

## Milwaukee College Prep – Appendix A

### I. **Executive Summary** a. **Educational Program**

Milwaukee College Prep’s philosophy is that every scholar can and will succeed and that it is up to the adults to make sure that this happens. Scholars will be given a rigorous, college preparatory education regardless of their economic background, race, zip code or home life. MCP develops its students not only academically, but socially and emotionally as well. Milwaukee College scholars are fully expected to graduate from high school and thrive within some of the region’s best universities and the most prestigious colleges across the country. Instilling a strong sense of confidence and leadership will expand the possibilities for MCP scholars who must show incredible grit and determination to overcome some challenging obstacles in life.

Scholars will receive a rigorous academic curriculum to prepare them for any path they choose beyond high school. MCP anticipates competitive ACT scores so scholars can have endless choices of colleges and careers. This begins in K4 with a focus on strong language and phonics instruction, math instruction rooted in developing a deep conceptual understanding, habits of discussion, scholarly discussions and a continuum of learning opportunities.

Educating the whole child is also an expectation of Milwaukee College Prep. Areas such as intellectual curiosity, leadership, concern for others and service to the community will be developed within each scholar. Scholars will have daily character education integration and will be given opportunities to explore their leadership and relationships with others. Athletics, forensics, student government, after school clubs, community service projects, music, art and instructional technology, are offered to further develop the whole child.

MCP is unwavering in its belief that literacy and math must be at the core of all instruction. Students growing up in low-income homes hear, on average, 30 million fewer words than their affluent peers by the time they reach age three. Milwaukee College Prep believes all teachers must be skilled at teaching reading in order to close the literacy gap. MCP will create an environment that encourages all students and adults to read throughout the day. MCP seeks to foster a community that celebrates students’ love for reading.

MCP’s elementary classrooms have an educational assistant who supports students and will provide for extensive small group practice, one-to-one support, and differentiated learning. MCP’s curricular program, which includes a blended learning model in math, allows for students to have multiple opportunities to be assessed and practice reading and math.

All classes, including social studies, science, and math, heavily emphasize reading and writing skills. In every content area students are expected to explain and analyze their findings both orally and in written communication.

Given the highly rigorous nature of the Common Core State Standards in literacy and mathematics, Milwaukee College Prep works to quickly provide remediation, so that all students

can be successful. Each day students receive remediation in math and literacy instruction as indicated by performance on their daily exit ticket. Educational Assistants, Resource Teachers and RtI coordinators also provide regular interventions for students who need support on a more frequent basis.

Milwaukee College Prep's K4-8 campuses are situated in some of the most segregated neighborhoods in the nation's most segregated city, which is home to the nation's largest race-based achievement gap. And yet, MCP is proving that it doesn't have to be that way. Milwaukee College Prep is not new or experimental; rather it is a proven model of success that is closing the indefensible achievement gap in our city. In order to effect change on a larger scale, Milwaukee College Prep has grown from a K4-4 free, public charter school with 75 scholars to 2,000 scholars attending one of the four K4-8 schools in our network. We have been able to accomplish this without losing our unqualified focus on the success of each individual scholar.

The Charter School shall pursue and make reasonable progress toward the achievement of the academic and non-academic goals set forth in the Application and in the Annual Accountability Plan described herein.

**b. Name of Person Seeking Charter**

Robert Rauh has been at the helm of Milwaukee College Prep since its inception on July 1, 1997. He now serves as the CEO. He is the person seeking this charter.

**c. Applicant Team**

The CEO, the network leadership team and the principals of the four campuses are the Milwaukee College Prep team. The Milwaukee College Prep Board approves the application.

**d. Expected Student Outcomes**

Our mission statement is: *Knowledge plus character pave the road to college and beyond.* So, our ultimate goal is to make sure our students possess the knowledge and character to be successful in college and life. Measurable student outcomes would include:

- 90% of our 8<sup>th</sup> grade alumni finishing HS in 4 years;
- 66% of our 8<sup>th</sup> grade alumni going to college (we have an Alumni Dir who tracks this data for us);
- Annual score of 4 or 5 Stars on WI Report Card;
- Annual student retention (re-enrollment) and attendance rates above 93%.

**II. Proposal**

## 1. A description of the charter concept.

In the past five years, Milwaukee College Prep has grown from a single-campus to a sustainable, proven network of world-class K-8 schools for 1,900 of our city's children.

Milwaukee College Prep's ability to achieve great outcomes is a direct result of the unrelenting focus on its scholars, ~~of whom 99% are African-American and 80+% qualify for free or reduced lunch.~~ Everything from curriculum and instruction, to hiring and budgeting is done with the scholars' best interests in mind. We are able to do this first and foremost by having exceptional leadership in place and hiring, training, supporting and retaining master teachers who firmly believe that every child, no matter his or her zip code, can and will succeed when given the right tools. We provide our team with a clear mission, a positive environment where learning flourishes, continual support and direction, and then hold them accountable for their scholars' success. It is not magic, just a clear focus on each individual scholar by a team who is fiercely determined. For us, it is a purpose, not a job.

Academically, while we meet our scholars where they are when they come to us, we maintain high expectations for each one of them. It begins with a rigorous classic liberal arts curriculum; designed to fuel curiosity, strengthen oral and written communication skills, and critical thinking. ~~We see an average growth in their MAP (Measures of Academic Performance) scores of nearly 1.4 grades in a single school year. We expect this of them because we know they are capable. In order to help them meet and exceed expectations, we use data to drive personalized instruction. We measure everything...attendance (96+%), high school graduation rates (94%); college graduation rates (33%), student retention rates (89%), MAP test scores (139% of the national growth norms), discipline deposits (down 22% this year), homework deposits and suspensions (down by 40+% this year), and parent satisfaction and staff satisfaction (more than 95% love it here). Taken together, we see that the education we provide at Milwaukee College Prep is making a measurable and meaningful difference. Taken individually, we are humbled by the sheer grit of each of our teachers and their scholars as they continue to do the heavy lifting that results in gains of single, but monumental, percentage points.~~

With a mission of “knowledge plus character paves the wayroad to college and beyond,” we know that as important as academic rigor is, without qualities like curiosity, resilience, optimism, empathy, and humility our scholars will not have the tools they need to apply their knowledge. ~~As a result, since its inception, Milwaukee College Prep has incorporated strong character education lessons into its daily curriculum. Based on Steven Covey's “7 Habits of Highly Effective People,” our teachers introduce and reinforce the following concepts daily as early as K4:~~

- ~~● *Be proactive:* We teach that we are responsible for our own actions, not the victims of others.~~
- ~~● *Sharpen the Saw:* We teach that they must take care of their bodies, spirits and minds.~~
- ~~● *Begin with the end in mind:* We ask, why are they in school? Not because they have to be, but because of what they want to become.~~
- ~~● *First Things First:* We expect them to learn to set priorities and celebrate each step toward their goals.~~
- ~~● *Think Win-Win:* We teach them to balance their own courage to succeed with consideration for others.~~

- ~~• *Seek to understand, then be understood: We ask them to confidently share their ideas and feelings, while developing empathy for others' ideas and feelings.*~~
- ~~• *Synergize: We teach humility, recognizing that we can't do it alone.*~~

Recognized as one of the first national Schools of Character, Milwaukee College Prep has always embraced Paul Tough's recent thesis that character qualities equally impact a scholar's success or failure. Both this and our desire to measure outcomes has led us to develop a character report card that will help us objectively evaluate each scholar's strengths and weaknesses. As we do with our academic instruction, we use this data to personalize character instruction to each scholar.

Even with our growth and results, we know we can't do it alone. Our ultimate goal is for *every* child in Milwaukee to receive an uncompromising education. Over the past two years, thanks in part to a partnership with Schools That Can Milwaukee, we have welcomed over 2,000 educators and administrators from public, private, voucher and charter schools in Milwaukee, Wisconsin, the nation, and the world through our doors. They come to observe best practices and receive training. Together we can change course for all of our children and our city.

Milwaukee College Prep's K4-8 campuses are situated in some of the most segregated neighborhoods in the nation's most segregated city, which is home to the nation's largest race-based achievement gap. And yet, MCP is proving that it doesn't have to be that way. Milwaukee College Prep is not new or experimental; rather it is a proven model of success that is closing the indefensible achievement gap in our city. In order to effect change on a larger scale, Milwaukee College Prep has grown from a K4-4 free, public charter school with 75 scholars to 1,9002,000 scholars attending one of the four K4-8 schools in our network. We have been able to accomplish this without losing our unqualified focus on the success of each individual scholar.

Recent research from Harvard economist, Raj Chetty, suggests the primary school years set a child on a trajectory, positive or negative, that will ultimately determine his or her economic and social mobility. And yet, Milwaukee remains one of a few cities that have not successfully made a dent in one of the largest race-based achievement gaps in the nation, and nearly 50% of African-American students in Milwaukee are not graduating from high school. A recent study by the Anna E. Casey Foundation suggested that, "Black families pondering a move to the Midwest might want to read this study, especially if they have young children. According to a national report, Wisconsin has been ranked the worst state in the country when it comes to racial disparities for children."

Aside from the clear personal costs, there is an estimated price tag of about \$1.7-\$2m to our community over the course of the life-time of every 18 year old that does not graduate from high school in terms of lost tax revenue on lower salaries and increased costs on services such as incarceration, unemployment and social services. For their sake and ours, we can't afford to continue to passively accept the negative trajectory that many of Milwaukee's children are on because of the lack of quality education options.

This is unconscionable. As a long-time leader in urban education, Milwaukee College Prep believes that it has a responsibility to act. Our graduation rates are testimony to our success. We

know 94% of Milwaukee College Prep alumni graduate from high school in four years, providing them with the opportunity to choose their own paths, whether a four-year college, two-year college, trade school or a fulfilling career.

~~Milwaukee College Prep provides a college prep curriculum and sets high expectations for its students in grades K4 through 8. The Milwaukee College Prep curriculum is and will continue to be steeped in no-nonsense educational basics coupled with a heavy dose of critical thinking skills and positive affirmation. The core of the School's language arts program is its phonics program. The phonics' wall cards, which the students go through each day, supply the students with the skills to decode and read almost any word in the English language.~~

~~The spelling, writing and reading lessons all emanate from the concepts being taught in phonics. As the students' decoding skills increase, they are immersed in literature, both of free choice and assigned classics, to hone their reading skills and develop comprehension skills. The reading of "free choice" literature is monitored by use of the Accelerated Reader (AR) program from Renaissance Learning. Through use of the AR program, the School tracks how much and how well its students are doing with independent reading. In addition, the students are expected to memorize a poem each week.~~

~~The School has adopted the Eureka Math series in K4—8<sup>th</sup> grade, which is fully aligned to the Common Core standards. In addition, we have started using Zearn, a blended learning strategy, in our Elementary grades to compliment Eureka.~~

~~The Social Studies and Science curriculums are standards based and designed to be very interactive and group learning structured.~~

~~In addition to core curriculum, Milwaukee College Prep students take Physical Education, Art, Technology and Music once per week.~~

~~(2) — The name of the person who will be in charge of the Charter School and the manner in which administrative services will be provided:~~

## **2. Name of person who is seeking charter.**

Robert Rauh has been at the helm of Milwaukee College Prep since its inception on July 1, 1997. He now serves as the CEO. He is the person seeking this charter.

## **3. Manner in which administrative services will be provided.**

The MCP administrative team includes a Chief Academic Officer, Chief Financial Office, Chief Operations Officer, Chief of External Affairs and Chief Culture Officer, who provide support and administrative services to its four campuses.

At the heart of Milwaukee College Prep's mission is to have excellent learning taking place in each and every classroom throughout the school and to have a nurturing and safe climate permeate the building for the benefit of our students and their families. To accomplish this, each

campus has a Principal, two Culture Deans ~~of Students, an and~~ Academic ~~Dean~~Deans and an Operations Director.

In the event there is a change in CEO and/or Principal of the Charter School, or a material change in the leadership of the Charter School as described in this subsection, the Grantee agrees to notify the Office and the Department immediately of the change. The Grantee shall provide the Office with a copy of the curriculum vitae of the Executive Director.

**4. A description of how the community wishes to assume more responsibility/support for, or leadership in, the educational process.**

The lengthy wait lists that Milwaukee College Prep has indicates the strong support/demand that the community has for the educational program of the at Milwaukee College Prep. Parents and community members are active participants in the 18 member Milwaukee College Prep School Board who make decisions, oversee finances and provide future direction for the Network of schools. Local parents meet monthly at each campus and community members are active volunteers in the schools and supporters at Milwaukee College Prep events.

~~—Serving grades K4-8<sup>th</sup>-grade, the Milwaukee College Preparatory School's educational program focuses on a heavy dose of positive affirmation and critical thinking skills complimented by basic, no-nonsense educational pedagogy. The positive affirmations and critical thinking skills are intertwined with everything that is taught. Students are constantly being praised for good choices or academic endeavors made, and they are constantly being pushed to make connections, inferences or comparisons in a Socratic way.~~

~~The core of our language arts program is the Modern Curriculum Press reading series and phonics program. The phonics wall cards, which the students go through in a rather boisterous fashion each day, supply the students with the skills to decode and read any word in the English language. In the Middle School grades, most of the reading program is novel based.~~

~~We have adopted the Saxon math curriculum and are following it almost verbatim, with the exception of promoting all students one year ahead of schedule (i.e. the 2nd grade completes the third grade material). We expect our students to have completed Algebra by the end of 8th grade. The teaching of Phonics and Math each morning is predominantly done through direct instruction.~~

~~In addition, there are dedicated Phy Ed, IT, Art and Music teachers that instruct the students each week.~~

~~The Charter School shall pursue and make reasonable progress toward the achievement of the academic and non-academic goals set forth in the Application and in the Annual Accountability Plan described in Section 5.3 of this Agreement.~~

~~The Charter School shall pursue and make reasonable progress toward the achievement of the academic and non-academic goals set forth in the Application and in the Annual Accountability Plan described herein.~~



## **5. A description of the educational program.**

Milwaukee College Prep's philosophy is that every scholar can and will succeed and that it is up to the adults to make sure that this happens. Scholars will be given a rigorous, college preparatory education regardless of their economic background, race, zip code or home life. MCP develops its students not only academically, but socially and emotionally as well. Milwaukee College scholars are fully expected to graduate from high school and thrive within some of the region's best universities and the most prestigious colleges across the country. Instilling a strong sense of confidence and leadership will expand the possibilities for MCP scholars who must show incredible grit and determination to overcome some challenging obstacles in life.

Scholars will receive a rigorous academic curriculum to prepare them for any path they choose beyond high school. MCP anticipates competitive ACT scores so scholars can have endless choices of colleges and careers. This begins in K4 with a focus on strong language and phonics instruction, math instruction rooted in developing a deep conceptual understanding, habits of discussion, scholarly discussions and a continuum of learning opportunities.

Educating the whole child is also an expectation of Milwaukee College Prep. Areas such as intellectual curiosity, leadership, concern for others and service to the community will be developed within each scholar. Scholars will have daily character education integration and will be given opportunities to explore their leadership and relationships with others. Athletics, forensics, student government, after school clubs, community service projects, music, art and instructional technology, are offered to further develop the whole child.

MCP is unwavering in its belief that literacy and math must be at the core of all instruction. Students growing up in low-income homes hear, on average, 30 million fewer words than their affluent peers by the time they reach age three. Milwaukee College Prep believes all teachers must be skilled at teaching reading in order to close the literacy gap. MCP will create an environment that encourages all students and adults to read throughout the day. MCP seeks to foster a community that celebrates students' love for reading.

MCP's elementary classrooms have an educational assistant who supports students and will provide for extensive small group practice, one-to-one support, and differentiated learning. MCP's curricular program, which includes a blended learning model in math, allows students to have multiple opportunities to be assessed and practice reading and math.

All classes, including social studies, science, and math, heavily emphasize reading and writing skills. In every content area, students are expected to explain and analyze their findings both orally and in written communication.

Given the highly rigorous nature of the Common Core State Standards in literacy and mathematics, Milwaukee College Prep works to quickly provide remediation, so that all students can be successful. Each day students receive remediation in math and literacy instruction as indicated by performance on their daily exit ticket. Educational Assistants, Resource Teachers

and RtI coordinators also provide regular interventions for students who need support on a more frequent basis.

## **6. The methods the school will use to enable students to attain the educational goals.**

Milwaukee College Prep will use the following methods to help pupils attain the educational goals under Wis. Stat. § 118.01, ~~—Milwaukee01Milwaukee~~ Milwaukee College Prep has a strong track record of achievement that has been established over the past ~~nine~~24 years. This has been attained through the following ~~methods~~beliefs:

- ~~a. hiring excellent teachers, training them in the school's curriculum and philosophy, and retaining them through competitive pay and benefits~~
- ~~b. strong support system for teachers~~
- ~~c. proactive discipline system that increases time on task in the classroom~~
- ~~d. believing that children don't fail. Regardless of the situation a child is coming from, it is the teachers' responsibility, with the support of their co-workers, to do everything possible to see that each child succeeds.~~
- ~~e. a lot of the teaching is done through chants or jingles, which keeps the students actively involved in the learning process and promotes learning through repetition~~
- ~~f. positive student teacher ratio. Classroom size is approximately 24 students with a teacher and an Educational Assistant assigned to each room through 2<sup>nd</sup> grade.~~
- ~~g. building strong bridges with parents to work together in the best interest of each child~~

- ~~1. focus on results. While certainly not teaching to the test and spending very little time on test preparation, our expectation, and experience the past few years, is that our students will substantially outpace district averages. Results on standardized tests don't invite excuses based on demographics, and positive achievement will enable our students to have the opportunity to compete at the nation's best high schools and colleges. Relationships and learning are inseparably connected.~~
- ~~2. What teachers expect of their students influences what students expect of themselves.~~
- ~~3. Students engage and learn best from work that is challenging, relevant to their lives, and helps them understand and impact the world.~~
- ~~4. Moving forward into new content with support will advance learning more than stopping and going back.~~
- ~~5. Even a great plan will not work for all students; continuously monitoring, understanding, and meeting needs will.~~
- ~~6. The way teachers support students mirrors the way leaders support teachers.~~

h.



Students with IEP's are serviced by educators that all hold applicable DPI licenses. Students are served predominantly in the classroom setting and some in pull-out sessions, according to the goals written in the IEP.

~~(5) —~~

**7. The method by which pupil progress in attaining the educational goals under Wis. Stat. § 118.02 will be measured.**

The Charter School shall administer the examinations under Wis. Stat. §§ 118.30(1r) and 121.02(1)(r) to pupils enrolled in the Charter School and shall cause the testing data for the Charter School to be transmitted to the Office ~~in such form as the Office shall determine.~~of Contracted Schools.

~~(b) — The Charter School shall administer the Measures of Academic Progress testing program developed by the Northwest Evaluation Association (“NWEA”), STAR test or other assessment system universal screener approved by the Office, as annually designated by the Office. MPS. These assessments are designed to measure student progress and to provide information that can be used to improve teaching and learning. The Charter School shall cause such testing data to be transmitted to the Office in a timely manner. The University will contract with NWEA, or another designated provider, to make the testing program available to the Charter School. The Charter School agrees to reimburse the University for any expenses relating to such assessment including but not limited to the following: a pro rata portion of NWEA’s startup costs charged to the University; NWEA’s annual per student licensing fee based on the Charter School’s total number of individual students assessed; a pro rata portion of NWEA’s Training Workshop(s) fee(s); and any additional individualized or customized training(s) provided to the Charter School. This reimbursement is in addition to and does not supersede any of the Charter School’s other contractual obligations under Section 4.6 of this Agreement.~~of Contracted Schools in a timely manner.

~~(6) — The governance structure of the School, including the method to be followed by the School Board to ensure parental involvement:~~

~~Initially, the Board of Directors was responsible for having founded the school, establishing its mission, initiating the license agreement with Mrs. Collins, providing start-up funds and assisting with fund-raising activities. Currently, the board's~~

**8. School Governing Body.**

The MCP Board of Directors primary functions are to approve general policies, oversee the finances of the school, and plan for its future.

All implementation, overseeing of day-to-day operations, personnel matters, and relationships with constituents are the responsibility of the CEO and the ~~school's~~ administrative team. The board relies upon the administration to hear and adjudicate any grievances according to the policies found in the staff, parent, and student handbooks.

The Board of Directors is also solely responsible for hiring and evaluating the CEO. The CEO is responsible for making sure that the school remains true to its mission ~~and for all decisions in regards to the day to day affairs of the school.~~

The Milwaukee College Prep Parent Leadership Council serves as the parental voice and support of the school, seeing its mission both as developing a positive and welcoming climate for all parents and as working closely with the school in meeting its mission. The Parent Leadership Council meets ~~at least~~ monthly throughout the school year.

Currently, there are 18 members on the Board of Directors. Board Committees consist of Executive, Finance, Nominating, Strategic Planning, HR, Marketing and Development.

The Board by-laws state that Board size shall be no less than 5 and no more than 18 members.

~~Parent-teacher conferences shall be held at least once per year.~~

**9. Subject to Applicable Law, the qualifications that must be met by the individuals to be employed in the School.**

All school personnel for whom licensure is required under Wis. Stat. §§ 118.19(1) and 121.02(1)(a)2 shall hold a license or permit to teach issued by the Department. Notwithstanding the foregoing, however, the Parties acknowledge and agree that the Charter School is not an instrumentality of the District, and thus that the Charter School is not subject to requirements arising in connection with Wis. Stat. §§ 118.40(7)(a) and 118.40(7)(am).

**10. The procedures that the School will follow to ensure the health and safety of the pupils.**

The School shall take all reasonable and necessary steps to ensure the health and safety of its students, which shall include but are not limited to the following:

- (a) The Charter School shall comply with all Applicable Laws.
- (b) The Charter School shall ensure that all School staff receive training annually on mandatory reporter obligations under Wis. Stat. § 48.981. If the School requires employees to complete an incident report or in some other way notify supervisors/administrators when they suspect a student has been neglected or abused, the training, and any written policy on the subject, must be clear that such action does not fulfill their reporting responsibilities. The School must also provide alternative reporting channels in the event the misconduct involves someone in the normal reporting chain such as an administrator.
- (c) The Charter School will develop a safety plan and will drill all students on evacuation to a safe location in the event of fire, tornado, armed intruder or other safety hazards.
- (d) The School has its own kitchen staff that provides hot breakfast and lunch as well as a snack for its extended day program participants.

- (e) The School has support services to provide therapy and counseling, such as a part-time school psychologist and social work.
- (f) The School provides safety personnel during busy times of the school day, such as entry and dismissal.

**11. The means by which the School will achieve a racial and ethnic balance among its pupils that is reflective of the District population.**

The school employs a blind admissions policy as set forth in Section 3.1(10) below.

**12. The requirements for admission to the School.**

Applications will be distributed and accepted in February each year.

- (a) After the registration deadline, if the number of complete applications exceeds the number of seats available, a drawing will be held to fill the slots. The drawing will be held within 15 days of the registration deadline.
- (b) All applications will be randomly assigned a number, and then numbers will be drawn from a container to determine placement order, beginning with K4.
- (c) Siblings of currently enrolled students and children of employees get priority placement.
- (d) If a number is drawn of an applicant who has older siblings also applying, the older siblings will get immediately placed in their respective grade(s) if space permits.
- (e) Drawing will continue until all slots are filled and a waiting list order is determined.
- (f) The selection meeting is open to the public.
- (g) Letters will be sent to all applicants within 10 days of the drawing to inform them of their acceptance or their number on the waiting list.
- (h) After the February open enrollment period, applications will be accepted on a first come first serve basis, with completed applications being assigned to open seats or placed on the waiting list (if no open seats are available) as they are turned in.

~~The School acknowledges that only students who reside in Milwaukee County or an adjacent county may attend the School.~~

The Grantee acknowledges and agrees that, if the School receives funds under the federal Public Charter School Program, it must use a lottery to admit students if the School is oversubscribed, in

which case the Grantee agrees to hold such lottery no later than 30 days prior to the start of each academic year.

The parties project a minimum initial enrollment of 400 students/campus or 1600 total. If the School fails to meet this projection by 30 days prior to the start of its first academic semester, as demonstrated through an enrollment application signed by a student’s parent/guardian or other reasonable documentation, the School may not open. ~~The Office reserves the right to verify the enrollment documentation.~~

~~The Grantee acknowledges and agrees that if the capacity of the School is insufficient to accept all pupils who apply, it must use a lottery to admit students, in which case the Grantee agrees to hold such lottery no later than 30 days prior to the start of each academic year. The following exceptions apply to this requirement:~~

- ~~1. The Grantee is required to give preference to pupils enrolled in the School in the prior year and their siblings.~~

~~The Grantee may give preference to children of the School’s founders, governing board members, and full-time employees, but must limit the number of such children to no more than 10% of the School’s total enrollment.~~

**13. Enrollment and grade level distribution chart.**

<u>Grade</u>	<u>Per Campus</u>		<u>MCP Total</u>	
	<u>Students per grade</u>	<u>FTE students per grade</u>	<u>Students per grade</u>	<u>FTE students per grade</u>
<u>4K</u>	<u>50</u>	<u>30</u>	<u>200</u>	<u>120</u>
<u>5K</u>	<u>52</u>	<u>52</u>	<u>208</u>	<u>208</u>
<u>1</u>	<u>52</u>	<u>52</u>	<u>208</u>	<u>208</u>
<u>2</u>	<u>52</u>	<u>52</u>	<u>208</u>	<u>208</u>
<u>3</u>	<u>52</u>	<u>52</u>	<u>208</u>	<u>208</u>
<u>4</u>	<u>52</u>	<u>52</u>	<u>208</u>	<u>208</u>
<u>5</u>	<u>52</u>	<u>52</u>	<u>208</u>	<u>208</u>
<u>6</u>	<u>52</u>	<u>52</u>	<u>208</u>	<u>208</u>
<u>7</u>	<u>52</u>	<u>52</u>	<u>208</u>	<u>208</u>
<u>8</u>	<u>52</u>	<u>52</u>	<u>208</u>	<u>208</u>
<u>Total</u>	<u>516</u>	<u>496</u>	<u>2072</u>	<u>1992</u>

**14. See attached.**

**15. The manner in which annual audits of the financial and programmatic operations of the School will be performed.**

The School shall submit audited financial statements of the Charter School’s operation, including an audited list of the revenues and, the auditor’s management letters and any exceptions noted by the auditors, annually beginning after the first full year. The audit reports shall be prepared by a certified public accountant and submitted within 120 days after the end of the Grantee’s fiscal year on June 30.

**16. The procedure for disciplining students is set forth in Appendix H attached hereto. In addition, Section 118.31, Wisconsin Statutes, which prohibits corporal punishment of pupils, shall apply to the School.**

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

Under Wis. Stat. § 118.40(6), no pupil may be required to attend the Charter School. Students who reside in the District and do not wish to attend the Charter School remain eligible to attend the District’s schools.

**18. The school plans on leasing a facility from MPS.**

Milwaukee College Prep currently owns all four school buildings. The Grantee shall provide the following minimum liability insurance coverages with limits in respect to the Charter School as set forth below:

<u>Coverage Type</u>	<u>Minimum Limit</u>
A. Fidelity Bond Coverage (for the employees, School Board members and management companies who are responsible for the financial decisions of the Charter School, including but not limited to the CEO)	
Limit per Loss	\$500,000
B. Worker’s Compensation	
Worker’s Compensation	Statutory Coverage
Employer’s Liability Limits:	
Bodily Injury by Accident	\$100,000 each accident
Bodily Injury by Disease	\$500,000 policy limit
Bodily Injury by Disease	\$100,000 each employee

C. Commercial General Liability (which must delete any X, C, and U exclusions and must include coverage for sexual abuse and molestation, corporal punishment, athletic events, and use of gymnasium equipment)

Each Occurrence Limit	\$1,000,000
Personal & Advertising	\$1,000,000
General Aggregate	\$3,000,000
Products-Completed	
Operations Aggregate	\$3,000,000
Medical Expense	\$5,000

D. Auto Liability

Combined Single Limit	\$1,000,000 each accident
-----------------------	------------------------------

E. Umbrella (providing excess employer's liability, general liability and auto liability coverage)

Each Occurrence Limit	\$5,000,000
General Aggregate Limit	\$5,000,000

F. School Leader's Errors & Omissions/Educator's Legal Liability

Aggregate Limit	\$2,000,000
-----------------	-------------

**19. The effect of the establishment of the charter school on the liability of the school district.**

The effect of the establishment of the Charter School on the liability of the School District:

- (a) The School District shall not be liable to any person not a Party to this Contract on account of the establishment or operation of the Charter School. Further, the School District assumes no obligation with respect to any officer, director, employee, agent, parent, guardian, student, or independent contractor of the Charter School, or any other persons receiving services from or doing business with the Charter School.
- (b) The Parties agree that nothing contained in this Contract will create any association, partnership, or joint venture between the Parties, or any employer-employee relationship between the School District and the Charter School.

**20. The following procedures including procedure to inform parents.**



- a) Transportation: It is clearly advertised to all prospective families that the school does not provide or facilitate any transportation services, unless it is called for by an IEP.
- b) School Nutrition: The school offers a breakfast and lunch program and an extended day snack. All four schools are currently CEP eligible.

**21. Non-Instrumentality.**

Proposal.

**22. The Term of the contract.**

2021-2026; 5 years.

**III. Appendices.**

A. Calendar:

(Please see attachment)

B. Student day:

8:00 a.m. School begins for grades K4-8  
3:10 p.m. Dismissal for grades K4-8

C. Uniform Policy:

***Uniform Policy (K4 - 4th grade):***

Red MCP Polo Shirts are for sale in the office (\$10 for short-sleeved; \$20 for fleece). Students may wear t-shirts or long-sleeved shirts under their polos. These shirts must be plain white, black, blue or red.

Khaki or navy blue pants, walking shorts, skirts or skorts are allowed. No excess pockets, buttons, designer labels or outside zippers. If pants have belt loops, students must wear a belt.

Socks/Tights Solid red, white, blue or black socks/tights.

Shoes Gym shoes are preferred so students do not need to change for P.E. classes. No sandals, clogs, crocs or flip-flops allowed. In winter, if boots are worn to school, students must change into shoes for class.

D. N/A

E. Diversity Plan: Milwaukee College Prep employs a blind admission policy in regards to race, gender, academic and economic status.

F. Special Ed Plan:

Students with IEP's are serviced by four full-time staff members All hold applicable DPI licenses. Students are served both in the classroom setting and in pull-out sessions, according to the goals written in the IEP.

G. Budget: see attached

#### H. Discipline Policy:

At MCP, our approach to classroom management and discipline is Proactivity. We believe that by setting up positive systems and routines we can help students make the best choices for their behavior. Teachers use a variety of strategies including restorative practices to promote positive behavior and to redirect problem behaviors. We recognize and celebrate student successes at every opportunity. We believe that the learning environment is sacred. We also work to ensure that every child is safe (physically, emotionally, mentally and intellectually) and can learn without needless disruptions.

We have very high expectations for student behavior, and we “sweat the small stuff” to create and preserve a focused learning environment. Milwaukee College Prep embraces “Restorative Practices” as a foundation for social-emotional skills, happiness and health. Restorative Practices, which include weekly community circles and pride groups are used to establish trust, and honor scholar voices. Peacekeeping circles will be used in behavioral situations and/or for scholar reinstatement when an individual, community or learning environment was harmed. Restorative practices uphold MCP’s mission of “Knowledge plus Character” to foster strong character choices with a focus on sustaining and repairing their community.

Elementary parents will be informed daily of their child's behavioral choices on the life's work sheet. Middle School parents are informed every Tuesday through Virtuous Dollar Reports.

We believe that all students are full of good choices that they make throughout the day. MCP recognizes that all relationships have an emotional bank account. Our bank accounts are based on our TRECK values of Trust, Respect, Empathy, Courage and Kindness.

If repeated poor choice making persists, a conference with the administrator, teacher, parent/guardian and student will be held. During this meeting, the scholar may be placed on a success plan or be referred to the RTI (Response to Intervention) team. Behavior monitoring will be assigned for the remainder of the quarter. Involvement from our school Social Worker or School Psychologist may occur.

Any instances of serious discipline infractions will result in immediate suspension or possible expulsion. An immediate suspension or expulsion may occur for the following:

- Conduct by the student while at school or under the supervision of a school authority that endangers the property health or safety of others, including, but not limited to: arson or attempted arson;

assault and/or battery of another student; possession, distribution, manufacturing and/or sale of drugs and/or drug paraphernalia; threatening to harm the health or safety of a person or making a threat to damage property; possession, use, or sale of a firearm, as defined in 18 USC 921(a)(3), or dangerous weapon; possession, use, distribution, sale, lighting, or discharge of explosive devices; unlawful assemble and/or riot;

- Conduct while not at school or while not under the supervision of a school authority that endangers the property, health or safety of others at school or under the supervision of a school authority;
- Conduct that endangers the property, health or safety of any employee or member of the Board of Directors of the school;
- Knowingly conveying any threat or false information concerning an attempt or alleged attempt being made or to be made to destroy any school property by means of explosives;
- Repeated refusal to obey the rules of the school;
- Fighting;
- Abusive language directed toward a teacher or another student;
- Student actions that disrupt the class to the extent that the teacher's authority is being challenged or the teacher is unable to teach effectively;
- Student actions which indicate the use of drugs, alcoholic beverages, or other behavior altering substances;
- Student actions that present a danger to the safety and well-being of themselves or others;
- Other criminal acts in violation of local, state, or federal laws.

#### Notice of Suspension/Expulsion

##### a. Notification of Suspension.

Prior to any suspension, the student shall be advised of the reason for the proposed suspension.

A letter from the Principal or his or her designee will be sent to the student's parent(s)/guardian when the student is assigned in-school suspension or out of school suspension or is recommended for expulsion.

b. Notice of In-School Suspension.

The suspension notice for in-school suspension shall include at least the following information:

- Reason(s) for the suspension and date(s) of suspension are to be clearly stated;
- A parent is expected to participate in a conference with the Principal or his or her designee in order for the student to be readmitted to the regular classroom;
- The student will not be allowed to participate in classroom and school activities during the suspension period; and
- Appeal procedures shall be clearly stated in detail.

c. Notice of Out-of-School Suspension,

The suspension notice for out-of-school suspension (fewer than five days) shall include at least the following information:

- Reason(s) for the suspension and the date(s) of suspension are to be clearly stated;
- A parent must come to school for a conference with the Principal or his or her designee in order for the student to be readmitted to school;
- The student will not be allowed to participate in classroom and school activities during the suspension period;
- The student is not to go on school property;
- Appeal procedures shall be clearly stated in detail.

d. Notice of Suspension Pending Expulsion Recommendation.

The notice for a suspension for conduct that may lead to an expulsion recommendation shall include at least the following information:

First Notice

- The reason(s) for a suspension are to be clearly stated;
- A parent should be told that an investigation is being conducted by the administrators and what the most severe recommendation might be;
- A date and time for a conference is given when a parent, accompanied by the student, must come to school for a conference with the Principal or his or her designee to present and hear information;
- The student will not be allowed to participate in classroom and

- school activities during the suspension; and
- The student is not permitted on school property.

Following the conference, the Principal or his or her designee will make a decision to move forward with a recommendation to the Appeal Board (consisting of four staff members and two parents) for expulsion and inform the parent(s) and student. If the Principal or his or her designee moves forward with the recommendation, the Principal or his or her designee will provide written notice of the recommendation to the parent/guardian and separately to the student at least five (5) calendar days prior to the date of the hearing. The notice to the parent(s) and student must include the following information:

e. Notice of Expulsion Recommendation.

- The specific grounds, under the expulsion statute, and the particulars of the student's alleged conduct upon which the expulsion proceeding is based;
- The time and place of the hearing;
- That the hearing may result in the student's expulsion;
- That, upon the request of the student, and if the student is a minor, the student's parent or guardian, the hearing shall be closed;
- That the student and, if the student is a minor, the student's parent or guardian, may be represented at the hearing by counsel;
- That the Appeal Board shall keep written minutes of the hearing;
- That if the board orders the expulsion of the student, the board secretary shall mail a copy of the order to the student and, if the student is a minor, to the student's parent or guardian;
- That if the student is expelled by the board, the expelled student or, if the student is a minor, the student's parent or guardian may appeal the board's decision to the department of public instruction;
- That if the board's decision is appealed to the department, within sixty (60) days after the date on which the department receives the appeal, the department shall review the decision and shall, upon review, approve, reverse or modify the decision;
- That the decision of the board shall be enforced while the department reviews the board's decision; That an appeal from the decision of the department may be taken within thirty (30) days to the circuit court for the county in which the school is located; and
- That the state statutes related to expulsion are §119.25 and §120.13(1).

Order of Expulsion.

If the Board orders the expulsion of the student:

- a. The Board should reduce its decision to writing in the form of a written

order.

b. If expulsion is ordered, the order must state the length of time that the student is to be expelled including the beginning and ending date.

c. The order should state the specific findings of fact and conclusions in support of the decision.

The order should be sent to the student and, if the student is a minor, to the student's parent or guardian.

#### Students with Disabilities

Students with disabilities may be disciplined, in accordance with the state and federal law, for inappropriate behavior.

a. School personnel may order a change in the placement of a child with a disability to an appropriate interim alternative educational setting, or suspend the child for not more than ten (10) days to the extent they could do so with a child without disabilities. (Note: A suspension for more than five (5) days for a child with a disability is available only if the Principal or his or her designee has recommended expulsion of the student to the Board.)

b. School personnel may order a change in placement to an appropriate interim alternative educational setting for the same amount of time that a non-disabled child would be subject to discipline, but for not more than forty-five (45) days if the child:

i. Carries a weapon to school or to a school sponsored function; or

ii. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance at a school sponsored function. In such case, the district must develop or revise the child's functional behavioral assessment plan.

c. If the discipline for the special education child involves a change of placement for more than ten (10) days, e.g., an expulsion, then the school must hold an IEP meeting to determine whether the behavior was a manifestation of the child's disability.

i. If the behavior was not a manifestation of the child's disability, the child may be subject to the same disciplinary actions as a non-disabled student, except the school must continue to provide an appropriate education to the child.

ii. If the behavior was related to the child's disability, the child



may not be subject to disciplinary action for periods longer than ten (10) school days.

d. A child who is not yet determined eligible for special education and related services may assert any of these protections in response to disciplinary actions if the school system had “knowledge” that the child was a child with a disability before the behavior incident. The school system is deemed to have knowledge if:

i. The parent of the child has expressed concern in writing to school personnel that the child is in need of special education or related services;

ii. Behavior or performance of the child demonstrates the need for such services;

iii. The parent of the child has requested an evaluation of the child for purposes of determining if the child is in need of special education or related services; or

iv. The teacher of the child, or other school personnel, expressed concern about the behavior or performance of the child to the director of special education or to other school personnel.

e. If a parent requests an evaluation of a regular education child who is suspended or expelled, the evaluation must be expedited. Pending the results of the evaluation, the child shall remain in the educational placement determined by school authorities.

#### Appeal Procedures

##### a. In-school Disciplinary Actions

Should a parent disagree with disciplinary action of the school other than out-of-school suspensions or expulsions, the parent may appeal as follows:

Appeals should be made to the Principal by arranging an appointment or by writing the Principal.

If the parent is dissatisfied with the result of the appeal to the Principal, the parent may appeal to the designee of the Appeal Board. Appeals must be filed in writing, within three school days of receipt by the parent of the Principal’s notice of disciplinary action.

##### b. Out-of-School Suspension (five days or fewer)

Should the parent disagree with a suspension of five (5) consecutive days or fewer,

the parent may appeal the decision of the school as follows:

Appeal requests must be made in writing by the parent to the Principal. Such written request must be filed with the Principal within three school days of the notice of suspension, or the right to review and appeal is waived.

If the parent is dissatisfied with the Principal's decision, he or she may appeal the decision to the Appeal Board by filing a written request of appeal within five school days or the right to further appeal is waived.

In cases of immediate appeal, if the Principal determines that the student's presence at school does not create a continuing danger to persons or property or an ongoing threat of disruption, the student may be allowed to continue in school on a regular basis until the appeal is considered. A favorable decision will allow the student to continue in school, whereas a decision supporting the Principal will require the student to serve the full suspension beginning the next school day after receiving notice of the decision. In situations where the student is excluded during the appeal process and the appeal is ultimately favorable to the student, opportunity will be provided for the completion of make-up assignments.

c. Expulsions

An expelled student or the parent or guardian of a minor student may appeal an expulsion order to the State Superintendent of Public Instruction. There is no time limit during which the appeal must be filed. However, the State Superintendent must render a decision within sixty (60) days following receipt of the appeal.

The role of the State Superintendent on the appeal of an expulsion decision is to insure that the required statutory procedures were followed and that the board's decision is based upon one of the statutory grounds for expulsion.

An appeal from the decision of the State Superintendent may be taken within thirty (30) days to the circuit court of the county in which the school is located.

When an expulsion order is reversed by the State Superintendent on procedural grounds, a school board may reconvene and conduct another expulsion hearing proceeding within the time period for which an appeal from a decision of the State Superintendent could be taken. A school board may be barred from both appealing the decision of the State Superintendent and convening another expulsion hearing.

In addition, Section 118.31, Wisconsin Statutes, which prohibits corporal punishment of pupils, shall apply to the Charter School.

H.I. Petition Signatures: N/A

J. Vitae and Contact Info:

<b><u>Administrator</u></b>	<b><u>Contact Information</u></b>
<b><u>Robert Rauh, CEO</u></b>	<b><u>414-339-9887 robert.rauh@milwcollegeprep.com</u></b>

## Robert G. Rauh

### WORK EXPERIENCE

---

1997 - Milwaukee College Preparatory School Milwaukee, WI  
*Principal and CEO*

- Responsible for the curricular, physical, staffing and financial details of start-up of the school.
- Responsible for the day to day academic, social, fund-raising and fiscal operations of the school.
- Responsible for communication with parents to create community of staff and parents working together to establish standards of high academic and social expectations for children.

1992 - 1997 Urban Day School Milwaukee, WI  
*Principal*

- Responsible for the 300 plus students enrolled in 1<sup>st</sup> through 8<sup>th</sup> grade at Urban Day's 24<sup>th</sup> Street Campus.
- Responsible for working with the parent Admissions, Athletic, Curriculum, Personnel and Fund-Raising Committees to establish school policies.
- Responsible for fostering relationship with Marquette University's School of Education that resulted in a dramatic increase in reading skills at Urban Day (93% passed 1997's 3<sup>rd</sup> Grade Reading Test) and eight Urban Day teachers enrolled in master's program in reading at MU.
- Responsible for establishing distinct Middle School program, including the addition of a Science Lab, foreign language classes and athletic program, that resulted in an threefold increase in enrollment in grades 7 & 8 during tenure.

1991 – 1992 Urban Day School Milwaukee, WI  
*Middle School Teacher and Proposal Writer*

- Taught Social Studies and English to 7th and 8th grade students.
- Organized Middle School trip to Washington D.C.
- Wrote proposals for curricular development.

1984 – 1991 Brookfield Academy Brookfield, WI  
*Middle School Teacher, High School Coach and Athletic Director*

EDUCATION

---

- 2006 Alverno College Milwaukee, WI  
*Teacher and Principal Certification*
- 1990 Columbia University – Teacher’s College New York, NY  
*MA – Educational Administration*
- Recipient of Klingenstein Fellowship, which funded year’s study.
- 1983 University of Wisconsin Madison, WI  
*BA – English*

COMMUNITY ACTIVITIES

---

- 1983 – 1984 Jesuit Volunteer Corps Venice, CA
- Middle School teacher and coach at St. Clement School
- 1989 – 1990 St. Aloysius School Harlem, NY
- Volunteer religion teacher and basketball coach.
- 1995 – 1997 Pupil Assignment Council Milwaukee, WI
- Served as chair of this group of school administrators in the Milwaukee Parental Choice Program.
- 1997 - 1998 St. Michael’s Parish Milwaukee, WI
- Parish council member
  - Religious education teacher
- 2001- 2010 FirstStage Children’s Theatre Milwaukee, WI
- Board member
- 2006- 2008 University School of Milwaukee Milwaukee, WI
- Board member

L.K. Sample Student Weekly Schedule

Sample Primary Schedule:

<u>Primary</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
----------------	---------------	----------------	------------------	-----------------	---------------

<u>8:00-8:20</u>	<u>Elementary Assembly</u>		<u>All School Morning Assembly</u>		<u>All School Morning Assembly</u>
<u>8:20-8:30</u>	<u>Bright Work, DOE, Proactivity</u>	<u>Bright Work, DOE, Morning Meeting</u>	<u>Bright Work, DOE, Proactivity</u>	<u>Bright Work, DOE, Morning Meeting</u>	<u>Bright Work, DOE</u>
<u>8:30-8:45</u>					
<u>8:45-9:00</u>	<u>IT</u>	<u>CKLA Listening and Learning</u>	<u>CKLA Listening and Learning</u>	<u>IT</u>	<u>PE</u>
<u>9:00-9:15</u>					
<u>9:15-9:30</u>					
<u>9:30-9:45</u>	<u>Bathroom/Snack</u>	<u>Bathroom/Snack</u>	<u>Bathroom/Snack</u>	<u>Bathroom/Snack</u>	<u>Bathroom/Snack</u>
<u>9:45-10:00</u>	<u>CKLA Listening and Learning</u>	<u>Recess</u>	<u>Recess</u>	<u>CKLA Listening and Learning</u>	<u>CKLA Listening and Learning</u>
<u>10:00-10:15</u>		<u>CKLA Skills</u>	<u>CKLA Skills</u>		
<u>10:15-10:30</u>					
<u>10:30-10:45</u>	<u>Recess</u>			<u>Recess</u>	<u>Recess</u>
<u>10:45-11:00</u>	<u>CKLA Skills</u>	<u>Math</u>	<u>Music/GLP</u>	<u>CKLA Skills</u>	<u>CKLA Skills</u>
<u>11:00-11:15</u>					
<u>11:15-11:30</u>					
<u>11:30-11:45</u>					
<u>11:45-12:05</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>	<u>Lunch</u>
<u>12:05-12:15</u>	<u>Bathroom</u>	<u>Bathroom</u>	<u>Bathroom</u>	<u>Bathroom</u>	<u>Bathroom</u>
<u>12:20-12:40</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>	<u>Recess</u>
<u>12:40-1:00</u>	<u>Read Aloud</u>	<u>Read Aloud</u>	<u>Read Aloud</u>	<u>Read Aloud</u>	<u>Read Aloud</u>
<u>1:00-1:15</u>	<u>Math</u>	<u>Art</u>	<u>Math</u>	<u>Math</u>	<u>Math</u>
<u>1:15-1:30</u>					
<u>1:30-1:45</u>					
<u>1:45-2:00</u>		<u>Math</u>			

<u>2:00-2:15</u>					
<u>2:15-2:30</u>					
<u>2:30-2:45</u>	<u>CKLA Extension</u>	<u>CKLA Extension</u>	<u>CKLA Extension</u>	<u>CKLA Extension</u>	<u>CKLA Extension</u>
<u>2:45-3:00</u>					
<u>3:00-3:10</u>	<u>Incentive Time/Clean-up</u>	<u>Incentive Time/Clean-up</u>	<u>Incentive Time/Clean-up</u>	<u>Incentive Time/Clean-up</u>	<u>Incentive Time/Clean-up</u>

<u>Upper Grades</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	
<u>8:00-8:20</u>	<u>Assembly/MS Circle</u>	<u>Bright Work, DOE, Morning Meeting</u>	<u>All School Morning Assembly</u>	<u>Bright Work, DOE, Morning Meeting</u>	<u>Assembly</u>	
<u>8:20-8:30</u>	<u>Bright Work, DOE</u>		<u>Bright Work, DOE, proactivity</u>		<u>Math</u>	<u>Bright Work, DOE</u>
<u>8:30-8:45</u>	<u>Proactivity</u>					
<u>8:45-9:00</u>	<u>Math</u>	<u>Math</u>	<u>SS/Science</u>	<u>Math</u>	<u>Math</u>	
<u>9:00-9:15</u>						
<u>9:15-9:30</u>						
<u>9:30-9:45</u>						
<u>9:45-10:00</u>			<u>PE</u>			
<u>10:00-10:15</u>	<u>SS/Science</u>	<u>SS/Science</u>	<u>Math</u>	<u>Art</u>	<u>SS/Science</u>	
<u>10:15-10:30</u>						
<u>10:30-10:45</u>						
<u>10:45-11:00</u>	<u>Music/GLP</u>	<u>IT</u>	<u>SS/Science</u>	<u>IT</u>		
<u>11:00-11:15</u>						
<u>11:15-11:30</u>						
<u>11:30-11:45</u>	<u>Lunch/recess</u>	<u>Lunch/recess</u>	<u>Lunch/recess</u>	<u>Lunch/recess</u>	<u>Lunch/recess</u>	
<u>11:50-12:30</u>						
<u>12:30-12:45</u>	<u>DEAR</u>	<u>DEAR</u>	<u>DEAR</u>	<u>DEAR</u>	<u>DEAR</u>	
<u>12:45-1:00</u>	<u>ELA</u>	<u>ELA</u>	<u>ELA</u>	<u>ELA</u>	<u>ELA</u>	
<u>1:00-1:15</u>						
<u>1:15-1:30</u>						
<u>1:30-1:45</u>						
<u>1:45-2:00</u>						



<u>2:00-2:15</u>					
<u>2:15-2:30</u>					
<u>2:30-2:45</u>	<u>Writing</u>	<u>Writing</u>	<u>Writing</u>	<u>Writing</u>	<u>Writing</u>
<u>2:45-3:00</u>					
<u>3:00-3:10</u>	<u>Incentive Time/ Clean-up</u>	<u>Incentive Time/ Clean-up</u>	<u>Incentive Time/ Clean-up</u>	<u>Incentive Time/ Clean-up</u>	<u>Incentive Time/ Clean-up</u>

L. Additional Curriculum Information

J.M. Letters of Support