

**Carmen Schools of Science & Technology**  
**SOUTH SIDE MIDDLE SCHOOL**  
**CALENDAR | 2018-2019**

*Appendix a.*  
**Carmen**  
SCHOOLS OF SCIENCE & TECHNOLOGY  
 Science Technology

6-17 Teacher Professional Development (PD)  
 8-9 - Student Registration  
 20-23 - MS Foundation *Bridge*  
 24 - Middle School PD Day -  
 No School for Middle School Students  
 27 - All Students Return *Regular Schedule Begins*  
 31 - PD Day (No Students)

AUGUST 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

15 - PD Day - (No School for Students)  
 18 - President's Day - (No School)

3 - Labor Day - No School  
 28 - PD Day - No School for Students

SEPTEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MARCH 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

8 - No School  
 21-22 - Conferences - No School

18-19 - Conferences - No School  
 26 - PD Day - No School for Students  
 29 - Fall Break - No School

OCTOBER 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

APRIL 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

12 - PD Day - No School for Students  
 15-19 - Spring Break - No School

21-23 - Thanksgiving Break - No School

NOVEMBER 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

10 - PD Day - No School for Students  
 17 - Carmen Day  
 27 - Memorial Day - No School

19 - PD Day - No School for Students  
 20-2 - Winter Break - No School

DECEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
31	31					

JUNE 2019						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

12 - Last Day for Students  
 13 - PD Day - No School for Students  
 14 - PD Day - No School for Students  
 20-28 - Summer School

1-2 - Winter Break - No School  
 21 - MLK Day - No School  
 25 - PD Day - No School for Students

JANUARY 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

JULY 2019						
S	M	T	W	Th	F	S
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

4-5 - No School  
 8-9 - Summer School

**Start and End Times for Students**

Students are expected to arrive prior to 8:00 am and be in Advisory by 8:00 am each day, Monday through Friday.

Monday through Thursday, students will be dismissed at 3:45 pm.

On Fridays, students will be dismissed at 2:30 pm in order to provide the staff with planning and collaboration time.

**CARMEN MIDDLE SCHOOL OF SCIENCE AND TECHNOLOGY STUDENT DRESS CODE POLICY**

**The Why**

We understand that the mission of Carmen Middle School of Science and Technology is to "graduate all students as critical thinkers and self-directed learners prepared for success in college, meaningful careers, community involvement, and family life." As a school, all members of our team work to create a professional culture in which we focus on academic achievement and our core values. We wear uniforms to signify unity, professionalism, and preparedness for learning.

**When and Where**

- The dress code is in effect in all areas of the school and at all times.
- Students must come to school in full dress code.

**Daily Uniform**

The daily uniform is what students wear on a regular basis. Students should always be dressed in daily uniform unless told otherwise by middle school administration (see page 2 for dress code expectations on Spirit Wear Days and Casual Wear).

Uniform Shirts	<ul style="list-style-type: none"> <li>- Gray or Burgundy Carmen Poles</li> <li>- 8<sup>th</sup> grade has the additional option of purchasing a black Carmen Polo</li> </ul>	
Undershirts	<ul style="list-style-type: none"> <li>- May be white or black</li> <li>- Must not extend beyond Carmen Polo shirtsleeve</li> </ul>	
Bottoms	<ul style="list-style-type: none"> <li>- Khaki or black pants*</li> <li>- No jean material or cargo pants</li> <li>- No rivets or drawstrings on pants</li> <li>- Should have no more than four pockets</li> <li>- From August-October 1<sup>st</sup>, and May 1<sup>st</sup>-end of the school year, students may wear professional, non-cargo shorts. Shorts must not extend more than three inches above the knee.</li> </ul> <p>*Young women may wear khaki or black dress skirts; skirts may be three inches above the knee or longer</p>	
Belts	<ul style="list-style-type: none"> <li>- If pants have belt loops, a plain, professional black or brown belt must be worn</li> </ul>	
Shoes	<ul style="list-style-type: none"> <li>- Solid black or brown shoes must be worn (Shoes may not have any color other than solid black or brown (e.g., no black Nikes with a silver Nike swoosh)</li> <li>- May be either dress shoes or tennis shoes</li> <li>- Boots are not allowed (Note: during the winter months, students may wear winter boots to school but must change into uniform shoes once they arrive)</li> </ul>	
Sweaters	<ul style="list-style-type: none"> <li>- Solid color grey, black, or burgundy sweaters may be worn</li> <li>- Sweater may not have a design on it other than the Carmen logo</li> <li>- Sweater may be v-neck, crew neck, or button down style</li> <li>- Sweaters must not have zippers or hoods</li> </ul>	
Hair	<ul style="list-style-type: none"> <li>- Must be a professional looking style or cut with natural color throughout. (ie. No green, bright red, purple, etc.)</li> <li>- Must not be distracting</li> <li>- No unprofessional looking dyed hair, excessive highlights, lines, or designs</li> <li>- Hair must be a professional length and well maintained at all times</li> <li>- No hats or bandanas at any time, including winter hats</li> <li>- No head wraps or scarves (Unless for religious beliefs)</li> <li>- Headbands cannot be more than 1 1/2" wide</li> </ul>	
Jewelry	Young Women	Young Men
	<ul style="list-style-type: none"> <li>- Earrings must not exceed 1" in diameter.</li> <li>- Makeup, jewelry, and accessories must be professional and not distracting</li> <li>- Necklaces must not be excessive in size or distracting</li> <li>- Up to 2 bracelets and 2 rings may be worn</li> </ul>	<ul style="list-style-type: none"> <li>- Up to 2 bracelets and 2 rings may be worn</li> <li>- No earrings at anytime</li> <li>- Necklaces must not be excessive in size or distracting</li> </ul>

### Spirit Wear Days

Each Friday, students will have a chance to earn to dress in Spirit Wear by meeting their paycheck goal. If their goal is met, students may wear the following:

Shirts	<ul style="list-style-type: none"> <li>- Carmen-issued top</li> <li>- Cannot have any writing on it that was not originally on it</li> <li>- Carmen tops may not be cut/altered in any way</li> <li>- Students may wear a black, white, or grey long sleeve shirt under their t-shirt if worried about being cold</li> <li>- Hooded sweatshirts must be Carmen-issued</li> <li>- No sweaters can be worn over Carmen shirt (unless Carmen issued)</li> </ul>
Pants	<ul style="list-style-type: none"> <li>- Khaki pants, jeans, and cargo pants / shorts are permitted.</li> <li>- Jeans can be blue, black, or gray - no other colors</li> <li>- No holes or rips in jeans</li> <li>- No designs on jeans</li> <li>- No sweatpants or joggers (unless Carmen issued)</li> <li>- No sklnny / tight jeans</li> <li>- No leggings</li> <li>- No athletic shorts (unless Carmen issued)</li> </ul>
Shoes	<ul style="list-style-type: none"> <li>- Tennis shoes</li> <li>- Socks with sandals are OK</li> <li>- No heels higher than 2 inches</li> </ul>
Accessories	<ul style="list-style-type: none"> <li>- Follow the same guidelines as the Daily Uniform</li> </ul>

### Casual Wear

From time to time, students may earn or purchase Casual Wear day. The dress policy for those days is as follows:

Shirts	<ul style="list-style-type: none"> <li>- No inappropriate designs or words</li> <li>- Must not be tight or revealing</li> </ul>
Pants	<ul style="list-style-type: none"> <li>- No holes or tears</li> <li>- Not too tight or saggy</li> <li>- Cargo pants and different colored jeans are OK!</li> </ul>
Shoes	<ul style="list-style-type: none"> <li>- Tennis shoes</li> <li>- Socks with sandals are OK</li> <li>- No heels higher than 2 inches</li> </ul>

**Not allowed at any time** (including during after school programs, Spirit Days, Casual Wear, Summer School, etc.):

- Facial piercings of any kind (nose, lip, tongue, eyebrow, ear gauges, etc.)
- Visible tattoos
- Strapless, tank top or sleeveless tops – all shirts must have sleeves.
- Tops that show bare stomachs.
- Tight fitting shirts or pants, or clothes that are too revealing
- Excessive makeup – painted on eyebrows, excessive eye shadow, or blush
- Excessive or unprofessional accessories
- Coats of any kind, including fleece jackets
- Saggy pants or shorts
- Sunglasses

Appendix d.

n/a

Carmen Middle School of Science and Technology Diversity Plan

Appendix E

Each Carmen student has the right to access a high quality education that prepares him or her to live and participate productively in a global society. Carmen believes that all students – regardless of race, color, religion, national origin, socioeconomic status, gender, and physical or mental disability – benefit from high expectations for academic success. As an educational institution, each Carmen school has a moral responsibility to remove any barriers that prevent students from learning and achieving at the highest levels. Curriculum, instruction, and assessment practices are designed to accommodate the needs of a culturally, economically, and socially diverse student population.

Diversity promotes the intellectual and emotional growth of each student and staff member at Carmen. New ideas and creativity flourish in diverse communities. Accordingly, Carmen promotes ongoing communication among students, teachers, parents, and other members of the school community from diverse racial, ethnic, and cultural backgrounds, and strives to facilitate harmony and tolerance.

The Carmen community supports programs and service activities within and outside of the school that contribute to the exchange of ideas among diverse groups and reinforces the notion that all people have intrinsic value and worth. Carmen actively shares with other schools and community institutions the knowledge it gains from fostering a culture that celebrates diversity.

## Special Education Services Plan

### Appendix F

Each Carmen school provides support and services to students with a variety of disability designations. Students receive special education and related services to address needs based on their individualized education programs or IEP. A student with a disability is entitled to be educated in the least restrictive environment, which means the student must have the opportunity to utilize the general education curriculum and as often as appropriate with non-disabled peers. The IEP team determines the type and amount of services needed, and students are given a service level designation based on the number of hours of service needed per week. For students with disabilities who enroll at a Carmen school, the same services will be provided. Carmen school staff make contacts with potential feeder school counselors and special education teachers as well as MPS student services to identify students with special needs who may be interested in attending a Carmen school.

A smooth transition for special needs students into a Carmen school is ensured by post-enrollment orientation sessions and one-on-one meetings with incoming families of special needs students and by review of the IEP.

All Carmen students have a unique opportunity to learn and grow at school. For students with disabilities, a Carmen school is an excellent place for a student to develop while receiving the support and mandated services he or she needs, including preparation for a college preparatory high school and for college. The IEP team will determine the appropriate services for each student with the goal of placement in the least restrictive environment possible. The amount of time each student participates within the general curriculum and away from the general curriculum is determined by the IEP team based on each student's individual needs.

#### Instructional Strategies

Appropriate services for students with disabilities must be based on child-specific service needs in areas such as academics, emotional/behavioral, and communication. In order to meet these child-specific needs, Carmen provides a variety of models for students to access services. Students with special needs are provided with specialized instruction in the areas of need indicated by the IEP team. Students receive services on a continuum from small group instruction, to inclusion with resource support, to full inclusion with teacher consultation. During content area classes, students can receive instruction within the general classroom setting or in a separate resource setting based on students' individual needs. When determined necessary by an IEP team, students with more instructional needs can also access additional academic and strategy instruction services during a writing lab, study hall time, or in the after school academic program. While the philosophy of Carmen is to include students in the general curriculum as much as possible, specific placement along the continuum of services will be determined by each student's individual needs and the IEP.

Additionally, a variety of assistive technologies are available in order to make accessing the general curriculum possible for students with disabilities. Students have access to computers,

books on tape, computerized reading programs and dictation programs to assist students in accessing the general curriculum and performing at their highest level. Having access to these types of assistive technologies can greatly increase a student's confidence and foster the manifestation of his or her true abilities and talents.

#### Special Education Services Staff

Carmen has a network Special Education Coordinator who coordinates initial evaluations, monitors IEP compliance, reporting, and related activities. Further, Carmen employs certified special education teachers in a ratio of approximately 1 F.T.E. teacher per 15 students with IEPs; however, staff numbers are dictated by the numbers of students with disabilities and the specific nature of the services required.

The Principal and special education teachers and Special Education Coordinator are expected to attend all required special education service delivery training sessions for school administrators.



Carmen High School of Science and Technology, Inc  
 New Middle School (2018) 5-Year Projections  
 Budget Detail

	2017-2018		2018-2019		2020-2021		2020-2021		2021-2022		2022-2023	
	FTE		FTE		FTE		FTE		FTE		FTE	
<b>Revenues</b>												
MPS per pupil income (estimate)		\$ 712,000		\$ 1,274,000		\$ 1,850,000		\$ 2,418,000		\$ 2,418,000		\$ 3,008,000
Special Ed		\$ 14,688		\$ 25,721		\$ 24,493		\$ 25,168		\$ 25,168		\$ 25,921
ID/EA		\$ 35,000		\$ 37,500		\$ 48,750		\$ 48,750		\$ 48,750		\$ 60,000
Title I		\$ 52,800		\$ 92,400		\$ 152,000		\$ 171,600		\$ 171,600		\$ 211,200
Grants												
Department of Education				213,333								
Charter School Growth Fund				250,000								
Other Fundraising				150,000								
Other Income - (fees/mer)				3,200		5,600		6,000		10,400		12,800
<b>Total Revenue</b>		\$ 1,411,021		\$ 1,935,304		\$ 2,241,933		\$ 2,673,916		\$ 2,673,916		\$ 3,317,921
<b>Expenses</b>												
<b>Instructional Costs/ Salaries</b>												
Core Teachers-MS (Current)	0		4	\$ 180,031	5	\$ 273,682	10	\$ 461,923	11	\$ 521,689		
Core Teachers-MS (New)	4	\$ 174,787	2	\$ 85,580	4	\$ 174,787	1	\$ 44,571	4	\$ 181,849		
Teacher Aides-MS	0.5		0.5	\$ 15,200	0.5	\$ 15,759	1	\$ 32,484	1	\$ 66,975		
Art	0.5	\$ 21,650	0.5	\$ 22,279	0.5	\$ 22,847	1	\$ 47,271	1	\$ 97,879		
Music/Theater	0					22,731	0.5	\$ 28,433	0.5	\$ 24,115		
Physical Education	0.5	\$ 22,011	0.5	\$ 22,671	0.5	\$ 23,352	1	\$ 48,104	1	\$ 99,095		
Special Ed Teacher	1	\$ 42,840	2	\$ 87,954	2	\$ 90,015	2	\$ 92,716	3	\$ 95,497		
Special Ed Aides	1	\$ 30,800	1	\$ 31,232	2	\$ 32,148	2	\$ 35,113	2	\$ 34,106		
Substitutes		\$ 5,000		\$ 6,500		\$ 7,000		\$ 8,000		\$ 10,000		
Teacher BOY extra days		\$ 5,400		\$ 2,700		\$ 8,100		\$ 8,100		\$ 8,100		
Summer School Staff		\$ 5,000		\$ 8,000		\$ 1,000		\$ 10,000		\$ 12,000		
Above and Beyond Pay/Incentive Pay		\$ 8,950		\$ 6,175		\$ 8,100		\$ 8,975		\$ 10,735		
Teacher stipends (advisory/grade leads)		\$ 3,000		\$ 12,000		\$ 12,000		\$ 12,000		\$ 12,000		
<b>Subtotal Instructional Salaries</b>		\$ 316,218		\$ 479,942		\$ 691,622		\$ 830,650		\$ 1,173,430		
<b>Instructional Support Administration/Salaries</b>												
Deans		\$	1	\$ 51,000	1	\$ 52,530	2	\$ 108,212	2	\$ 113,458		
School Social Worker	0.5	\$ 26,560	1	\$ 56,894	1	\$ 60,989	1	\$ 62,417	1	\$ 64,789		
<b>Subtotal Instructional Support Salaries</b>		\$ 26,560		\$ 109,894		\$ 113,429		\$ 170,628		\$ 178,247		
<b>Benefits/Taxes</b>												
Projected Payroll taxes/benefits		\$ 71,403		\$ 129,751		\$ 183,083		\$ 240,307		\$ 323,803		
403b contribution		\$ 1,379		\$ 15,334		\$ 20,924		\$ 26,033		\$ 35,079		
<b>Subtotal Benefits/Taxes</b>		\$ 73,783		\$ 145,085		\$ 206,016		\$ 266,340		\$ 358,881		
<b>TOTAL Instructional Salaries +Benefits</b>		\$ 390,001		\$ 625,027		\$ 897,638		\$ 1,037,018		\$ 1,532,318		
<b>TOTAL Instructional Salaries +Benefits</b>		\$ 390,001		\$ 625,027		\$ 897,638		\$ 1,037,018		\$ 1,532,318		



Surplus (Deficit)	\$	23,333	\$	24,608	\$	50,808	\$	-49,943	\$	210,585	\$	335,487
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**Optional Services Calculation Spreadsheet**

<b>School Information</b>			
School Name:	Carmen New Middle School	Fiscal Year:	2018-2019
Site Number:	TBD	Date:	1/5/2017
Prepared By:	Heather Heaviland	Title:	Director of Operations
Phone Number:	414-837-4000, ext 182	Email:	heavilandh@carmenhighschool.org
School Leader:	Dr. Patricia Hoben	Financial Officer:	Jason Kohout
Phone Number:	414-8370-4000	Phone Number:	

**Instructions:**

Use this form to calculate the MPS Optional Services totals, which will be used in the FY17 Non-Instrumentality Charter School Budget form. A portion of the total amount of the instructional services section is deducted from each of the four contract payments: 40% from the first payment, 20% from the second payment, 30% from the third payment, and 10% from the fourth payment. At the end of the fiscal year, MPS will summarize your school's actual usage and contract payment deductions and will issue an invoice to your school for excess expenditures. If your school did not incur expenditures equal to your requested MPS Optional Services amount, you must submit a refund request to Felecia Jasper-Mitchell in MPS Finance at [jasperfc@milwaukee.k12.wi.us](mailto:jasperfc@milwaukee.k12.wi.us). The due date to request instructional optional services is Thursday, March 17, 2016.

**Instructional Optional Services - Special Education**

Position	No. of Hours	Position FTEs	FTE Billing Increments	FY17 MPS Annual Rate	FY17 Amount
Occupational Therapist		0.00	0.05	\$ 4,565	\$ -
Physical Therapist		0.00	0.05	\$ 5,280	\$ -
Psychologist		0.00	0.10	\$ 10,261	\$ -
Special Education Supervisor		0.00	0.10	\$ 11,503	\$ -
Speech Pathologist		0.00	0.20	\$ 17,704	\$ -
Social Worker		0.00	0.20	\$ 20,401	\$ -
Special Education Teacher		0.00	0.10	\$ 8,696	\$ -
Social Worker Assistant		0.00	0.10	\$ 3,420	\$ -
School Registered Nurse		0.00	0.50	\$ 41,085	\$ -
School-Nurse Associate		0.00	0.38	\$ 20,116	\$ -
<b>Total Instructional Optional Services - Special Education</b>					<b>\$ -</b>

NOTE: Non-Instructional Optional Services can be purchased at any time during the school year using an "Optional Services Request Form." Schools are encouraged to make optional services requests as soon as possible to ensure that services are available. Please reference the Optional Services Guide for offerings and prices.

**Non-Instructional Optional Services - Other Services**

Service Provider	Type of Service	FY17 Annual Rate	FY17 Amount
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
<b>Total Non-Instructional Optional Services - Other Services</b>			<b>\$ -</b>

**Non-Instructional Optional Services - Special Education Transportation**

Service Provider	Type of Service	FY17 Annual Rate	FY17 Amount
			\$ -
			\$ -
			\$ -
			\$ -
			\$ -
<b>Total Non-Instructional Optional Services - Special Education Transportation</b>			<b>\$ -</b>

## **DISCIPLINARY POLICY & PROCEDURES FOR CARMEN MIDDLE AND HIGH SCHOOLS**

[Note: The Community Trust approach to discipline was originally adapted from the University School of Milwaukee Upper School Student Handbook, Milwaukee, Wisconsin as published in 2006-2007.]

### **A. The Community Trust**

We define ourselves through respect, responsibility, and trust. We give and receive **RESPECT** by taking care of our school, appreciating ourselves, and interacting with each other and our community with thoughtfulness and compassion. We demonstrate **RESPONSIBILITY** by taking ownership of our education, immediately acting to right our wrongs, and standing up for justice. We will build and maintain **TRUST** by being honest, dependable, and mature.”

The members of the school community accept the Community Trust by agreeing to, in writing, relate to one another and the school with respect, responsibility, and trust. The Community Trust guides how each of us works to accomplish our goals every day. It describes the way we treat each other. It is the basis for the school’s disciplinary policy.

Students will follow the school’s Community Trust when they are:

- in or on school property
- at any school activity
- traveling to and from school
- outside of school (when conduct impacts students at school)

### **B. Minor Violations of the Community Trust**

The following behaviors are considered Minor Violations of the Community Trust. For individual minor violations students receive demerits which once accumulated can result in an after school detention. Repeated minor violations will result in a meeting with the student’s parent(s) or guardian(s) to discuss how best to improve the behaviors at issue. When the minor violations persist, the School Social Worker and the Dean of Students and School Culture will devise a behavior plan with intervention supports. Ongoing minor violations after these steps have been taken may be considered a major violation of the Community Trust.

1. Not being prepared for class (no pen/pencil, writing materials, books, etc.)
2. Being late to class, internship/apprenticeship, or any other school activity
3. Violating the dress code
4. Chewing gum
5. Eating food or candy or drinking outside the cafeteria without prior permission.  
Students may bring bottled water to class in a clear bottle
6. Inappropriate behavior in the classroom, hallways, assembly or any other school

- activity
7. Being “out of bounds” in areas that are off limits to students and/or being in the school without staff supervision and permission
  8. Driving or parking inappropriately or illegally around the school
  9. Possession or use of mobile phones or other electronic devices, including laser pointers

### **C. Major Violations of the Community Trust**

The following behaviors are considered Major Violations of the Community Trust and may be handled directly by the school Principal or in the case of a high school student may be referred to a hearing of the Community Trust Committee, which is charged with advising the Principal on mechanisms for restoring the trust between the school community and the student who carried out the major violation. Formal consequences for major violations are intended to correspond to the severity of the violation and may include, but are not limited to, positive behavior intervention supports, disciplinary probation, administrative transfer, expulsion from Milwaukee Public Schools, and/or referral to the Milwaukee Police Department. Refer to Item 15 for more information on procedure for administrative transfer.

#### **1. Academic Misconduct Plagiarism and Cheating**

“Academic Misconduct is an act in which a student seeks to claim credit for the work or efforts of another without authorization of citation, uses unauthorized materials or fabricated data in any academic exercise, forges or falsifies academic documents or records, intentionally impedes or damages the academic work of others, engages in conduct aimed at making false representation of a student’s academic performance, or assists other students in any of these acts.”

*--from the University of Wisconsin-Milwaukee*

The school holds academic integrity as one of the most fundamental elements of our school community; therefore, academic misconduct is a serious offense against the community. Teachers are given specific instructions for dealing with academic misconduct, although each case will be treated on a case-by-case basis.

Academic misconduct can occur on any homework assignment, quiz, test, project, or assessment. Students are responsible for understanding the instructions of any test or assignment before they begin, including whether or not collaboration is allowed or calculators or other instructional aids are permitted.

Students who are unclear about the policies for academic misconduct or are having difficulty keeping up with their workload are encouraged to seek the help of their teachers, advisors, the School Social Worker, the Dean of Students and School Culture, or the Principal.

Plagiarism or cheating are acts using information from unauthorized sources to improve one's chances on an assignment or assessment, to help someone else improve his/her, chances, or to undermine the academic environment. Any student involved in such practices (whether he or she gives or receives information) is subject to the following policy and procedure.

## **2. Theft/Vandalism**

The Community Trust protects school property and the personal property of the students, faculty, and staff from defacement, tampering, and theft. Such activities will be investigated by the school and may be referred to the police. Possession of a stolen object is considered a major violation of the Community Trust.

Tampering or misuse of fire extinguishers, fire alarms, door buzzers, keys, or other emergency or security equipment is strictly prohibited and may result in referral to the police.

## **3. Attendance Abuses**

Please refer to the Attendance Policy section for expectations. The school is a closed campus and students are not permitted to leave the campus without permission. Attendance abuses also include skipping class and other forms of truancy.

## **4. Possession of Weapons**

The transportation or possession of weapons (including tasers or chemical weapons such as pepper spray), fireworks, or explosives is strictly prohibited. Toy weapons of any kind, including water pistols, are forbidden at school and will be confiscated. Lighters and matches are not permitted on campus. Any potentially harmful item will be confiscated from the student and, only if appropriate, returned to a parent/guardian. Because of the clear danger to each individual in the community, any student who possesses a weapon at school or a school-sponsored event is subject to administrative transfer, an MPS hearing for expulsion, and possible legal prosecution. This is a minimum Level 4 offense under the MPS discipline policy and, as such, is grounds for expulsion from MPS.

## **5. Physical or Verbal Harassment**

The use of physical force in dealing with one's fellow students or a school staff person is inappropriate in every circumstance. Derogatory, abusive, or offensive comments delivered orally, in writing, or electronically, whether in or out of school, have no place at the school, whether they are leveled directly or indirectly, at the school, or at an individual. Please refer to the Harassment Policy section of this handbook.

- a) **Assault**, which is any aggressive behavior exhibited in an attempt to do bodily harm, or to threaten to do bodily harm to others, or to put others in fear of

immediate bodily injury, is a minimum Level 4 offense under the MPS discipline policy and, as such, is grounds for expulsion from MPS.

- b) **Battery**, which is unprovoked/unanswered intentional physical contact without consent causing bodily harm, is a minimum Level 4 offense under the MPS discipline policy and, as such, is grounds for expulsion from MPS.

## **6. Lying**

Misrepresenting one's self or actions or not being honest, depending on the circumstances and the impact of the dishonesty on the school community, may be considered a major offense.

## **7. Drugs, Tobacco, and Alcohol Use**

Any student who possesses, uses, sells, or distributes illegal drugs, drug paraphernalia, or alcohol at any time while under the authority of the school is subject to the most serious disciplinary action, including suspension, administrative transfer, and expulsion. Possession with intent to distribute illegal drugs, alcohol, or medication is a minimum Level 4 offense under the MPS discipline policy and, as such, is grounds for expulsion from MPS.

## **8. Sexual Misconduct**

Sexual relations are private, intimate matters that have no place in public settings like a school. Beyond recognizing state laws that strictly regulate sexual relations, the school expects its students to refrain from any sexual activity while on school grounds or at any time under school supervision (e.g. field trip, retreats, athletic events, etc.). Displays of affection like sustained kissing are not permitted on school grounds or at school functions. Sexual misconduct may be considered a serious offense.

## **9. Insubordination**

Insubordination, rudeness, and direct disobedience are not permitted. Not following classroom rules, being rude or disrespectful, and refusing to cooperate with instructions from a teacher or any other staff member are forms of insubordination and all are unacceptable. If a student disagrees with a staff member then the student should wait for an appropriate time (i.e., after a class is over) and place to speak respectfully with the staff member about the situation.

Depending on the circumstances or frequency of the insubordination, such actions may be considered a major offense.



## **10. Chronic Disruption**

Ongoing or multiple instances of disruption of the learning environment or of other school activities is a major violation of the Community Trust.

## **11. Violation of *Technology Use Policy***

## **12. Not Following Through with Disciplinary Consequences**

## **13. Repeated Minor Violations**

Chronic repeat incidents of *Minor Violations of the Community Trust* may be considered a major violation.

### **Possible Consequences of Major Violations of the Community Trust:**

- a) In-School Suspension (ISS) – *a school staff person will supervise the student and school work will be provided.*
- b) Out-of-school Suspension (OSS) – *generally one day and not to exceed three days unless pending an administrative transfer or MPS expulsion, in which case would not exceed five days. School work will be provided.*
- c) A hearing by the Community Trust Committee (high school students only).
- d) Disciplinary Probation with a behavior plan and support services.
- e) Administrative Transfer – *this consequence only affects the student's enrollment at a Carmen school and is carried out in cooperation with Milwaukee Public Schools.*
- f) Expulsion – *this is a consequence enacted solely by Milwaukee Public Schools and affects a student's ability to enroll in schools operated by Milwaukee Public Schools. Carmen Schools does not have the authority to expel a student from Milwaukee Public Schools but refers to Milwaukee Public Schools all Level 4 violations of the district's own disciplinary policy.*
- g) A referral to police for legal prosecution.

### **Role of Milwaukee Public Schools (MPS)**

- a) When a student commits a minimum Level 4 offense that is defined as expellable under the MPS discipline policy then the school will refer the student and his/her parent(s)/guardian(s) to the Milwaukee Public Schools Office of Family Services.
  - i. The School will work cooperatively with the Office of Family Services, which will request a Central Office (CO) hearing per MPS Administrative Procedure 8.32.
- b) Only the Head of Schools may recommend that a student be administratively transferred from a Carmen school. The Principal makes a recommendation to the Head of Schools and, if approved, the Head of Schools or designee will notify the Office of Contracted Schools Services and the MPS Office of Family Services via

email and attach a completed copy of the MPS Charter School Administrative Transfer Form and any appropriate documents supporting the recommendation.

- i. The School will refer the student and his/her family to the MPS Office of Family Services.
- ii. The School will work cooperatively with the MPS Office of Family Services to assist the student and his/her parent(s)/guardian(s) in finding the next best placement.
- iii. The MPS Office of Family Services will decide whether immediate placement in another MPS school is possible or, when appropriate, call the student and his/her family to a Central Office (CO) hearing for possible expulsion proceedings under Administrative Procedure 8.32.
  1. If an MPS CO hearing is required and the School determines that the student *is* a danger to the School community, then he/she will serve Out-of-School Suspensions until a decision is made by MPS regarding future placement.
    - a. the number of consecutive OSS days will not exceed five days.
  2. If an MPS CO hearing is required and the School determines that the student *is not* a danger to the school community, then he/she will continue to attend classes at the school after the five day suspension and is expected to meet academic and behavior expectations outlined in the Student Contract.

#### **16. Students with Disabilities**

Students with disabilities who violate the school's discipline policy will be disciplined in accordance with IDEA and applicable state and federal law.

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#### **D. The Community Trust Committee (Applies to High School Students Only)**

The Community Trust Committee (CTC) is a group comprised of equal numbers of high school teachers and students that the high school Principal may convene in order to provide recommend solutions to how the Community Trust may be restored after a major disciplinary infraction by a student. Such a hearing would be held after a major violation of the discipline policy occurs or to address school-wide discipline and culture issues.

The Principal's determination to consult with the CTC is based on:

- the potential impact of the disciplinary infraction on the safety and quality of the learning environment,
- the student's disciplinary history,
- the presence of a precedent, and
- the guidelines outlined within the school's Disciplinary Policy and Procedures.

The CTC members are nominated on an annual basis by the Dean of Students and School Culture and approved by the Principal. Confidentiality is critical in this process and all members of the CTC, as well as a parent/guardian of student members, must agree to sign a contract at the beginning of their term as a member. The contract binds the members to

hold confidential and private all information shared in a meeting. Similarly, by signing the Parent Contract at the beginning of each year, each student's parent(s)/guardian(s) consent to have relevant information about their child shared – in confidentiality – with the CTC.

The Dean of Students and School Culture coordinates the CTC process and provides guidance to the CTC when appropriate. Upon completing hearings, the CTC provides a formal recommendation of strategies for restoring the Community Trust to the Principal, who then makes a final decision on the case. The Head of Schools may intervene at any stage of the process and is the final authority on all disciplinary matters. It is important to note that the Committee's role is not to ascertain whether a violation of the Disciplinary Policy and Procedure has occurred, but is instead to analyze information regarding the specific situation in order to advise the Principal on recommended strategies to restore the Community Trust from the viewpoint of the faculty and student body.

Further, it is fundamental to this process that the CTC is not a court and not bound to the same roles of evidence or standards. Students are expected to be honest in disciplinary matters and their own statements may be used against them.

Major discipline cases are difficult for everyone involved. The guiding principle of discipline at the school is to balance the learning of the individual student with the values of the community. We must establish a process that works with families and students to reach the best outcome for all involved, yet maintains our commitment to high academic, ethical, and community standards.

#### **Community Trust Committee Procedures:**

##### **1. Student Members:**

- a. The Community Trust Committee shall include an equal number of students (with equal grade distribution) and staff when it holds a meeting. The minimum required to hold a formal meeting is three students and three staff. Members are asked to commit to serving on the Committee for one full year and may request to serve additional terms. One student and one staff member will be requested to serve a second year on the Committee. Members will receive an orientation and training at least one time per year.
- b. Members will be notified a meeting at least one (1) day in advance.
- c. Members will not discuss the content of the case or evidence with any members of the school community, especially the student appearing before the committee, before or after the case.
- d. Members shall discuss the case only within the confines of the Community Trust Committee meeting.
- e. If a Community Trust Committee member breaks the confidentiality of the Community Trust Committee or violates the Community Trust his/herself, that member will be removed from the Committee for the rest of the school year and may face serious disciplinary action.

- f. Any Community Trust Committee member may remove him/herself for a case by a request to the Dean of Students and School Culture at least one day before the meeting.

2. Faculty Members:

- a. The Community Trust Committee shall include a minimum of three faculty members: one chair and two members, all nominated by the Dean of Students and School Culture and confirmed by the Principal.
- b. The faculty members will consult the precedent book and bring past cases to the Committee proceedings.
- c. Faculty members will be notified in the same way as students and be held to the same confidentiality standards as student members.

3. Students Appearing Before the Committee:

- a. Students called to appear before the committee will be verbally notified at least three days prior to the meeting.
- b. The Dean of Students and School Culture will make formal notification to the parent(s)/guardian(s) as defined below in Item B(6) and the student is encouraged to inform his or her parent(s)/guardian(s) of the meeting well.
- c. Students will be strongly encouraged to write a factual statement that is submitted to the Dean of Students who presents it to the Community Trust Committee.
- d. Students also may write and/or present orally a personal statement to be presented to the CTC during the meeting.
- e. Students are expected to answer all questions during a case truthfully and completely.

4. Advocate's Role:

- a. An advocate will have an understanding of the CTC's role and processes and attend the meeting to ensure the student called to the meeting receives a fair and impartial meeting and, when appropriate, provide any objective and relevant background on the student.
- b. Student chooses his or her Advocate, which will be a member of the school staff, be it a faculty or non-faculty staff member.
  - 1. Dean of Students and School Culture works closely with the student to identify an Advocate with whom the student is comfortable.
  - 2. The school Principal may not serve as Advocate.
  - 3. If the student chooses as an Advocate a faculty member currently serving on the CTC, then an alternate faculty member may take his or her place for that meeting.
- c. In addition to the Dean of Students and School Culture, the Advocate will help facilitate open lines of communication between the school and the student and his or her family.

- d. While the Advocate cannot comment on the case itself or predict the recommendation of the CTC, he or she answers questions regarding the disciplinary policy and procedure and ensures the student and his or her parent(s)/guardian(s) have ample opportunity to conference with the Dean of Students and School Culture and/or the Principal regarding the student's situation.

5. Parent(s)/Guardian(s)' Role:

- a. Parent(s)/guardian(s) should support the student in the student's relationship with the school.
- b. The school will make every effort to notify parent(s)/guardian(s) by phone immediately after a CTC meeting is scheduled for his/her child. The school will also inform the family in writing by sending the Parent Notification Form.
  - 1. Notification of the parent(s)/guardian(s) must occur a minimum of three days prior to a CTC meeting with his or her child.
- c. Parent(s)/guardian(s) are encouraged to assist the Student in developing a personal statement to be presented during the CTC meeting.
- d. Parent(s)/guardian(s) are encouraged to attend and participate in the meeting.
- e. Parent(s)/guardian(s) are provided a formal opportunity during the meeting to ask questions or raise potential concerns. The parent(s)/guardian(s) are asked not to speak personally on the student's behalf during the meeting, but are encouraged to conference with the Dean of Students and School Culture immediately following the meeting to have any questions or concerns addressed or to speak personally on behalf of the student.
- f. Parent(s)/guardian(s) should understand that the CTC does not proceed in the same ways as the legal system in terms of standards, sequence, or philosophy.
- g. Parent(s)/guardian(s) should not contact any members of the Community Trust Committee.
- h. Parent(s)/guardian(s) should read the Parent and Student Handbook and any documentation they receive before a meeting to understand the Community Trust Committee procedures and the rule(s) violated by the student that resulted in the CTC hearing.

6. Dean of Students and School Culture's Role:

- a. Receive and investigate violations or alleged violations of the Community Trust, with assistance of other staff, if required, including gathering statements from staff and students involved.
- b. Notify the Principal that allegations of violations of the Community Trust are being investigated.
- c. If requested by the Principal, the Dean of Students and School Culture will schedule a meeting of the Community Trust Committee.
- d. Ensure verbal notification of parent/guardian and student occurs as soon as possible, at least three days prior to the meeting.
- e. Inform the student's Advisor and the members of the CTC.

- f. Prepare Factual Statement and Student History Report.
- g. Present the case to Community Trust Committee.
- h. Document results of the meeting in a Recommendation Report (Chair).
- i. Maintain a Precedent Book with documentation on prior cases that went before the CTC.

7. Principal's Role:

- a. If warranted, give permission to the Dean of Students and School Culture to call a CTC meeting.
- b. Review Community Trust Committee Recommendations Report and issue final decision on how the Community Trust can be restored given the circumstances of the disciplinary infraction.

8. Documentation Presented to the Community Trust Committee:

- a. Parent Notification Form outlining the alleged major violations of the Community Trust and date and time of the meeting
- b. Dean of Students Factual Statement
- c. Student's Factual Statement
- d. Student's Personal Statement (may be written or oral and is optional)
- e. Advocate's Statement (may be written or oral and is optional)
- f. Witness Statements

9. Community Trust Committee Meeting Outline:

*Before the meeting:*

- a. The CTC process shall be completed within 10 school days following the Principal's decision that a meeting of the CTC is necessary.
- b. Dean of Students and School Culture verbally informs the both the student and parent(s)/guardian(s) as soon as possible of the alleged major violation of the Community Trust. Dean of Students and School Culture encourages the Student to also personally notify parents and discuss the situation together as a family. However, the Dean is responsible for verbally contacting the parent(s)/guardian(s) at least three days prior to the meeting to inform them of the meeting, explain the Student's situation, and to answer any questions or concerns.
- c. Parent(s)/guardian(s) are sent Parent Notification Form by mail.
- d. Student chooses who his/her Advocate will be during the CTC process and informs him/her.
- e. Dean of Students and School Culture confirms Advocate's agreement to serve in that role.
- f. Dean of Students and School Culture notifies the student's advisor. *Note: Advisor may not always serve as the Student's Advocate during the CTC meeting.*

- g. Student completes and submits factual statement and is strongly encouraged to submit a personal statement. The student can receive assistance in developing his or her personal statement from his or her Advocate or the Dean of Students and School Culture.
- h. Dean of Students and School Culture and Advocate, if he/she so chooses, prepare presentations for the CTC

*During the meeting:*

- a. Dean of Students and School Culture presents the Dean's Factual Statement.
- b. Community Trust Committee members question Dean of Students and School Culture and the student about the nature of the alleged major violation of the Community Trust and the circumstances.
- c. Advocate speaks on behalf of the student if he/she wishes to do so.
- d. Student presents personal statement if he/she chooses to do so.
- e. Parent(s)/guardian(s) have an opportunity to ask clarifying questions or raise concerns about evidence or the CTC. Parent/guardian may ask questions or state concerns outside of this opportunity although the Dean of Students and School Culture may ask the parent/guardian to wait, if possible, until a more suitable point in the meeting or until after the meeting.
- f. Dean of Students and School Culture and the Advocate further questioned by the Committee about the nature of the major violation of the Community Trust and the case.
- g. Student, parent(s)/guardian(s), Dean of Students and School Culture and the Advocate are excused from the meeting at this point. No new information on this case may be shared with the CTC unless student and parent/guardian are present.
- h. The Dean of Students and School Culture, parent(s)/guardian(s), and student may conference immediately following the meeting to address any questions or concerns or to speak personally on behalf of the student.
- i. CTC discusses case and agrees to any recommended strategies for restoring the Community Trust and, if cannot discern any such strategies, reports on the reasons why.. If recommendation(s) cannot be agreed upon, the CTC Chair will explain the reasons for this in the Recommendation Report.

*After the meeting:*

- a. Chair prepares Recommendation Report and submits to Principal within 24 hours of the meeting along with all documentation listed in Item 8.
- b. Student and parent(s)/guardian(s) are informed of the recommendation and any action on recommendation both verbally and then in writing by the Dean of Students and School Culture.
- c. Dean of Students and School Culture and Advocate may communicate with parents if necessary.

## 10. Reporting and Documentation:

- a. Parent Notification Form goes to the following persons at least 24 hours before the meeting: advisor, Advocate, parent(s)/guardian(s), and the student appearing before the CTC.
- b. Recommendation Report goes to: Principal, advisor, Advocate, parent(s)/guardian(s), the student's discipline file, cumulative file, and the CTC Precedent Book. Other faculty and staff may request a copy of the Recommendation Report from the Principal.
- c. Disciplinary Action Form goes to: Principal, the student's advisor, Advocate, parent(s)/guardian(s), the student's discipline file, College Transition Coordinator, and the Student's cumulative folder.
- d. Summary Report:
  - i. Community Trust Committee Case Log – list of cases with consequences, student's name, and dates.
  - ii. Disciplinary Action Forms Report – list of all formal recommended actions.
  - iii. Detention Report – list of current students and the number of detentions they received in the most recently completed term.

### **E. Policy for Reporting Disciplinary Actions**

Colleges and other educational programs often ask students and Advisors questions about any history of disciplinary actions regarding the student. Students and staff must answer such questions truthfully. Reported violations normally involve a serious violation of the Community Trust and/or a chronic pattern of inappropriate behavior.

### **F. Student Harassment Policy – Including Online and Over the Phone**

The school seeks to provide a learning environment free from any form of harassment or intimidation toward and between students. Therefore, the school will not tolerate harassment in any form and will take all necessary and appropriate action to eliminate it. Harassment or intimidation can arise from a broad range of physical or verbal behavior which can include, but is not limited to, the following: physical or mental abuse, racial insults, ethnic slurs, religious slurs, unwelcome sexual advances and touching, sexual comments or jokes, sexually explicit derogatory statements, or discriminating remarks which are offensive or objectionable to the recipient or which cause the recipient discomfort, humiliation or which interfere with the recipient's academic performance. It is the responsibility of administrators, staff members, and all students to ensure that these prohibited activities do not occur.

Any student who believes that he/she has been the subject of prohibited harassment shall report the matter in accordance with established complaint procedures for non-discrimination policy. If the student is not comfortable making a complaint to the designated person, the complaint may be made to a teacher or other employee with the understanding that he/she will report the complaint through proper channels.



There shall be no retaliation against students who file complaints under this policy. All complaints shall be investigated in a timely manner.

Violations of this policy are subject to review by the Community Trust Committee and consequences, up to and including suspension or administrative transfer, as outlined in this Handbook.

### **G. Parent/Guardian Complaint Procedure**

The school is committed to working closely with parents and guardians to resolve issues and concerns in a way that is mutually agreeable. If at any time a parent or guardian feels their concerns about their child's achievement or a school policy are not being addressed, he/she should use the following steps to resolve the concern, question, or problem that needs attention.

- **Step 1** – Contact the classroom teacher or staff member by phone or in writing. If there is a serious issue, parents/guardians may wish to schedule a meeting before or after school or during the teacher's prep period.
- **Step 2** – If after discussion no resolution has been reached, or if further discussion is desired, then the Principal should be contacted.
- **Step 3** – If resolution of the issue is still not reached, the parent(s)/guardian(s) are encouraged to contact the Head of Schools. If resolution is still not reached, the Chair of the Board of Directors of Carmen Schools of Science and Technology, whose contact information can be obtained by the school office, should be contacted.

### **Student Code of Conduct**

This code applies to any actions of students before, during or after school hours and off school property if those actions pose a substantial threat to or likely disruption to the learning environment of the school.

Staff members will consider all mitigating circumstances prior to disciplinary action and ensure due process for each student, while consistently following the policies outlined below. Mitigating circumstances may include, but are not limited to: individual student behavior plans, age, health, maturity, academic placement of a student, historical discipline record, student attitude & willingness to change, cooperation of parents/guardians, seriousness of offense and willingness of student and/or parents to enroll student in an assistance program.

Carmen students participating in ANY extra-curricular activity must maintain a minimum GPA of 2.0 in the most recently completed marking period (quarter). The School reserves the right to restrict a student's participation in extra-curricular activities based on unacceptable academic performance, poor attendance or discipline issues.

## Suspensions

An out of school suspension occurs when a student is removed from school due to the serious nature of the inappropriate behavior. Students who are suspended may not appear on campus or attend any school functions (before/after school or in the evening). Suspended students must be provided work to make up what is missed in the classroom and any additional missed assignments, quizzes or tests. Suspensions are generally reserved for the most serious of major violations of the Community Trust, such as a physical altercation, or possession of drugs or a weapon. No student will be suspended from school for more than five days in a row. If a student is awaiting an administrative transfer placement to another school or an MPS disciplinary hearing for possible expulsion, that student will be allowed in school after five days of suspension and provided the same class work as other students enrolled in the same courses. Students with disabilities may be suspended up to 10 school days in one school year for violations of the Community Trust. Consequences for students with disabilities will be adjusted, as required by state and federal law and any IEPs on file.

A parent/guardian or student may appeal a suspension by requesting a review in writing to the school principal within two days of notice of the suspension. An appeal does not halt the suspension. If the suspension is overturned, it will be removed from the student's record and any remaining days will not have to be served.

When the school determines that a student has committed an offense that is grounds for dismissal, the student will be suspended for up to 5 school days pending an expulsion hearing conducted Milwaukee Public Schools.

Appendix i.  
n/a

Carmen Schools of Science and Technology

Board of Directors (2016-2017)

Glen Hackmann, R.W. Baird (Board Chair)  
Email: Ghackmann@rwbaird.com  
Phone: (414) 765-3618

Jason Kohout, Foley and Lardner, LLP (Board Treasurer)  
Email: Jkohout@foley.com  
Phone: (414) 319-7053

Sharon Canter, Community Volunteer  
Email: Scarter@wirr.com  
Phone: (414) 7702-2855

Tom Ellis, Silver Spring Neighborhood Center  
Email: Tellis@ssnc-milw.org.com  
Phone: (414) 463-7950 Ext 53

Ivan Gamboa, Tri City National Bank  
Email: I.gamboa@tcnb.com  
Phone: (414) 476-4500

Craig Jorgensen, VJS Construction Services  
Email: cjorgensen@vjscs.com  
Phone: (262) 542-9000

Agustin A. Ramirez, HUSCO International, Inc  
Email: Agustin.ramirez@huscointl.com  
Phone: (262) 513-4202

Todd Reardon, Braeger Co. of Wisconsin  
Email: Treardon@braeger.com  
Phone: (414) 817-3301

Barbara Wanzo, Black Arts Milwaukee  
Email: Bwanzo@blackartsmke.com  
Phone: (414) 270-4494

PATRICIA J. HOBEN, Ph.D.

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

**Education**

Ph.D. Yale University, Molecular Biophysics and Biochemistry, 1984  
M.S. University of Oregon, Chemistry, 1979  
B.S. University of Colorado, *magna cum laude*, Molecular, Cellular and Developmental Biology, 1977

**Employment**

2013 – Present      **Head of Schools/CEO; Carmen Schools of Science and Technology, Milwaukee, Wisconsin**

2007 – 2013      ***Co-Founder and Head of School; Carmen High School of Science and Technology, Milwaukee, Wisconsin.***

2005 - 2007      ***Planning Team Leader; Carmen High School of Science and Technology, Milwaukee, WI.***

1999 - 2007      ***Consultant, Science and Education Policy; Milwaukee, Wisconsin. Working with museums, schools, law firms, and medical organizations on the development and administration of policies, programs, fundraising, and other activities that promote institutional objectives.***

1997 - 1999      ***Associate Director; The Bakken Library and Museum, Minneapolis, Minnesota. Managed all public programs and exhibits divisions within this science museum, which specializes in the history of electricity and magnetism and their applications in life and medicine. Led the museum in the development of new exhibits and education programs for a major expansion project completed in March 1999.***

1994-1997      ***Research Director; Minnesota Public Utilities Commission, St. Paul, Minnesota. Established and managed the state of Minnesota's \$1 million research program to determine possible effects of stray voltage and other electrical phenomena on dairy herd health and milk production. Led a national advisory panel of scientists and engineers; raised funds from state legislature; represented the Commission to interested parties, including dairy and farm organizations, utility industries, and state agencies; developed and presented testimonies to the legislature.***

1993-2001      ***Director; Regional Initiatives in Science Education (RISE), Minneapolis, Minnesota. As a consultant to the National Research Council, established and led a Minneapolis-based community coalition of teachers, higher education faculty, business leaders, and other educational institutions, to advocate for***

high standards and science education reforms in the Minneapolis Public Schools. Directed strategic planning for, and served as lead Co-Principal Investigator on, a \$5 million Local Systemic Change in Science grant from the National Science Foundation. On behalf of the Minneapolis Public Schools, raised an additional \$1 million in grant awards. These grants sustained a six year reform initiative involving teachers, principals, and students in 80 public elementary and middle schools in Minneapolis.

- 1992-1993 ***Senior Advisor for Life Sciences Education; Office of the Director, National Institutes of Health***, Bethesda, Maryland. Oversaw development and evaluation of NIH science education programs and represented the agency on inter-agency and White House science education committees and initiatives.
- 1990-1992 ***Program Officer; Howard Hughes Medical Institute***, Chevy Chase, Maryland. Directed the Institute's competitive grant awards programs for national and Washington D.C. area educational institutions to improve K-12 and public science education. Funded approximately \$10 million in grants annually. Grantees included school districts, science museums, and education advocacy organizations.
- 1988-1990 ***Senior Policy Advisor; Office of the Assistant Secretary for Health, Department of Health and Human Services***, Washington, DC. Served as a Public Health Services Fellow and principal advisor on biomedical research policy to the Assistant Secretary for Health and the Deputy Assistant Secretary for Health Policy, Planning and Evaluation. Facilitated policy discussions among the leaders of the Public Health Service agencies, including the National Institutes of Health and the Food and Drug Administration. Developed and negotiated Public Health Service policy positions in areas such as technology transfer, the biomedical research budget, the use of animals and human subjects in research, biotechnology, science education, scientific fraud and misconduct, and bioethics. Drafted regulations and developed legislation.
- 1986-1988 ***Policy Analyst; Office of Technology Assessment, U.S. Congress***, Washington, DC. Co-authored two major policy studies at the request of the U.S. Congress: The Human Genome Mapping Project and U.S. Federal, State, and Private Investments in Biotechnology. These published reports assessed genome mapping and biotechnologies and informed legislators, Executive Branch agency heads, and other decision makers of the scientific, legal, ethical, economic, and social perspectives they needed to know in order to develop budgets, laws, and policies related to these technologies.
- 1984-1986 ***Damon Runyon – Walter Winchell Postdoctoral Fellow; University of California San Francisco Medical Center***, San Francisco, California. Conducted research on the signal recognition factors involved in protein secretion in animals.
- 1979-1980 ***Biology Teacher; The Loomis Chaffee School***; (private boarding and day school) Windsor, Connecticut.

**Selected Professional Activities Related to Educational Leadership**

- Member, Schools That Can Milwaukee (STCM), Board of Directors (since 2012)
- Member, Advisory Board, Teach for America Milwaukee (since 2012)
- Member, Board of Directors, Harbor District, Inc., Milwaukee (since 2015)
- Member, Board of Directors, Milwaukee Public Museum, Milwaukee (since 2013)
- Member, Board of Trustees, University School of Milwaukee, Milwaukee (since 2014)
- Member, WI State Superintendent's Advisory Council on Charter Schools (since 2011)
- Lead Principal Investigator, Minneapolis Local Systemic Change in Science Initiative, National Science Foundation Grant (1996-2001)
- Board Member (1995-1999) and Vice Chair (1997-1999), Sci/Math MN (state government and privately funded organization that promotes science and math standards and education reform).
- Member, Minneapolis Public Schools Citywide Standards Advisory Committee, 1994-1996
- Member, Subcommittee on Evaluation, White House FCCSET Committee on Education and Human Resources, 1992-1993
- Member, Steering Committee on National Science Foundation Survey on Public Understanding of Science, Biomedical Science Subcommittee, 1992-1993.

**Honors and Awards**

Amiga Award; Hispanic Chamber of Commerce, 2011

Charter School of the Year, Gold Award; Wisconsin Charter School Association, 2011

Friend of Hispanics Award; United Community Center, 2014

Woman of Influence, Innovation; Milwaukee Business Journal, 2009

**Kristine Lee MacDonald**  
macdonaldk@carmenhighschool.org

- Leadership**  
2016 –  
Current
- CARMEN SOUTH HIGH SCHOOL OF SCIENCE AND TECHNOLOGY MILWAUKEE, WISCONSIN**  
**Dean of Students and School Culture / Ryan Fellow.** *Carmen's mission is to graduate students as critical thinkers and self-directed learners who are prepared for success in college, meaningful careers, community involvement, and family life.*
- Constructed a strategic plan along with the Principal, Janis Meinke, to reach our 8 Advisory Goals in 2016-2017
  - Infused character education into the core curriculum in both content courses and Advisory
  - Coached two AP high school teachers to meet student outcomes
- 2014-2016
- CARMEN MIDDLE SCHOOL OF SCIENCE AND TECHNOLOGY MILWAUKEE, WISCONSIN**  
**Co-Principal.**
- Crafted a vision for Carmen Middle School, *Earn. Celebrate. Grow.*, which embodies our core values and drives towards the fruition of our mission
  - Targeted priorities through a unique and comprehensive strategic plan that meet the needs of our 170 students on the Northwest side of Milwaukee
  - Designed the components of our Community Trust to create and ensure a safe and constructive learning environment
  - Coached and managed a team of 22 educators to meet outcomes aligned to strategic plan and attain proficiency of 90% on the Carmen Teacher Effectiveness Rubric
  - Designed and implemented a new Advisory Framework for 2015-2016 that champions the role of the Advisor as a key stakeholder and driver of our unique program
- 2012-2014
- THE CLOUD FOREST SCHOOL MONTEVERDE, COSTA RICA**  
**Academic Manager.** *The Cloud Forest School (CEC) is an independent K-11 school in the rainforest aimed at providing excellence in bilingual and environmental education. 75% of students receive scholarships to attend and 95% are local Costa Rican students.*
- Coached and managed a team of ten teachers (six English teachers and four Spanish teachers) using a self-created coaching model providing bi-weekly observations, one-on-one coaching, and professional development targeting teacher needs
  - Designed curriculum mapping documents used for quarterly planning allowing teachers to collaborate across grade levels and share best practices
  - Created pre-k through fourth grade standards-based report cards that provide both English and Spanish teachers opportunity to share students' progress with students and families
  - Initiated and managed the assessment of bilingual literacy, creating materials in Spanish and investing teachers in using data to set goals and to drive whole group, small group, and individual instruction
  - Implemented a new school-wide earthquake procedure and managed the practice of the drill
  - Generated the attendance system ensuring daily attendance record access online for administrators and teachers
  - Lead weekly bilingual team meetings, building culture, celebrating success, and facilitating problem solving for Escuela Primaria
- 2009-2012
- KIPP SAN FRANCISCO BAY ACADEMY SAN FRANCISCO, CALIFORNIA**  
**Grade Level Chair.** *The Knowledge is Power Program (KIPP) is a group of 125 rigorous, high performing charter schools across the nation, serving our country's students in low-income communities, aimed at supporting students to and through college.*
- Supported and coached a team of six veteran teachers by coordinating the scheduling, management, and cultural responsibilities of the 2010-2011 and 2011-2012 freshmen classes
  - Spearheaded the effort to be "Record Breakers" in 5<sup>th</sup> grade, investing teachers and students to shatter all previous test score records in every content area
  - Served as the point person for all family communication, activities, events, and conferences
  - Revamped and lead the three-day orientation program for new students (*KIPPsters in Training*), enlisting 94 new scholars to prepare for the rigorous and rewarding educational experience at KIPP
  - Planned and directed grade level meetings, delegated responsibilities, and created daily, weekly, and yearly schedules for the grade level
  - Oversaw our 5<sup>th</sup> grade advisory program, using student data and current issues to create lessons and character-building activities (ex. being an ally, making new friends, serving as a peace-maker)
  - Supervised fieldtrip organization and execution, managed funds for more than 20 trips, and used student and staff input to improve these programs
  - Coordinated and chaperoned three week-long camping trips to the MOSAIC Project in Napa Valley



2011, 2012,  
2013

**TEACH FOR AMERICA INSTITUTE**

**CHICAGO, ILLINOIS**

**School Director.** *Teach for America is a non-profit organization that works to eliminate the achievement gap by training and supporting recent college graduates to serve as teacher leaders in underserved communities.*

- Set a school vision for a staff of 10 (various positions) through a planning period of seven months to execute rigorous, supportive, and scholarly learning environments for both students and new teachers in North Lawndale, Englewood, Marquette Park, and Washington Park neighborhoods
- Facilitated five 90-minute literacy sessions around lesson planning, lesson methods, and literacy in content areas for 120 new teachers
- Celebrated a welcoming culture, with 90% of Corps Members feeling valued and welcomed by Teach for America on our school team
- Coordinated travel of 10 staff members between two school sites in inner-city Chicago
- Provided feedback for staff delivery of more than 150 sessions, supporting staff members with in-the-moment feedback and push for next steps
- Coordinated school functions with staff at two school sites to ensure a working partnership for students in summer school
- Initiated scheduling changes and created new sessions that would best support the specific needs of sub-groups of new teachers
- Spearheaded new initiatives with our Chicago Public Schools partners, including Family Event, Community Experience, fieldtrip to The Museum of Science and Industry, and culminating creative project

**Teaching  
Experience**  
2009-2012

**KIPP SAN FRANCISCO BAY ACADEMY**

**SAN FRANCISCO, CALIFORNIA**

**5<sup>th</sup> Grade Reading Teacher.**

- Achieved our school's highest reading scores on the CST, moving from 2% proficient/advanced to 63% proficient/advanced by the end of the year, helping our school attain the highest API of all middle schools in San Francisco
- Increased average reading level by 2.2 years of growth and sustained or improved upon these gains each year thereafter
- Created a rigorous and high interest standards-based curriculum utilizing Readers' Workshop components, Marzano's vocabulary strategies, and a wide variety of texts and genres for students to navigate and enjoy
- Invested students in a visual tracking system of their reading level growth throughout the year that informed students, teachers, and families of progress and goals
- Collaborated with six other English Language Arts teachers to plan and improve daily, weekly, and year long term plans, as well as create vertical alignment in the ELA curriculum
- Planned and hosted Family Reading Night for 200 families to gain insight for how to support their student's reading progress and goals
- Wrote and received 12 grants to purchase a variety of new books for our classroom library

2007-2009

**JOSEPH GEORGE MIDDLE SCHOOL**

**SAN JOSE, CALIFORNIA**

**English Language Arts Teacher/GATE Coordinator.**

- Planned and executed objective driven, aligned lessons for a diverse population of 98 students, incorporating new strategies for English Language Learners, students with Individual Education Plans (IEP's), and students in the GATE (gifted and talented) program in areas of vocabulary, fluency, and reading strategy support
- Integrated technology through the use of Smartboard innovation and personal laptops for student use
- Served as school GATE Coordinator, managing experiences and resources for 39 students in the program

**Education**  
2007-2009

**ALLIANT INTERNATIONAL UNIVERSITY**  
**Master's Degree in Education, August, 2009**

**SAN FRANCISCO, CALIFORNIA**

Summer 2008

**INSTITUTO CULTURAL DE OAXACA**  
**Spanish Immersion Program**

**CIUDAD DE OAXACA, MEXICO**

October 2005

**BOLAND SCHOOL**  
**International TEFL Diploma**

**SUZHOU, PEOPLE'S REPUBLIC OF CHINA**

2000-2005

**UNIVERSITY OF WISCONSIN MADISON**  
**Bachelor of Arts, May 2005**  
Major: Psychology, Minor: Global Cultures

**MADISON, WISCONSIN**

## Glen F. Hackmann

### Vice Chairman of Baird



**Glen F. Hackmann**  
Vice Chairman  
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Glen F. Hackmann is Vice Chairman of Robert W. Baird & Co. Incorporated and Chairman of Baird's Audit Committees. From 1984 to 2013, he was Managing Director, General Counsel and Secretary of Baird, as well as a member of its Executive Committee.

Prior to joining Baird in 1984, Hackmann was Chief Counsel for ContiCommodity Services, Inc. in Chicago and, prior to that, was General Counsel of Reinholdt & Gardner in St. Louis.

Hackmann is Chairman of the Board for the Catmen High School of Science and Technology. He Co-Chaired the 2014 United Performing Arts Fund's (UPAF) Annual Campaign and served on the Board of Directors of UPAF for 10 years, chairing the Board for two years. In addition, for six years he served on the Boards of the Milwaukee Ballet Company and the Florentine Opera Company, serving as Florentine Opera president from 2001-2003. Hackmann was honored nationally with the Americans for the Arts Michael Newton Award in 2005 in recognition of his commitment to the united arts fund movement. In 2009, UPAF awarded him the Mrs. Walter H. Stiemke Award, its highest honor, in recognition of his extraordinary dedication to the performing arts and UPAF. In 2012, Hackmann received the Brenton H. Ruppel Citizenship Award, Baird's highest community service honor. Also in 2012, *The Business Journal Serving Greater Milwaukee* honored him with its Top Corporate Counsel Lifetime Achievement Award.

Hackmann earned his AB in English Literature at the University of Missouri at Columbia and his JD from the University of Missouri Law School.

# Jason J. Kohout

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## Legal Experience

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Associate Attorney, Tax and Individual Planning  
Foley & Lardner LLP Milwaukee Office  
(September 2007-present)

- Experience in wide variety of tax issues, including corporate, partnership, individual, tax-exempt, and state tax issues.
- Analyze S-corporation tax and estate planning issues; draft shareholder agreements.
- Draft limited liability operating agreements, including partnership tax provisions.
- Experience with stock and asset purchase agreements and related disclosure documents.
- Draft tax opinions for energy tax credits and Section 1603 grants partnerships.
- Extensive experience in tax-exempt organizations, including private foundation compliance issues, political activity, and Unrelated Business Income Tax.

## Representative Work

- Assisted in drafting operating agreement and reorganization documents for large hedge fund.
- Drafted tax opinion for \$700 million public company merger.
- Drafted tax opinion for \$160 million solar project financing.
- Represented large membership association regarding complex UBIT issues.
- Formed multiple tax-exempt organizations and provided on-going advice on aspects of legal and operational issues, including lobbying and political issues. Appointed corporate secretary of client entity.

## Authorship and Bar Activities

- Co-Author, Lexis-Nexis Treatise on State and Local Tax Issues.
- Co-Author, Wisconsin State Tax Bar Annual Review of the Law (Tax).
- Co-Author, *Bellco Credit Union Decision Extends Tax-exempt Royalty Treatment to Income from Insurance Sales (forthcoming in the Taxation of Exempts)*.
- Co-Author, Tax Chapter, Guide to Wisconsin Nonprofit Law, Wisconsin Bar Association Deskbook.
- Author, Wisconsin Council on State Taxation (COST) updates (state and local tax).
- Active in the American Bar Association, Exempt Organizations Section (drafted portion of the recommendations for revisions to private foundation law).

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## Education

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J.D., Harvard Law School  
(2004-2007)

- Courses in tax and business subjects.
- Winner, HLS Sidney I. Roberts Award for the best paper on the subject of taxation.
- President, HLS Tax Help (tax assistance for elderly and disabled).

A.B., Harvard College  
(2000-2004)

- Government and Economics Concentrator, Graduated *Magna Cum Laude*
- Hoopes Prize Winner for thesis work on Wisconsin's school finance system
- Harvard Varsity Lightweight Crew, 2004 J.V. EARC/Ivy League Champion; Jope Cup

## Sharon Canter

Sharon Canter is a retired executive from Manpower inc. Since her retirement, Sharon co-founded two organizations promoting the advancement of women —Milwaukee Women inc is dedicated to increasing the numbers of women in corporate leadership and Women Lead supports women in the political arena. In addition to her work with Carmen, Sharon is involved with initiatives that empower girls including Pearls for Teen Girls.

## **Ivan Gamboa**

Ivan Gamboa is a Senior Vice President of Tri City National Bank. He has been at the bank for over 10 years serving in multiple roles. He currently leads a production team of lenders in the Metro Milwaukee area and also serves on the bank's loan committee. Mr Gamboa is a native of Illinois where he earned a Bachelor of Arts in Geography from the University of Illinois Urbana-Champaign. His passion is neighborhood development and it is intertwined in work and civic duty. In addition to serving on the Carmen High School, Ivan also created and serves on the Cesar E Chavez Drive Business Improvement District. The street is the center of Milwaukee's Latino community. Mr Gamboa chairs the board of directors for newly formed Harbor District Inc. The group is leading the revitalization efforts in Milwaukee's inner harbor. Mr Gamboa also serves on the board for Mexican Fiesta.

**Craig Jorgensen, President**  
**VJS Construction Services**

Craig Jorgensen is President of VJS Construction Services, one of Wisconsin's 10 top and premier general contracting, construction management, and design/build firms. With a familial history of more than 100 years in the construction business, Craig's leadership has contributed greatly to VJS' dynamic growth.

Currently, Craig serves on the following boards:

- Sharon Lynne Wilson Center for the Arts, Executive Board
- YMCA of Waukesha, Foundation Board
- Boys and Girls Club of Greater Milwaukee, Board Member
- Spring Bank, Board Member
- Carmen High School of Science and Technology, Board Member

He is a past president of the Associated General Contractors of Greater Milwaukee and a recipient of their prestigious S.I.R. Award (Skill, Integrity, and Responsibility).

## **Shortened BIO --**

### **Agustin A. Ramirez**

Agustin A. Ramirez was Chairman and CEO of HUSCO International from December, 1985 until July, 2011 and Executive Chairman since. HUSCO is a \$400 million annual sales private company headquartered in Waukesha, Wisconsin. Under his leadership, HUSCO has grown over 20 times, built five manufacturing facilities and three R&D facilities and has major manufacturing presence in the United States (3), Europe, China and India.

Ramirez and his wife, Rebecca, believe in giving back to the community and have become benefactors to numerous organizations. As strong advocates of quality education, the Agustin A. Ramirez, Jr. Family Foundation provides college scholarships to over 100 Greater Milwaukee students each year. A primary family focus is building Christian schools in Central America and Milwaukee with a long-term family goal of building schools that have touched 1,000,000 children. The Ramirez family were also the initial funder of Schools That Can Milwaukee, an organization dedicated to building excellent schools in Milwaukee which is led by Abby Ramirez Andrietsch his eldest daughter. The Ramirez Foundation is currently building a school to primarily serve Hispanic children on the Southside of Milwaukee, and it will eventually accommodate 2,000 K-12 students. In 2014 Ramirez and his son Austin helped initiate, finance and lead the sale of three Milwaukee YMCA branches to the Waukesha YMCA to help the Milwaukee Y exit bankruptcy and prevent the three branches from being closed and liquidated.

Gus Ramirez has received numerous awards including the 2014 Association of Equipment Manufacturers Hall of Fame Award, the Wisconsin Master Entrepreneur of the Year Award, the YMCA Key Leader Award, the Children and Family Service Award from the Milwaukee Civic Alliance, Hispanic Business of the year, Hispanic Professional of the year, Wisconsin 75 Entrepreneur Award, the inaugural Friedlander/Ladky Award for Philanthropic efforts and the Georgia Tech Distinguished Alumni Award. The Ramirez family was recently recognized by Marquette University for its role in improving education.

## **Todd Reardon**

Todd Reardon is the Chairman and CEO at Braeger Company of Wisconsin. Braeger Company of Wisconsin is an automotive dealership for Chevrolet and Ford. Mr. Reardon is responsible for all facets of dealership operations.

Mr. Reardon is also a Certified Mediator/Arbitrator for Mediation Works, as well as a Professional Consultant for Biz Starts, The Gerson Lehrman Group, and Guidepoint Global.

Mr. Reardon is heavily involved in the community. He serves on the Board for Children's Hospital, Carmen High School of Science & Technology and the 27<sup>th</sup> Street BID. He is also on the Foundation for the Wisconsin Automobile & Truck Dealer Association.

Mr. Reardon received an undergraduate degree in Business from Southern Methodist University and an MBA from Purdue University.



## **BIOGRAPHY**

### **Barbara J. Wanzo**

#### **Game Changer.**

Barbara Wanzo has invested over 25 years in the corporate sector employing her leadership expertise in new business start-ups, technology, sales and marketing. Making the move to the nonprofit sector in 2012, she worked to help organizations with modest resources, enhance their social footprint, brand value and achieve significant community impact and scale.

Barbara seized the opportunity to launch a new nonprofit organization when hired as Executive Director for Black Arts Think Tank or "BATT". BATT's mission is to continue building strong, sustainable African Arts organizations in Milwaukee that promote the history and culture of the African diaspora and inspire creativity in future.

Members of BATT include Ko-Thi Dance Company, founded in 1969, and African American Children's Theatre, founded in 1989. Barbara sees BATT as a commitment to celebrate, advocate and showcase diverse and provocative work of Black theatre, dance, music, story-telling, spoken-word, and visual artists from throughout the Diaspora.

Throughout her career, Barbara has built a solid reputation for delighting and delivering value for customers, creating new product markets and electronic distribution channels.

Embracing the core values of integrity, innovation, and growth, Barbara is an exceptional business leader, public speaker and change agent. Barbara holds an International Business MBA from Marquette University.

## Student Weekly Schedule Appendix K

### Student Schedule – A Week

	Monday	Tuesday	Wednesday	Thursday
8:00-8:30 (30)	Advisory	Advisory	Advisory	Advisory
8:34-9:44 (70)	Math	Math	Math	Math
9:48-10:58 (70)	Science	Diff Time (Math)	Science	Diff Time (Math)
11:02-11:52 (50)	Art	Spanish	PE	Spanish
11:56-12:26 (30)	Lunch	Lunch	Lunch	Lunch
12:30-1:00 (30)	DEAR	DEAR	DEAR	DEAR
1:04-2:14 (70)	ELA	ELA	ELA	ELA
2:18-3:28 (70)	Reading	Social Studies	Reading	Social Studies
3:32-3:45 (13)	Advisory	Advisory	Advisory	Advisory

*Diff Time (differentiation time) provides a small group instruction environment where personalized on-line learning literacy and math programs such as Achieve 3000 and ALEKS are utilized in rotation with small group instruction; Science teachers work with math teachers to plan the Diff Time blocks to support math skills development and Social Studies teachers work with English Language Arts teachers to plan the Diff Time blocks for reading. Diff Time targets students in below grade level, at grade level, and above grade level groups.*

*2 science classes and 2 social studies classes in A Week and 3 science and social studies classes in B week.*

*2 Diff Times in Reading and 2 Diff Times in Math in A Week and 1 each in B Week*

*\*Spanish is taught all year while Art and Music and PE rotate each quarter*

### Student Schedule – B Week

	Monday	Tuesday	Wednesday	Thursday
8:00-8:30 (30)	Advisory	Advisory	Advisory	Advisory
8:34-9:44 (70)	Math	Math	Math	Math
9:48-10:58 (70)	Science	Science	Science	Diff Time (Math)
11:02-11:52 (50)	Art	Spanish	PE	Spanish
11:56-12:26 (30)	Lunch	Lunch	Lunch	Lunch
12:30-1:00 (30)	DEAR	DEAR	DEAR	DEAR
1:04-2:14 (70)	ELA	ELA	ELA	ELA
2:18-3:28 (70)	Social Studies	Social Studies	Reading	Social Studies
3:32-3:45 (13)	Advisory	Advisory	Advisory	Advisory

Friday *Adjusted Schedule	
8:00-8:30 (30)	Morning Meeting
8:34-9:34 (60)	
9:38-10:38 (60)	ELA
10:42-11:42 (60)	Science
11:46-12:16 (30)	Lunch
12:20-1:20 (60)	Social Studies
1:24-2:14 (50)	Zest Fest
2:18-2:32 (16)	Advisory