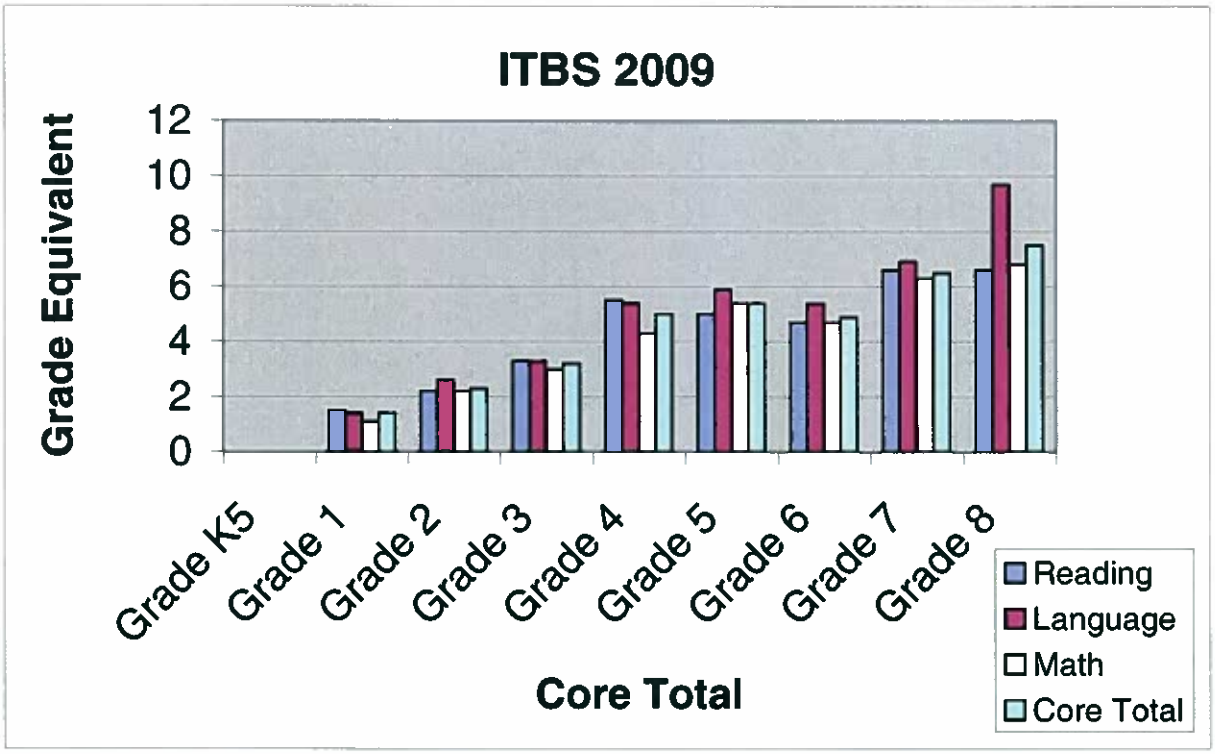
	ITBS 2007			
	Reading	Language	Math	Core Total
Grade 3	3	3.3	3	3.1
Grade 4	3.9	4.9	4.4	4.4
Grade 5	4.6	5.4	4.8	4.8
Grade 6	4.9	5.9	4.7	5.2
Grade 7	6.2	7.3	6.2	6.5
Grade 8	7	9.1	6.8	7.4



	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



Admission Procedures

- Description of means to achieve racial and ethnic balance

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.

Educating Children with Disabilities

- Data on the number of children with disabilities and the disabilities they present

Plan to Educate Children with Disabilities

Currently King's Academy has four students with disabilities. One student has been identified as cognitive 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.**

Calendar Days
2010-2011

		Student/Parent Orientation	Aug. 5
August		In-Service	Aug 9-27
		Organization Days	Aug. 30-31
September	21	Student's First Day	Sept. 1
		-1 Labor Day	Sept. 6
October	20	-1 Fall Conference	Oct. 29
November	20	-2 Thanksgiving	Nov. 25-26
December	16	**Winter Recess**	Dec. 23-Jan. 2
January	19	-1 MLK Day	Jan. 17
		-1 Staff record day	Jan. 21
February	18	-1 In-Service	Feb. 18
		Semester Break	Feb. 21
March	20	-3 Symposium	Mar. 3-6
		-1 Spring Conference	Mar. 25
April	15	**Spring Break**	April 22-30
May	21	-1 Memorial Day	May 30
June	7	Last Day of School	June 15
		Record day	June 16
		Emergency Make-up	June 17

Total 192
-12
180 days

Pupil contact Days 180

Draft 3/1/2010

APPENDIX D

CHARTER SCHOOL CLOSURE PLAN

Name of Charter School:

Address:
Last day of school operation:

Charter termination date:
Board of Trustees President (Name and Contact information):

Board of Trustees Vice President (Name and Contact information):

Student Records Custodian (Name and Contact information):

Personnel Records Custodian (Name and Contact information):

Independent Trustee (Name and Contact information):

Independent Auditor:

A: Student Records

Required Task(s): ***Transfer complete student records (academic, health, special education, etc) to the school that each student will transfer to or archive student records(where transfer information is unavailable) for required period of time.***

Projected Date of Completion Person Responsible

• Board of Trustees will designate a Student Records Custodian responsible for maintaining, transferring, and archiving student records in accordance with state law.

• Board of Trustees will provide the Charter School Review Committee (CSRC) designee with the name, telephone number, business address, and email address of the Student Records Custodian.

•

• Student Records Custodian will provide CSRC designee with a list of all students attending the charter school during the final year of operation. The list will provide student names, addresses, telephone numbers, and the schools to which students are transferring.

• Student Records Custodian will provide CSRC designee with a list of any student records in the charter school's possession for students other than those that attended school during the final year of operation.

• Student Records Custodian will develop and implement sign-off procedure confirming transferal of student records.

• Student Records Custodian will transfer student records to the school to which student will transfer to.

• Student Records Custodian will document all student records transferals to the CSRC.

• Student Records Custodian will develop and implement a methodology to archive all student records not transferred to schools for a period of seven years.

• Student Records Custodian will arrange for destruction of student records at the end of the seven year period. Destruction will occur in a manner

that ensures the privacy of all individuals.

B: Personnel Records

Required Task(s): ***Devise a plan to retain and maintain staff personnel and professional certification records for a minimum of five years.***

Projected Date of Completion Person Responsible

• Board of Trustees will designate a Personnel Records Custodian responsible for maintaining, transferring, and archiving personnel records in accordance with state law.

• Board of Trustees will provide the CSRC with the name, telephone number, business address, and email address of the Personnel Records Custodian.

• Personnel Records Custodian will, upon request, provide letters of reference, verifying charter school employment, etc.

• Personnel Records Custodian will maintain all personnel records for a period of five years.
• Personnel Records Custodian will arrange for destruction of personnel records at the end of the five year period. Destruction will occur in a manner that ensures the privacy of all individuals.

C. Financial and Contractual Obligations

Required Task(s): ***Board of Trustees must devise a plan to maintain and administer financial,***

administrative and contractual records and obligations for a minimum of five years.

Projected Date of Completion Person Responsible

• Board of Trustees shall file all final federal, state and local employer payroll tax returns and issue final W-2's and Form 1099's by the statutory deadlines.

• Board of Trustees shall implement a procedure to strictly limit all expenditures to those that are reasonable and necessary for the ongoing day to day operations of the charter school.
These expenditures are limited to salaries, benefits, utilities, rent, and insurance and must already be authorized in the budget.

• Board of Trustees shall appoint an Independent Trustee to address the satisfaction of all outstanding claims by creditors and proper distribution of assets in compliance with statutes and regulations that govern all Wisconsin corporations.

• Board of Trustees will submit to the CSRC an approved Board resolution appointing an independent trustee including name and contact information.

• Independent Trustee shall assess and satisfy all outstanding liabilities. •
• Independent Trustee will submit to CSRC a written report to take into account the present value of the charter school's liabilities held by all of its creditors, including
but not limited to vendors, banking institutions, and health benefits agencies, and the present value of the charter school's assets, including but not limited to books, supplies, motor
vehicles, furnishings, equipment and personal property.

• Submit to CSRC a monthly updates of accounts payable along with detailed aging schedule.

• Independent Trustee shall upon the satisfaction of all liabilities liquidate all remaining non-monetary school assets.

• Independent Trustee, upon satisfaction all liabilities and liquidation of non-monetary assets, shall return all funds to the CSRC.

D. Federal Grants

Required Task(s): ***Provide proof of proper liquidation of goods acquired through federal grant(s).***

Projected Date of Completion Person Responsible

• Independent Trustee shall verify liquidation and/or transfer of property acquired through federal grants to other CSRC authorized charter schools. **(Note: No distribution of assets to any other entity may occur prior to satisfaction of charter school creditors.)**

• Independent Trustee shall return all unspent federal grant moneys received by the school to the Department of Public Instruction.

•

• Independent Trustee shall submit Final Expenditure Reports for entitlement grants.

E. Final Audit

Required Task(s): ***Appoint independent auditor to conduct a final audit including but not limited to the following task(s):***

Projected Date of Completion Person Responsible

• Board of Trustees will provide CSRC with approved board resolution appointing auditor.

• Board of Trustees will provide the CSRC with the audits estimated start and completion dates and an estimated cost of audit.

• Board of Trustees will submit to CSRC a board resolution establishing an escrow account for funds to pay for the audit and provide evidence that this account has been established; and funds deposited.

• Board of Trustees will submit copies of the audit to the CSRC and the Department of Public Instruction. Audit must be submitted prior to the dissolution of the board.

F. Dissolution of Board

Required Task(s): ***Devise procedures for dissolving board and relieving individual board members.:***

Projected Date of Completion Person Responsible

• Board of Trustees will consult with an attorney to devise procedures for dissolving Board while maintaining fiscal and legal responsibility;

• Board of Trustees will provide the CSRC with name, address and contact info of person designated as the primary contact person for all future inquires, as well as a Board approved resolution appointing this person as primary contact.

• Board of Trustees will provide the CSRC with a Board resolution officially dissolving the Board.

• Board of Trustees will submit end-of-year reports by specified deadlines as appropriate to the CSRC and the Department of Public Instruction.

This signed dissolution plan must be submitted to CSRC along with an official approved Board resolution.
Please provide a tally of the Board members present at the meeting and how they voted on the resolution.

Signed Approval:

Board President Date

Vice President Date

FILE NUMBER: 091617
Steering & Rules Committee

NAME	ADDRESS	DATE SENT		
Cindy Zautcke	Charter School Review Committee cindyzautcke@yahoo.com	5/6/10		
Howard Fuller	Charter School Review Committee fuller59h@aol.com	5/6/10		
Susan Bickert	Assistant City Attorney	5/6/10		
Reverend John W. McVicker, Sr.	Kings Academy 7798 North 60th Street Milwaukee, WI 53223 ph. (414) 371-9100, fax (414) 371-9200	5/6/10		

City of Milwaukee

200 E. Wells Street
Milwaukee, Wisconsin
53202

Master With Text

File Number: 100007

File ID:	100007	**Type:**	Resolution	**Status:**	In Committee
Version:	1	**Reference:**		**Controlling Body:**	STEERING & RULES COMMITTEE
Requester:	DEPARTMENT OF ADMINISTRATION	**Cost:**		**File Created:**	05/04/2010
File Name:				**Final Action:**	

Title: Substitute resolution authorizing acceptance of a grant from the United States Department of Energy for the Energy Efficiency and Conservation Block Grant Retrofit Ramp-up Program.

Notes:

Code Sections:		**Agenda Date:**	
Indexes:	ENERGY CONSERVATION, FEDERAL GRANTS	**Agenda Number:**	
Sponsors:	THE CHAIR	**Enactment Date:**	
Attachments:	Fiscal Note, 5-13-10 PowerPoint Presentation given by Acting Director of Environmental Sustainability, Hearing Notice List	**Enactment Number:**	
Drafter:	es	**Effective Date:**	
Contact:		**Extra Date 2:**	

History of Legislative File

Version:	Acting Body:	Date:	Action:	Sent To:	Due Date:	Return Date:	Result:
0	COMMON COUNCIL	05/04/2010	ASSIGNED TO	STEERING & RULES COMMITTEE			
	Action Text:	This Resolution was ASSIGNED TO to the STEERING & RULES COMMITTEE					
0	STEERING & RULES COMMITTEE	05/06/2010	HEARING NOTICES SENT		05/13/2010		
1	CITY CLERK	05/12/2010	DRAFT SUBMITTED				
	Action Text:	This Resolution was DRAFT SUBMITTED					
0	STEERING & RULES COMMITTEE	05/13/2010					

Text of Legislative File 100007

..Number
100007
..Version
SUBSTITUTE 1

..Reference
091061, 091147, 090376
..Sponsor
CHAIR
..Title
Substitute resolution authorizing acceptance of a grant from the United States Department of Energy for the Energy Efficiency and Conservation Block Grant Retrofit Ramp-up Program.
..Analysis
This resolution authorizes the Office of Environmental Sustainability to accept and fund an Energy Efficiency and Conservation Block Grant Retrofit Ramp-up grant in the amount of up to $20,000,000, of which up to $13,000,000 could be applied to projects in the City of Milwaukee. The Wisconsin Energy Conservation Corporation (WECC) will administer the program through the Wisconsin Energy Efficiency (WE2) Project. The purpose of this grant is to fund whole-neighborhood building energy retrofits. These will be projects that demonstrate sustainable business models for providing cost-effective energy upgrades for residential and for-profit commercial and industrial properties. The program will open to qualified properties throughout the City of Milwaukee.

The WE2 Residential Project activities will include the cities of Milwaukee and Madison, with targeted marketing activities in selected neighborhoods. The objective will be to achieve at least 5,800 deep impact energy retrofits (2,900 per city) over the three-year grant period. The WE2 Non-Residential Project includes the cities of Milwaukee, Madison and Racine and will focus upon tax-assessed financing for energy improvement of non-residential properties. The implementation of the project will require the City to revise its Energy Efficiency Improvement Loan Program (s. 304-26.5) to include commercial and industrial properties, as permitted in 2009 Wisconsin Act 272.

..Body
Whereas, The City of Milwaukee has been awarded grant funds from the U.S. Department of Energy to fund whole-neighborhood building energy retrofits, and these will be projects that demonstrate a sustainable business model for providing cost-effective energy upgrades for a large percentage of the residential, commercial and public buildings in selected neighborhoods; and

Whereas, The Common Council, through adoption of Common Council Files 071136 and 080398, has expressed its commitment to promoting energy efficiency and renewable energy improvements in the City; and

Whereas, The Energy Efficiency and Conservation Block Grants (EECBG) Program, funded by the federal Recovery Act, represents a Presidential priority to deploy the least expensive, cleanest, and most reliable energy technologies across the country; and

Whereas, The Vice-President's Middle Class Task Force has identified the Recovery through Retrofit program as a key component to expand the home energy efficiency and retrofit market nationwide and to provide workers of all skill levels training and employment in this emerging market; and

Whereas, This program will serve as an example of comprehensive community-scale energy-efficiency approaches that could be replicated in other communities across Wisconsin and the country and will establish the City of Milwaukee as a national leader in these efforts; and

Whereas, Project partners, including Wisconsin Energy Conservation Corporation, Focus on Energy, We Energies, the State Office of Energy Independence, organized labor and private lenders will provide incentives and in-kind services greater than 500% of the grant amount to help promote large-scale energy efficiency activities in the City; and

Whereas, The Wisconsin Energy Conservation Corporation (WECC) recently completed a pilot neighborhood efficiency program, Together We Save, that successfully leveraged a home energy retrofit program through a community-based approach for increasing energy efficiency investments by homeowners in two neighborhoods in the City of Milwaukee; and

Whereas, The operation of this grant from June 1, 2010 to May 31, 2013 would apply up to $13,000,000

to projects within the City of Milwaukee, of which the entire amount would be provided by the grantor; and

Whereas, the local leverage needed for this grant does not require support from the City's tax levy-supported budget; now, therefore,

Resolved, By the Common Council of the City of Milwaukee, that the Department of Administration - Office of Environmental Sustainability is authorized to accept this Energy Efficiency Conservation Block Grant from the United States Department of Energy; and, be it

Further Resolved, That the administration of these funds will be managed by the Wisconsin Energy Conservation Corporation (WECC) through the Wisconsin Energy Efficiency (WE2) Project, in cooperation with the City of Milwaukee Office of Environmental Sustainability; and, be it

Further Resolved, That the Common Council intends to revise the Energy Efficiency Improvement Loan Program (s. 304-26.5) to include commercial and industrial properties, as described in 2009 Wisconsin Act 272.

..Requestor
Department of Administration
..Drafter
LRB10206-2
RTW
05/11/10

CC-170 (REV. 6/86)

CITY OF MILWAUKEE FISCAL NOTE

A) DATE May 12th, 2010 **FILE NUMBER:** 100007

Original Fiscal Note ☐ Substitute ☒

SUBJECT: Substitute resolution authorizing acceptance of a grant from the United States Department of Energy for the Energy Efficiency and Conservation Block Grant Retrofit Ramp-up Program

B) SUBMITTED BY (Name/title/dept./ext.): Erick Shambarger, Acting Director of Environmental Sustainability, DOA, x8556

C) CHECK ONE:

- ☐ ADOPTION OF THIS FILE AUTHORIZES EXPENDITURES
- ☒ ADOPTION OF THIS FILE DOES NOT AUTHORIZE EXPENDITURES; FURTHER COMMON COUNCIL ACTION
- ☐ NEEDED.
- ☐ LIST ANTICIPATED COSTS IN SECTION G BELOW.
- ☐ NOT APPLICABLE/NO FISCAL IMPACT.

D) CHARGE TO:

- ☐ DEPARTMENT ACCOUNT(DA)
- ☐ CAPITAL PROJECTS FUND (CPF)
- ☐ PERM. IMPROVEMENT FUNDS (PIF)
- ☐ OTHER (SPECIFY)
- ☐ CONTINGENT FUND (CF)
- ☐ SPECIAL PURPOSE ACCOUNTS (SPA)
- ☒ GRANT & AID ACCOUNTS (G & AA)
- ☐

E) PURPOSE	SPECIFY TYPE/USE	ACCOUNT	EXPENDITURE	REVENUE	SAVINGS
SALARIES/WAGES:	OES Salaries and benefits for local				
	coordination and marketing support over 3 yrs		757,000		
SUPPLIES:	Office supplies and marketing materials		192,000		
MATERIALS:					
NEW EQUIPMENT:					
EQUIPMENT REPAIR:					
OTHER:	The grant will support up to $13 million in grant costs in Milwaukee. The split that will be spent by WECC on behalf of Milwaukee and the amount that will be sub-granted directly to the City of Milwaukee (eg. loan loss reserve funds legal set-up costs, and other marketing costs) is currently being negotiated				
TOTALS			$949,000+		

F) FOR EXPENDITURES AND REVENUES WHICH WILL OCCUR ON AN **ANNUAL** BASIS OVER SEVERAL YEARS CHECK THE APPROPRIATE BOX BELOW AND THEN LIST EACH ITEM AND DOLLAR AMOUNT **SEPARATELY**.

- ☒ 1-3 YEARS ☐ 3-5 YEARS
- ☐ 1-3 YEARS ☐ 3-5 YEARS
- ☐ 1-3 YEARS ☐ 3-5 YEARS

G) LIST ANY ANTICIPATED FUTURE COSTS THIS PROJECT WILL REQUIRE FOR COMPLETION:

The project will require no City tax-levy supported expenditures. $1.2 million from the City's formula based Energy Efficiency Conservation Block grant that had been budgeted for ME2 will be used to support this project.

H) COMPUTATIONS USED IN ARRIVING AT FISCAL ESTIMATE:

The grant funding breakdown is still under negotiation with the US Department of Energy and the Wisconsin Energy Conservation Corporation. Once a direct budget for the City of Milwaukee has been negotiated, a Council resolution establish grant & aid accounts will be submitted to Council for approval.

PLEASE LIST ANY COMMENTS ON REVERSE SIDE AND CHECK HERE ☐

Wisconsin Energy Efficiency (WE^2) Project

Presentation to Milwaukee's Steering and Rules Committee

Erick, Shambarger, Milwaukee Office of Environmental Sustainability
George Edgar, Policy Director, Wisconsin Energy Conservation Corp
Sue Hanson, WE^2 Program Manager, Wisconsin Energy Conservation Corp

May 13, 2010

Overview

- Retrofit Ramp-up Grant Award
- Objectives and local benefits
- WE^2 Program design
- Why WECC?
- Project Administration and Oversight
- ME^2 Pilot project
- Next Steps

Retrofit Ramp-Up Grant Big Picture

- WE^2 grant application submitted by Wisconsin Energy Conservation Corp (WECC) on behalf of Cities of Milwaukee, Madison, and Racine
- Program will be marketed locally as Milwaukee Energy Efficiency (ME2)
- WE^2 was one of 25 grants awarded
  - Hundreds of applications totaling $3.5B for $452M of available funds
- Proposed final grant award expected to be $20M across all three cities ($12-$13M for Milwaukee)

WE^2 Goals

- Grow the market for whole-house energy efficiency retrofits
  - Create private-sector jobs
  - Reduce energy bills
  - Reduce pollution
  - Improve the building stock
- Comparable program for commercial and industrial properties

What is a “Whole-House” Energy Retrofit?

- Coordinates a systematic energy audit with heating, cooling, and insulation contractors to save energy and $$
- Views the energy use in a house as an interdependent system
- Solar or other renewables are potential add-ons after energy efficiency work is completed

WE^2: Whole-House Energy Retrofit Market Creation Elements

- Neighborhood-based marketing to increase customer demand
- Workforce and contractor development for supply
- Quality Assurance to ensure quality retrofits
- Coordination across various state and federal incentive programs
- Leverage private capital via loans to finance work

City of Milwaukee Budget & Impacts Over 6-Year Program

- City of Milwaukee share of overall grant award is approximately $12M

Sector	Projected Number of Retrofits	Jobs	Energy Savings	Carbon Reduction (Tonnes CO2)
Residential	7,100	1,400	$6M	30,104
Non-Residential	140	883	$6M	383,345

Over-Arching Grant Requirements

- Award is for energy efficient building retrofits (not new construction)
- Sustainability
  - 6-year program
  - Federal funds for the first 3 years; must create sustainable program for years 4 - 6
- Leverage
  - 5:1 leverage required

Use of Grant Funds

- Loan loss reserve to leverage private capital for loans
- Funds for neighborhood-based marketing
- ARRA reporting requirements
- Legal and other start-up costs

Source of Local Leverage

- ME2 is a loan program with property owners ultimately paying for improvements to their property
  - Less available incentives
- No tax-levy support of grant
- Leverage for property loans comes from national private-equity firms (e.g. Renewable Funding), national or local banks, or City revenue bond
- Focus on Energy incentives
- $1.2M from EECBG formula grant
- WECC will likely issue RFP(s) for loan origination services and private capital terms

Use of PACE Financing Model

- 100% voluntary program
- Loan repayment secured as special charge on property tax bill
- Protection to lenders
- Protections to borrowers to realize anticipated energy cost savings through effective program design
- Prevention of fraud
- Protection to the City
- Residential PACE was approved by Common Council
- Wisconsin recently expanded PACE option to commercial and industrial properties

Plan to Grow Labor Market

- Implement a Community Workforce Agreement for trades work in ME2
  - Davis-Bacon wages
  - Workers as employees of the contractor
  - OSHA safety training
  - RPP and apprenticeship standards from the MORE ordinance
  - New hires from qualified training programs
- Coordination with Pathways Out of Poverty grant and workforce development partners

Plan to Prepare Contractors

- WECC will issue RFQ for certified contractors for ME2
- RFQ will include Community Workforce Agreement provisions
- RFQ will align contractor and worker certifications with national requirements to ensure quality workmanship
- Presentation to firms at EBE Sustainability Conference so EBE firms can prepare themselves to participate

Why WECC?

- The Wisconsin Energy Conservation Corporation (WECC) is a non-profit organization based in Madison, Wisconsin.
- Since 1980, WECC has played a critical role in changing the energy and energy efficiency landscape in Wisconsin and the Midwest
  - WECC has worked with government agencies and utilities who have helped to sponsor energy programs and impact energy policy
  - WECC has participated in a variety of research projects to verify the efficacy of efficiency options
  - WECC has identified consumer agencies to help educate and motivate the public to demand and use energy efficient products.
  - WECC ran a successful retrofit pilot project in Milwaukee
  - Opportunity to replicate ME^2 statewide

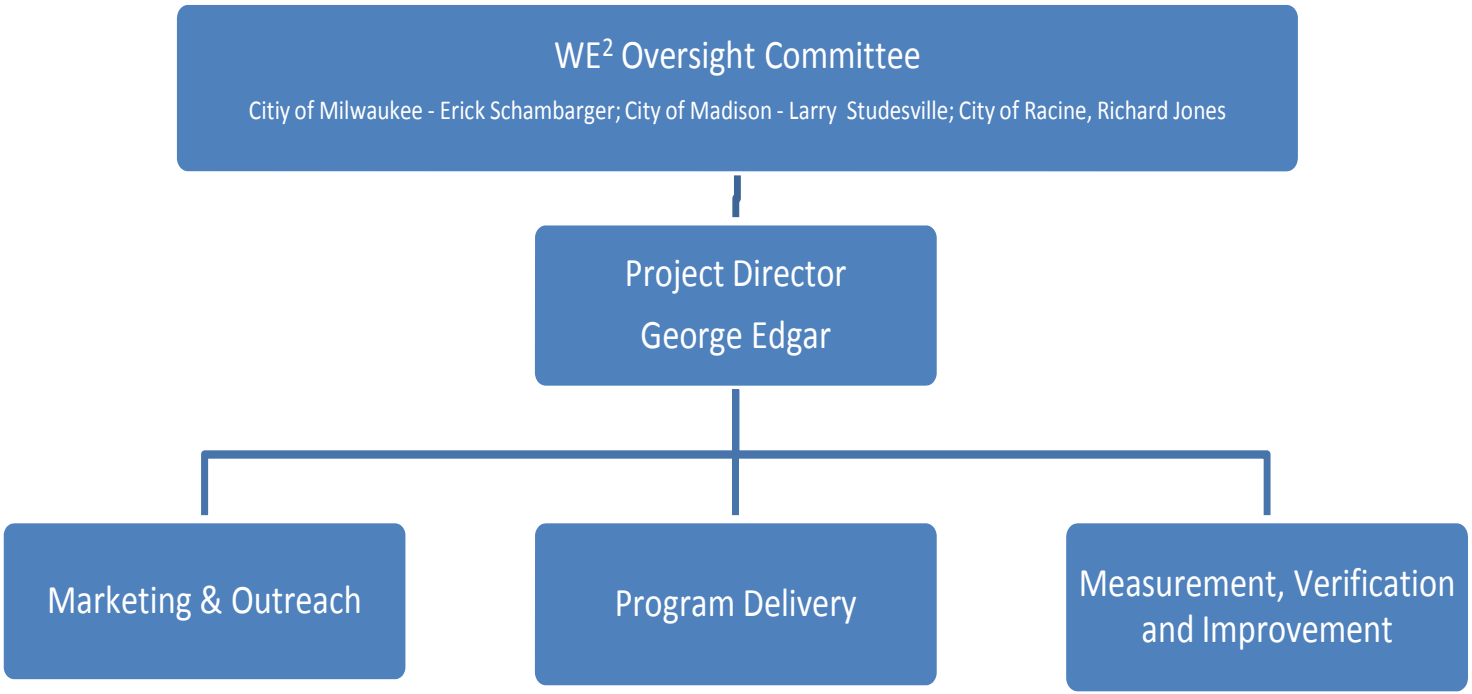
Leveraging Focus on Energy

- Wisconsin's statewide energy efficiency and renewable energy program
- Legislature created the program in 1999, expanded in 2005
- Aimed at increasing Wisconsin's energy independence by helping residents and businesses implement efficiency and renewable energy projects that would not occur otherwise

Home Performance with ENERGY STAR

- Cash-Back Rewards
- Network of Market Providers/Partners
  - 70-ish independent / third-party consultants throughout Wisconsin
    - Are not employed by contractors
    - 14 in Milwaukee
  - 6 qualified contractors
  - 350+ trade allies

WE^2 Oversight



Roles & Relationships

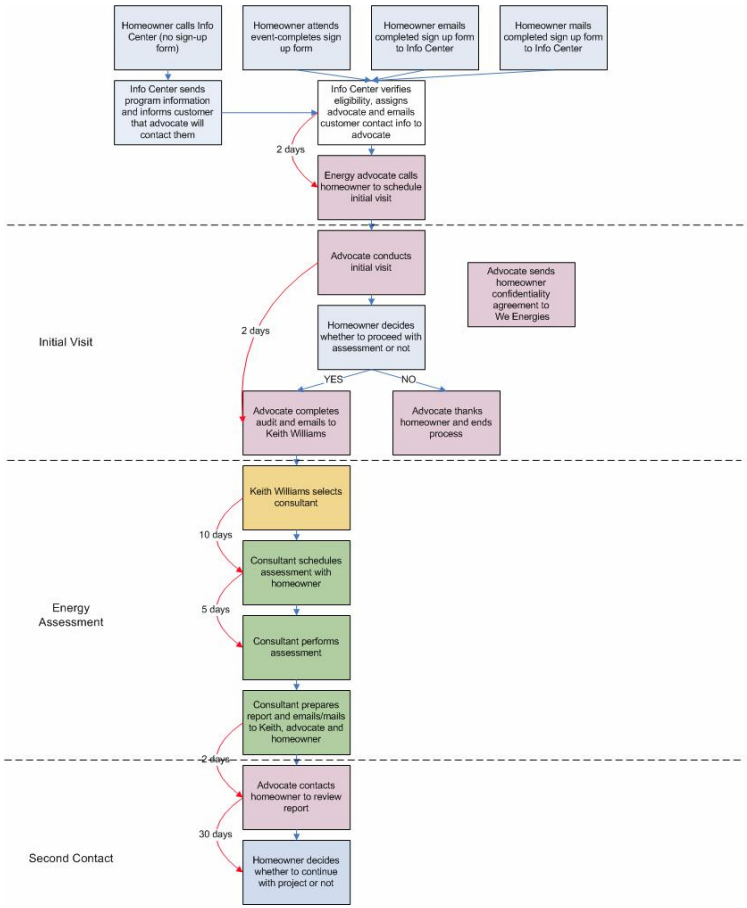
- WECC primary roles
  - Grant fund administrator
  - Provide expert program design and implementation guidance
- City and partner primary roles
  - Local marketing
  - Alignment with local priorities and programs
  - Community Workforce Agreement
  - Finance coordination for PACE financing
  - Comptroller review of financing options

Milwaukee Pilot - Objectives

- Utilize community
  - Form partnerships with neighborhood groups, etc.
- Test various outreach / marketing and ongoing communication techniques
- Deliver optimal building science practices / products to assure energy efficiency standards are met
- Guide / redirect home energy efficiency attitudes / behaviors toward sustainability

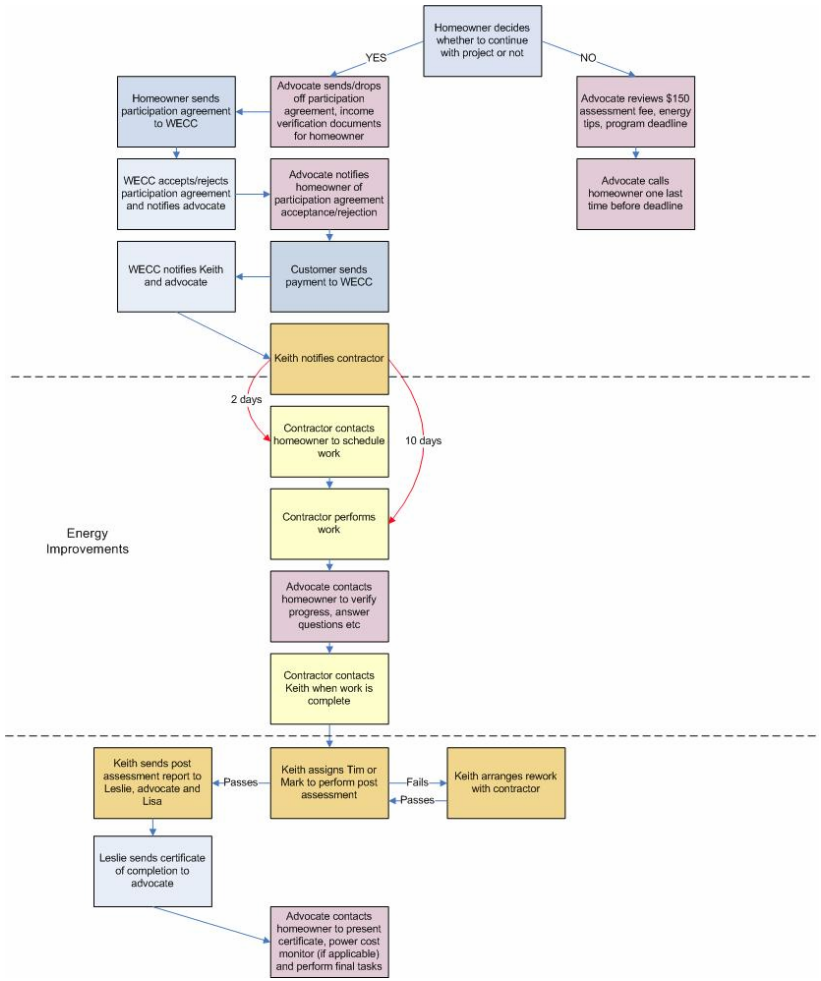
Milwaukee Pilot - Process

- Initial interest
- Initial visit
- Energy assessment
- Second contact



Milwaukee Pilot - Process

- Second contact (con't)
- Energy improvements
- Post-audit / quality assurance check



Milwaukee Pilot Lessons

- Streamline use of Energy Advocates
  - Energy Advocates and Consultants should be at the home at the same time

- Consultant and contractor requirements
  - Additional agreement via MOU

NEXT STEPS

- Council approval to proceed with negotiations
- US Department of Energy will work with WECC and Cities to hone WE2 program and budget
- DOE wants to sign contract with WECC by June 1, 2010 for program launch in 2010
- Finalize MOU with WECC and City
- Revise local PACE ordinance to reflect new State Law
- Ongoing stakeholder input
  - Common Council, Comptroller, City Attorney, Treasure, community partners, etc.

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Steering & Rules Committee

NAME	ADDRESS	DATE SENT		
Eric Shambarger	DOA	5/6/10		