

FIFTH RENEWAL AGREEMENT BETWEEN VERONA AREA SCHOOL DISTRICT AND PASS, Inc.

THIS Fifth RENEWAL AGREEMENT (“Agreement”) is made effective the 1st day of December, 209, by and between the Verona Area School District (the “District”) and PASS, Inc. The parties acknowledge that this Agreement is based on the following:

RECITALS

A. The original charter contract was awarded to Parents Aiding Students in Schools, an unincorporated volunteer parent group. This group had petitioned the District to establish Core Knowledge® Charter School (“CKCS”) as a grades K-8 charter school pursuant to sec. 118.40 of the Wisconsin Statutes. The original charter contract was amended in October 1996 to change the charter recipient to Parents Advocating Student Success Inc. (PASS), a 501(c)(3) organization, who is the current holder of the contract.

B. On January 8, 1996, the District’s School Board (the “Board”) granted a petition to create CKCS for a five-school-year term. CKCS began operations during the 1996-1997 school year. The initial agreement allowing CKCS to operate as a Wisconsin charter school within the District (the “Original Agreement”) expired at the end of the 2000-2001 school year. The First Renewal Agreement expired at the end of the 2005-2006 school year. The Fourth Renewal Agreement expires June 30, 2020.

C. PASS is the current holder of the CKCS charter agreement with the District. All members of PASS are and will continue to be parent volunteers, and will be the recipient of the renewal CKCS charter sought herein.

D. During the term of the Original and Fourth Renewal Agreements, CKCS has grown to 425 students, has had academic success, has demonstrated fiscal responsibility, and has attained strong parental involvement and satisfaction.

E. The parties have considered the principles and standards for quality charter schools established by the National Association of Charter School Authorizers.

F. The parties wish to execute this Agreement in order to allow for the operation of CKCS for an additional five-school-year term.

G. Throughout this document and all attached appendices the term “parent” is intended to mean parent or legal guardian.

NOW, THEREFORE, in consideration of the foregoing recitals and the mutual understandings, releases, covenants and payments herein described, the parties agree as follows:

1 . Name of person seeking to renew the Original Agreement.

PASS seeks to renew the charter of CKCS. Additional information concerning the governance plan is outlined in Appendix A.

2. Name of person who will be in charge of the charter school and the manner in which administrative services will be provided.

The CKCS Director will serve on the District's administrative team and will be responsible for managing and directing the day to day operations of CKCS. The CKCS Curriculum Coordinator will be responsible for evaluating and recommending, updating, adding or changing curriculum materials. The CKCS Governing Council will govern the School.

3 . Description of the educational program of CKCS.

The educational program has two primary components: the Core Knowledge® Sequence utilized in grades kindergarten through eighth and Direct Instruction utilized in grades kindergarten through fifth. The Core Knowledge® Sequence provides the content guidelines for science, history, literature, geography, music and art. Direct Instruction is the curriculum and method by which reading, spelling, mathematics and written language are taught. This curriculum design incorporates flexible grouping, teaching of strategies, teaching to mastery, encouraging a high level of student involvement, and ongoing monitoring of student progress. CKCS is using the annual standards adopted by the District in addition to Common Core Standards to guide curriculum outcomes.

Originally Spanish was part of its K-5 curriculum since 1997, but because of budget changes over the past years it has ended. CKCS also incorporates complementary curricula such as the Core Virtues and Service Learning into its K-8 curriculum. Virtues such as respect, responsibility and diligence are taught and reinforced to promote basic civic, moral and intellectual development. The Core Virtues instruction enables CKCS to incorporate the learner and character goals of VASD.

Appendix B includes a description of the CKCS educational program and related research. The CKCS scope and sequence for K-5 and 6-8 and a list of the Core Virtues is outlined in Appendix C.

Grades K-8 are presently located within the Badger Ridge Middle School building. It is the intent of the Board to keep CKCS together as a K-8 school in its current location until the 2020-21 school year, at which time the CKCS K-8 program will move to its new location with Badger Ridge Middle School in the main building of 300 Richard St., Verona. It is the intent of the board to keep CKCS together as a K-8 school in the Richard St. location, but any future location will be dependent on space needs of the District. It is the intent that the school will be located within District facilities.

Services will be negotiated through proper budget channels and shared services will be identified in the annual working agreement.

Currently CKCS is a K-8 school, with two classes at each grade level. CKCS will not willfully change class sizes at any grade level that would result in class sizes that are significantly below the District average. CKCS may, at the discretion of the Board, be required to renegotiate space allocation within the District.

4. Personalized Learning

CKCS uses, and will continue to use, personalized learning to support student growth. In addition, personalized learning paths will be developed for every child.

5. Methods CKCS will use to enable pupils to attain state educational goals.

CKCS has adopted the Common Core Standards and will utilize both the Core Knowledge® Sequence and Direct Instruction with the goal to attain the state educational and national goals. The Director and Curriculum Coordinator shall annually review compliance with the District's annual adopted standards and Common Core Standards. The Director will submit information as it relates to the Continuous Improvement Teams in the approved District format utilized by all District sites.

The Core Knowledge® Sequence provides a coherent, planned progression of specific content knowledge that builds a solid foundation year by year. This foundation of knowledge also provides a common ground for communication in a diverse society. Direct Instruction is a research-based curriculum and method that provides systematic instruction of essential academic skills and strategies utilizing effective and efficient teaching techniques. Direct Instruction emphasizes student success, as mastery of skills and concepts is required of each step in the learning process.

6. Method of measuring pupil progress in attaining state educational goals.

Students will participate in all state and federal mandated tests. Additional testing may be administered. Student academic performance will be evaluated and reported in the approved District reporting format utilized by all sites. Also, students will be tested with current standardized academic evaluation programs in alignment with District standards. Parents will be provided with results of the standardized tests performed. Parents will also receive report cards on a quarterly basis. Report cards are designed to indicate the child's progress in meeting the goals and objectives outlined in the school's curriculum. At least two of these reporting periods will include informational meetings between the parent and teacher.

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

The CKCS Governing Council will govern the school in accordance with the mission statement,

this Agreement, the Management Plan, applicable District policy and state and federal laws. The Management Plan shall be created by the Director and Superintendent and approved annually by the Governing Council. The Governing Council may provide input to the Superintendent on the Management Plan. The majority of Governing Council members will consist of volunteers who are elected parents of CKCS students.

The Director is hired by the Board to manage and lead CKCS as a school administrator. The Director will manage day-to-day operations consistent with the mission statement, this Agreement, the Management Plan, applicable District policy and state and federal laws. The Superintendent of VASD is the legal agent of the VASD Board responsible for overseeing the operation of CKCS. See Appendix A for additional details concerning the governance structure of CKCS.

8. The qualifications that must be met by the individuals to be employed in the school are subject to all applicable laws.

All teaching staff will hold proper teaching licensure required by state charter laws and DPI. All staff will be Verona Area School District employees, subject to the Employee Handbook or other appropriate contract, maintaining and accruing all the same benefits as other District staff in comparable positions. The District Superintendent will inform the Director of all changes in the Employee Handbook, the Management Plan and negotiations relevant to CKCS teachers and staff in a timely fashion.

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

Oversight of the health and safety of students is a District policy. CKCS will be housed and maintained within District buildings that are constructed and furnished by the District to serve its student population. Children will have access to the District's health service program provided in the building. District policies for health, threat assessment protocol and safety procedures will be followed. CKCS will follow District background check policies for volunteers.

10. The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district population.

The District and CKCS will work collaboratively to develop and implement a demographics strategy and action plan aimed at implementing the CKCS Demographics Plan. The proposed CKCS Demographics Plan is outlined in Appendix D. The latest CKCS Outreach Committee Plan is available for review.

11. The requirements for admission to the school.

CKCS enrollment procedures will conform to federal and state statutes. Enrollment in CKCS is open to all district students, grades K-8, as outlined in the District's Choice and Charter policy. In addition,

CKCS reserves the right to offer preference to children of the school's governing board members and full-time resident employees, but the total number of such children given preference will constitute no more than 5 percent of the charter school's total enrollment. Parents enroll their children in CKCS on a voluntary basis. Students who reside outside of the District boundaries may be eligible for admission under the guidelines of the District's open enrollment policy. CKCS will not be required to admit any student who is under a current expulsion order from a school district.

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

Budget information for CKCS is attached as Appendix E. CKCS will continue to contract with the District for appropriate services. The need for shared services may change from year to year. CKCS will inform the Superintendent during the regular budget process of any budget changes it intends to implement. Funds allocated to CKCS by the District are audited as part of the regular audit of the District books. All financial records of CKCS, including documentation of any other revenue, contributions and additional financial resources, are available for inspection by the District upon request by the Superintendent.

All financial records of PASS are available for inspection by the District upon written request by the Superintendent. The financial records of PASS will be available to be audited as part of the regular District audit. CKCS shall have no authority to incur debt, to pledge credit or to enter into material (and unbudgeted) contractual obligation on behalf of the District without advance written approval of the Board.

13. The procedure for disciplining students.

The Director, teachers and parents of CKCS have established a discipline policy that closely follows the District's discipline guidelines as well as incorporates the philosophy of PBIS (See Appendix F).

14. The public school alternatives for pupils who reside in the school district and do not wish to attend or are not admitted to the charter school.

CKCS is currently offered as a K-8 option to students in the District. Parents who wish to enroll their students at CKCS do so on a voluntary basis. No student will be required to attend CKCS without the approval of their parents. Students are accepted into the school under the guidelines set forth by the District. Parents who do not wish to have their children attend CKCS will make their school choice according to District policy. Students who reside outside of the District boundaries may be eligible for admission under the guidelines of the District's open enrollment policy.

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

CKCS is currently located in the Badger Ridge Middle School site. CKCS will relocate with

Badger Ridge Middle School in the 2020-21 school year to the main building on 300 Richard St., Verona. The cafeteria, gymnasiums, art rooms, music rooms, step room, conference rooms, computer labs, CKCS central office space, health room, playgrounds, bathrooms, LMC space, PAC and all common areas are shared within the school building where CKCS is housed. Access and use of this space will be determined as needed. It is CKCS's desire to be an active participant in determining facility space affecting CKCS. In addition, CKCS would like district leadership to continue analyzing space for CKCS and make decisions on the future of the school based on what is best for all students. If the school district builds new facilities and relocation of charter schools is considered, CKCS would want the opportunity to re-open the Charter Contract to discuss all possibilities for our K-8 program. The liability and other insurance coverage provided by the District for CKCS will be the same as that provided to all other schools within the District.

16. The effect of the establishment of the charter school on the liability of the school district.

CKCS is an instrumentality of the District and has the same liability coverage as any other District school. Parent volunteers working in and with CKCS shall be afforded the same coverage as parent volunteers working in and with other schools in the District.

17. Nonsectarian Practices

CKCS shall be nonsectarian in all of its programs, admission policies, employment practices and other operations.

18. Anti-discrimination

CKCS may not discriminate in admissions or deny participation in any program or activity on the basis of a person's sex; color; race; religion; national origin; ancestry; creed; pregnancy; marital or parental status; sexual orientation; gender identity; or physical, mental, emotional or learning disability.

19. Tuition

To the extent provided in Chapter 118.40, *Wisconsin Statutes*, CKCS shall not charge tuition.

20. Additional Provisions.

a. Legal Status. CKCS shall be an instrumentality of the Verona Area School District.

b. Special education and related services.

a. Special education and related services will be provided by the District pursuant to the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act (Section 504). The District shall serve children with disabilities in CKCS in the same manner as it serves children with disabilities attending other District schools, and shall provide funds under this subchapter to CKCS on the same basis as it provides funds under this subchapter to other District schools, including proportional distribution based on enrollment of children with disabilities, and at the same time as it distributes other federal funds to the District's other schools.

b. The District shall remain the Local Educational Agency for all students who qualify for an individualized educational program under IDEA.

c. CKCS administrators, teachers, and staff shall participate in staff development opportunities provided by the District pertaining to IDEA, Section 504, and the Americans with Disabilities Act.

c. CKCS shall comply with Applicable Law, which may change and include, but is not limited to:

a. Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d 2000d 7;

b. Title IX of the Education Amendments of 1972, 20 U.S.C. §1681 et seq.;

i. Age Discrimination Act of 1985, 42 U.S.C. §6101 et seq.;

ii. Sec. 504 of the Rehabilitation Act of 1974, 29 U.S.C. §794 and the Americans with Disabilities Act, 42 U.S.C. ss. 12101 12213.

iii. Individuals with Disabilities Education Act, 20 U.S.C. §1400 1485 et seq.

iv. 20 U.S.C. s. 1232(g) of the General Education Provisions Act, 20 U.S.C. §1221 1234i;

v. Drug-Free Workplace Act, 41 U.S.C. 701 et seq.;

vi. Asbestos Hazard Emergency Response Act, 15 U.S.C. §2641 2655; and

vii. Every Student Succeeds Act of 2015, and its implementing regulations, 20 U.S.C. §1177 et. seq.

If Applicable Law requires the District to take certain actions or establish requirements with respect to CKCS, CKCS shall cooperate with those actions and comply with those requirements.

d. CKCS shall be eligible to receive support services, information technology services, student support services, and testing/assessment services available to other schools in the District, in a manner consistent with the distribution of such resources to other programs in the District.

e. Transportation. Transportation to the daily classes at CKCS will be provided by the District for students who reside within the Verona Area School District in accordance with the District's busing policy and rules.

f. Entire Agreement; Amendment. This Agreement constitutes the entire agreement between the parties pertaining to the operation and management of CKCS and supersedes any and all prior agreements, representations and understandings of the parties, oral or written. Neither party is entitled to rely upon any representations and warranties that are not expressly set forth herein. No addendum, supplement, modification, or amendment of this Agreement shall be binding on the parties, unless executed in writing by both parties.

g. Notice. Any notice relating to the performance or lack of performance of any provision of this Agreement shall be in writing to the authorized representative of the party to which the notice is given. Notice shall be effective upon personal delivery, or two days following deposit in the United States mail.

h. No Waiver. The failure of any party to insist in any one or more instances upon the performance of any of the terms, covenants or conditions of this Agreement shall not be construed as a waiver or relinquishment of the future performance of any term, covenant or condition, and the defaulting party's obligation with respect to future performance of any terms shall continue in full force and effect. The failure of any party to take any action permitted by this Agreement shall not be construed as a waiver or relinquishment of its right thereafter to take such action.

i. Dispute Resolution. In the event any dispute arises between the District and PASS related to this Agreement, such dispute shall first be submitted to the District Superintendent. Thereafter, the Superintendent shall attempt in good faith to resolve the dispute. In the event any dispute is unable to be resolved in this fashion, it shall be submitted to the Board for its consideration and final resolution.

j. Invalidity. If any term or provision of this Agreement is determined to be illegal, unenforceable, or invalid in whole or in part for any reason, such provision or part thereof shall be stricken from this Agreement without affecting the legality, enforceability, or validity of the remainder of this Agreement. If any provision, or part thereof, this Agreement is stricken in accordance with this section, then the

stricken provision shall be replaced, to the extent possible, with a legal, enforceable, and valid provision that is as similar in tenor to the stricken provision as is legally possible.

k. Revocation. This charter may be revoked by the Board if the Board finds that CKCS violated the provisions of sec. 118.40, Stats. Prior to any revocation, the Board will give CKCS written notice setting forth the specific provision of sec. 118.40 Stats and the alleged grounds for revocation. CKCS shall have the right to cure or remedy such default or breach within 90 days following written notice or such longer time if reasonably necessary to cure such breach. If at the end of the cure period the Board believes that CKCS failed to cure or remedy such breach, the Board shall so notify CKCS and shall give CKCS an opportunity to be heard at a public meeting before taking further action on revocation. Reasons for default of the contract include:

1. The Charter School fails to obtain a minimum of “meets expectations” rating on the Accountability Determination as reported annually on the DPI issued Report Card for three consecutive years;
2. The Charter School has failed to comply with generally accepted accounting practices of fiscal management in operating The Charter School;
3. The Charter School employees, or agents, have provided the School District with intentionally false or intentionally misleading information in the performance of this contract;
4. The Charter School has failed materially to comply with Applicable Law;
5. The Charter School has violated section 118.40, *Wisconsin Statutes*; or
6. The Charter School Operator has defaulted materially in any of the terms, conditions; or promises contained in this Contract.

In the event CKCS finds that the Board violated the terms of this Agreement, CKCS will give the Board written notice setting forth the specific provision of the Agreement and the alleged grounds of the violation. The Board shall have the right to cure or remedy such breach within 90 days following written notice or such longer time if reasonably necessary to cure the breach. If at the end of the cure period CKCS believes that the Board failed to cure or remedy such breach, CKCS shall so notify the Board and shall request a full Board discussion at a public meeting before taking further action on the breach.

I. Accountability. In recognition of the charter status of CKCS and the role and function of accountability related to the charter school concept, the District will utilize at least the following information when considering renewal of this contract (other information may also be utilized when considering renewal of the contract):

1 – Students will perform at least at the district average on state and federal mandated tests in all areas and grades tested. This applies to all students (aggregate whole) and across various demographic populations (e.g., low-income, minority, special ed.).

2 – Parental satisfaction as measured on the district’s annual parent survey and/or the PASS annual parent survey. The goal is that parental satisfaction reflects at least the district’s average.

3 – Student satisfaction as measured on the district’s annual student survey and/or the PASS annual student surveys.

4 – Standardized student achievement results on the Star 360 test with an emphasis on individual student growth (value-added data with emphasis on projected student growth).

5 – CKCS’s expenditures not exceeding the yearly agreed upon operating budget.

6 – CKCS will strive to be similar to the district in enrollment demographics in the category of free and/or reduced percentages.

m. Term. The term of this agreement shall be for a period of five (5) years beginning on July 1, 2020, and ending on June 30, 2025.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date set forth above.

Verona Area School District

By:

Noah Roberts

Title: President, Verona Area School Board

Core Knowledge® Charter School

By:

Linda Hmielewski

Title: President, PASS, Inc

APPENDIX A
Verona Core Knowledge® Charter School
Contract Renewal 2020
Governance Plan

Section 6: The governance structure of the school, including the method to be followed by the school to ensure parental involvement. (Section 118.40 Wisconsin Statutes)

Goal

To create a governance structure that ensures quality leadership for CKCS by its school administrator and parent volunteers, while encouraging greater participation in governance by parents and staff.

Primary Objectives

Recruit and maintain parental and staff involvement in governance. Provide for greater empowerment, inclusiveness, and responsibility for the Director, parents and staff. Simplify the organization so that lines of reporting are clearly defined and easily understood by all stakeholders. Provide sufficient communication between all stakeholders with parents, staff, administrators, school board members and the community. Create a school community that encourages communication between the administration and parents.

Structure Proposal

PASS will consist of five volunteer members, two of whom will be the Governing Council President and Treasurer. Per the bylaws, PASS, Inc. will have no members, but will be managed by its Board of Directors.

The main responsibility of PASS will be to hold the charter contract and assure contract compliance. PASS and the Superintendent, at his/her option, will meet at least two times per year to review contract compliance. PASS will conduct business in a manner consistent with the open meetings provisions of the Wisconsin Open Meetings laws.

The CKCS Director is responsible for managing and directing CKCS. The CKCS Governing Council will govern the School. The Governing Council will consist of parents, staff, and community members. Members will be parents of children enrolled in the school, openly elected by the entire membership of families enrolled in the school. The members of the Governing Council are as follows: Director, President (CKCS Parent), Vice President (CKCS Parent), Secretary (CKCS Parent), Treasurer (CKCS Parent), Curriculum Coordinator, one teacher representative or non-officer parent representative, non-officer parent representatives and a Badger Ridge Middle School Representative and two non-voting community representatives. The Governing Council will strive to achieve parental representation from multiple grade levels.

The Governing Council, by majority vote, will determine Governing Council meeting schedules. All meetings will comply with the Wisconsin Open Meetings laws. All parent positions are three-year

terms, to be staggered as appropriate for continuity. The Governing Council will make decisions by a majority vote of the Governing Council membership.

The Governing Council will determine the type and makeup of the committees necessary to operate the school. To facilitate compliance with this contract, the Governing Council will, at a minimum, include the following committees: Hiring, Budget, Curriculum and Community Outreach. Changes to the Governing Council committees must be made by a majority vote of the Governing Council.

Election Process

The Parent Round Table will conduct elections to PASS and the Governing Council. The Parent Round Table will establish procedures for such elections that allow the opportunity for full participation by all CKCS families, after consultation with the Superintendent. The VASB may audit elections for democratic process integrity.

Director's Role

The purpose of the Wisconsin Charter law is to encourage innovative ideas in education. This is accomplished in part by exempting charter schools from certain practices, procedures and policies. As such, charter schools may choose, at the discretion of the Board, curriculum, instructional methods, budget allocations and practices and procedures that differ from the District. The law also states that charter schools are instrumentalities of the District.

1. The Director reports directly to, takes direction from and is evaluated by the Superintendent. The Superintendent and/or Director will seek input from the Governing Council regarding the performance of the Director in conducting the evaluation.
2. Oversee financial, behavioral and academic progress reporting in programs utilized by all District sites. Facilitate any onsite inspections with District representatives as needed.
3. A detailed Management Plan will be developed by the Director and Superintendent for approval by the Governing Council on an annual basis. It is the intent of the parties that the first draft of the Management Plan will be presented to the Governing Council for review on or before May 1. The final Management Plan will be signed by August 1. The Superintendent and/or Director will seek input from the Governing Council on the plan. Thereafter, a detailed Management Plan for the school year will be developed by the Director and Superintendent for approval by the Governing Council on an annual basis. In the event that the May 1 date is not met for presentation of the draft of the Management Plan by the Director and Superintendent to the Governing Council, the final Management Plan will be signed within 90 days of the actual date of presentation, instead of the August 1 deadline, thus ensuring 90 days for the review of the Governing Council. In the absence of a signed Management Plan as of August 1, the prior year's Management Plan will be in force.

The detailed Management Plan will minimally comprise, but is not limited to, the following sections:

Planning and Process Approval

Communication and Execution

Conflict Resolution

Budgeting and Financial Management Hiring Process and Guidelines Curriculum

Development and Facilitation

4. An annual review of the Management Plan will be presented by the Director to the Governing Council and Superintendent. The Annual Report (or Plan of Operation, whichever is required by Board) will be filed on or before August 1 of each year.

5. Oversee the continuous improvement process of the school.

Hiring of Director

The Director shall be hired by the Board upon the recommendation of the Superintendent. Whenever a vacancy occurs the Superintendent will form a committee, the majority of which will include Governing Council members, parents of students in CKCS and CKCS staff members, for the purpose of participating in interviews for the position of Director. The Superintendent will also form a subcommittee, to include the Governing Council President and PASS, Inc. President. The subcommittee will review candidate credentials and screen candidates to determine which candidates will be interviewed by the entire committee. The Superintendent will make the final determination regarding who is to be interviewed for the position of Director and who is recommended for the position to the School Board.

Transition to the New Governance Structure.

It is the goal of the Governing Council and PASS that the Management Plan be approved, bylaws changed and elections to take place, no later than 30 days prior to the start of each school year.

APPENDIX B

Verona Area Core Knowledge® Charter School

Contract Renewal 2020

CKCS Educational Programs and Related Research

PHILOSOPHY

The Verona Core Knowledge® Charter School is based on the belief that children will maximize their educational potential in an environment which emphasizes teacher directed instruction, research based teaching methods and materials, a solid knowledge base and academically challenging content while encouraging good conduct.

RESEARCH—INSTRUCTIONAL METHOD

A major study, *Project Follow Through*, was performed in the 1970's by the U.S. Federal Government. The study involved over 200,000 children in 178 communities. Twenty-two programs were selected for implementation. The programs were evaluated (by Abt Associates of Cambridge, MA and the Stanford Research Institute) for their effectiveness in three areas: 1) basic skills (language, spelling and mathematics), 2) cognitive skills (higher order thinking skills) and 3) effective measures (self-esteem).¹ Control groups were maintained and a variety of testing instruments were used to compare the programs. The program that rated best in basic skills and improvement of self-esteem and which showed a dramatic increase in the student's cognitive skills was a program known as Direct Instruction. "The Direct Instruction model was the only one that was effective with extremely low performers. Performance of this magnitude and consistency had never been demonstrated in the schools before [*Project*] *Follow Through*".²

In the 1980's a follow up study was conducted that compared students who had been in the Direct Instruction classrooms and control groups. Results showed significant lasting benefits from the Direct Instruction program: "with students achieving higher reading, language and mathematics scores on standardized tests than students who either had not participated in Direct Instruction or who had participated in other programs".³

Studies done using Direct Instruction in whole school populations and solely with special needs children provide confirmation that the school that used the Direct Instruction program *Reading Mastery* as the core curriculum had noteworthy increases in student improvement and fewer students at risk in later grades. It was concluded that ALL children benefit from this method. In a November 2008 report, Jean Stockard indicates that "...the systematic implementation of Direct Instruction within the entire school appears to be better for both the general population and the special education population of students".⁴

The publication *What Works: Research about Teaching and Learning* by the US Department of Education reached similar conclusions including among others: students learn more when teachers explain exactly what is expected; student achievement rises when teachers ask questions that require evaluation versus recitation of facts; well designed homework, conscientiously done and critiqued, extends students learning beyond the classroom.⁵

More recent studies on Direct Instruction continue to support the effectiveness of Direct Instruction:

2014, *The Relationship between Lesson Progress in Direct Instruction Programs and Student Test Performance*, results indicate that students who were at or approaching mastery at their assigned grade level in Reading Mastery and Connecting Math Concepts had a strong probability of scoring at the proficient level on state assessments and were much more likely than other students to score above the national mean on the MAP (Measure of Academic Progress). The findings are noteworthy as they were replicated at over three different sites and several grade levels.

2007-2013, *An Analysis of Achievement Scores of Arthur Academy Schools*, Reading Mastery and Connecting Math Concepts (both Direct Instruction programs that CKCS uses), were analyzed over six consecutive school years. The data showed that although students started significantly lower than national averages, after only one year of Direct Instruction significant numbers of students were above the national percentiles.

2010-2011, *A Randomized Control Study of Reading Mastery*, analyzed the use of Reading Mastery, Signature Series on K-2 students in comparison with students using Harcourt Brace. The results showed significantly higher scores even though the students using the Reading Mastery Series started at a lower level.

RESEARCH—CURRICULUM CONTENT

In 1978, Professor E. D. Hirsch, an English professor from the University of Virginia, conducted a study comparing reading levels of two similar groups when given familiar and unfamiliar topics. Both groups were given the same passage to read. The passage varied by degrading the writing style of the readings for one of the groups. Hirsch found that “when the topic was familiar, the group reading the better written version understood it more efficiently, but when the subject was unfamiliar the performances of the two groups were nearly the same”.⁶ The implication of his finding for students is that those students with broader background knowledge will gain more from their reading. Students build each year on what was learned earlier in Core Knowledge.

“Teachers find that in fact students make connections to Core topics they learned in previous grades. The achievement gap between advantaged and disadvantaged students remained large for both cohorts at the control school.”⁸ Another integration of the curriculum and [its] spiraling structure.”⁷

The Core Knowledge program also helped narrow the achievement gap between advantaged and disadvantaged students. In a 2003 study, “The achievement gap, as researcher agrees that all children benefit from Core Knowledge regardless of socioeconomic background. This high-quality education is not intended solely for those who can afford private schooling. “The Foundation’s mission is to deliver a rich curriculum to all students, and research has shown that Core Knowledge can help boost achievement among disadvantaged students and narrow the achievement gap between advantaged and disadvantaged students.”⁹ Core Knowledge is a perfect program for a public school with students from varied socioeconomic backgrounds.

While findings regarding socioeconomic status emphasize the need for cultural education for disadvantaged youth, this education is also important for all levels of society. “As the school curriculum has become more incoherent, literacy has declined even among children from literate homes.”¹⁰ The bottom line is that Core Knowledge provides a broad base of knowledge for students to build a rich vocabulary, motivates them to learn while encouraging the desire to learn more, and supports knowledge necessary for higher education.

PROGRAM SELECTION

Based on the research described above and the educational philosophy of the school, the Core Knowledge® Sequence and Direct Instruction were originally chosen as, and continue to be, the instructional methods and curriculum to be followed at CKCS. This will remain the same under the renewal contract. These approaches will be supplemented, where appropriate, with hands-on discovery learning (computers and science, for example) and cooperative learning. The focus, however, will be teacher-directed learning.

ENDNOTES

1. National Institution for Direct Instruction, 2009, <http://www.nifdi.org>
2. S. Engelmann, 2007, *Teaching Needy Kids in our Backward System: Paper Trail*, ADI Press, p.230
3. R. Gersten and T. Keating, March 1987, *Long Term Benefits from Direct Instruction* , Educational Leadership,45:p28-31
4. J. Stockard, November 2008, *Reading Achievement in a Direct Instruction School and a “Three Tier” Curriculum School* ,pp4-5
5. US Dept of Education, 1987, *What Works: Research about Teaching and Learning*
6. E. D. Hirsch, *Cultural Literacy*, 1988, Vintage Press, New York, pp 42-48
7. Core Knowledge Research: An Overview of Research on Core Knowledge, January 2004,<http://coreknowledge.org>
8. F. Smith, 2003, Longitudinal study, Virginia
http://teachingcontent.com/CK/about/research/eval12_2002.htm 141
9. C. Wells, 2004, *How Can Core Knowledge Help You Meet the NCLB Requirements?*Newsletter of CK Foundation Vol. 17, No. 1, p.4
10. E. D. Hirsch, *Cultural Literacy* , 1988, Vintage Press, New York, pp115-116

APPENDIX C

Verona Area Core Knowledge® Charter School

Contract Renewal 2020

CKCS Scope and Sequence for K-5 and 6-8, and a list of the Core Virtues

	Reading	Math	Written Expression
Kindergarten	Reading Mastery I/II Fast cycle I/II Story Patterns Fictional Stories: <ul style="list-style-type: none"> ● Mother Goose Rhymes ● Aesop's Fables Legends and Tall Tales Sayings and Phrases Poetry	Distar Arithmetic I Connecting Math Concepts-A Patterns and Classification Rote counting Money Measurement, estimation Addition and subtraction Shapes	Reading Mastery Spelling Language for Learning Beginning punctuation Beginning capitalization Writing sentences Italic handwriting system
1st Grade	Reading Mastery I/II Fast cycle I/II Fictional Stories: <ul style="list-style-type: none"> ● Peter Rabbit ● Rapunzel ● Rumpelstiltskin and more Aesop's Fables Sayings and Phrases Poetry	Connecting Math Concepts - A/B Rote counting Money Addition/Subtraction Story problems Patterns and Classification Measurement, estimation Geometry	Spelling Mastery A/B Reasoning & Writing A/B Writing sentences and short Italic handwriting system
2nd Grade	Reading Mastery II/III/IV American Myths and Tales Fictional Stories: <ul style="list-style-type: none"> ● Tales from China & Japan ● El Pajaro Cu ● Charlotte's Web and more Mythology of Ancient Greece Sayings and Phrases Poetry	Connecting Math Concepts - B/C Graphs & Tables Money, time, measurement and estimation Addition & subtraction with regrouping Intro multiplication Fractions Geometry: shapes, perimeter, area	Spelling Mastery B/C Reasoning & Writing B/C Letter writing Factual Report Writing Short Story Italic handwriting Cursive handwriting

<p>3rd Grade</p>	<p>Reading Mastery III/IV Fictional Stories:</p> <ul style="list-style-type: none"> ●William Tell ●Arabian Nights ●Little Match Girl and more Norse Mythology Sayings and Phrases <p>Poetry</p>	<p>Connecting Math Concepts - C/D</p> <p>Roman Numerals</p> <p>Graphs and Tables Fractions, money Measurement: weight, volume Multiplication/Division</p> <p>Geometry: perimeter, area</p>	<p>Spelling Mastery</p> <p>C/D Reasoning & Writing</p> <p>C Letter writing</p> <p>Factual and descriptive paragraphs</p> <p>Factual reports Cursive handwriting</p>
<p>4th Grade</p>	<p>Reading Mastery IV/V Fictional Stories:</p> <ul style="list-style-type: none"> ●Treasure Island ●Gulliver's Travels ●Robinson Crusoe ●Legend of Sleepy Hollow and more <p>Famous speeches Myths Sayings and Phrases</p> <p>Poetry</p>	<p>Connecting Math Concepts - D/E</p> <p>Grids, planes Mixed numbers, lowest form</p> <p>Fractions and decimals</p> <p>Multiplication and division</p> <p>Measurement Geometry: angles, radius, diameter</p>	<p>Spelling Mastery</p> <p>D/E Reasoning & Writing</p> <p>D Letter writing</p> <p>Paragraph and report writing</p>
<p>5th Grade</p>	<p>Reading Mastery V/VI Fictional Stories:</p> <ul style="list-style-type: none"> ●The Iliad and the Odyssey ●Tom Sawyer and more <p>Famous speeches Myths and Legends Sayings and Phrases</p> <p>Poetry</p>	<p>Connecting Math Concepts - E/F</p> <p>Ratio and percent</p> <p>Fractions and decimals</p> <p>Measurement Computation</p> <p>Probability and statistics</p> <p>Pre-Algebra Geometry</p>	<p>Spelling Mastery</p> <p>E/F Reasoning & Writing</p> <p>E Letter writing Paragraph and report writing</p> <p>Expository writing</p>

	History	Geography	Science
Kindergarten	Native Americans Early Exploration Presidents Symbols and Figures	Oceans & The 7 Continents Poles, maps and globes Locate U.S. and WI	Plants & Animals Human body: senses Magnetism Seasons & weather Care of the Earth Famous Scientists
1st Grade	Early Civilizations: Mesopotamia Ancient Egypt, Maya, Inca & Aztec World Religions Modern Civilization and Culture of Mexico Early Exploration & Settlement Symbols and Figures	Mexico Appalachians and Rockies Geographical terms: peninsula, harbor, bay, island Spatial sense: directions, hemisphere Maps & globes	Habitats Ocean Life Human Body Matter & Measurement Electricity Astronomy Earth Famous Scientists
2nd Grade	Early Civilizations: Asia, India, China Ancient Greece Japan The Constitution American Government War of 1812 Westward expansion Civil War Immigration Civil Rights Symbols and Figures	United States Asia, India, China, Japan, Greece Geographical terms: coast, valley, prairie, desert, oasis The Americas: North, South, Central U.S. States and Capitals	Cycles in Nature: seasonal cycles, water cycles, life cycles Insects Human Body Magnetism Simple machines Famous Scientists
3rd Grade	Ancient Rome The Vikings Early Americans Thirteen Colonies Early Exploration of North America	Maps & globes Geographical Terms: delta, isthmus, boundary, channel, plateau, reservoir, strait World rivers Canada Mediterranean U.S. States and Capitals	Classification of Animals Human Body: muscular, nervous & skeletal systems Light and Sound Ecology Astronomy Famous Scientists
4th Grade	Europe-Middle Ages Islam, Holy Wars Early and Medieval African kingdoms China French & Indian War American Revolution Constitutional Government Early presidents Reformers Wisconsin History Symbols and Figures	Maps & globes Mountain ranges Geography of Africa Geography of Western Europe	Human Body: circulatory, respiratory systems Chemistry (atoms, elements, solutions) Electricity Geology: Earth & It's Changes History of the Earth Meteorology Famous Scientists

<p>5th Grade</p>	<p>Meso-American civilization European Exploration The Renaissance The Reformation England in the "Golden Age" English Revolution Russia: Early Growth Feudal Japan U.S. Western Expansion Civil War and Reconstruction Native Americans</p>	<p>Maps & globes Great lakes of the world Geography of Central and South America Russia: steppes, seas, rivers Japan: typhoons Pacific Rim U.S. States and Capitals</p>	<p>Classifying living things Cells: Structures and Processes Plants: Structures and Processes Life Cycles Human Body: Endocrine Systems Chemistry: Matter & Change (atoms, molecules, compounds, elements) Famous Scientists</p>
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	Music	Art
Kindergarten	Elements of Music: rhythm, movement Orchestra instruments – Listening & Understanding Famous Composers	Elements & Concepts of Art: color, line Famous Artists
1st Grade	Elements of Music: rhythm, melody, harmony, notation, etc. Jazz Opera Orchestra instruments Famous Composers	Elements of Art: color, line, shape, texture Ancient Art: Egypt & Mexico Portrait and Still Life Famous Artists
2nd Grade	Elements of Music: staff, clefs, coda, phrasing, etc. Orchestra instruments Keyboard instruments Study of periods of music Famous Composers	Elements of Art: line Sculpture Abstract Art Architect Nature Landscapes Continued use of various media Famous Artists
3rd Grade	Elements of Music: accents, downbeat, notation, etc. Orchestra instruments: brass, percussion, woodwinds Study of periods of music Famous Composers	Elements of Art: light and shadow, space, design Art of Ancient Rome, Greece and Byzantine Civilization American Indian Art Continued use of various media Famous Artists
4th Grade	Elements of Music: rhythm, melody, harmony, etc. European Baroque-Modern Vocal ranges Orchestra instruments: strings, percussion Gregorian Chants Study of periods of music Famous Composers	Islamic Art & Architecture Art of Middle Ages Art of Africa Art of China Art of the United States Continued use of various media Famous Artists
5th Grade	Elements of Music: rhythm, melody, harmony, etc. American Musical Traditions: Spirituals Study of periods of music Famous Composers	Renaissance Art 19 th Century American Art Art of Japan Continued use of various media Famous Artists

	U.S. History	Geography	Math
6th Grade	Immigration, Industrialization, and Urbanization Reform	Spatial Sense Five Themes Deserts of the World Latin America	Numbers and Number Sense Ratio and Percent Computation Measurement Geometry Probability and Statistics Pre-Algebra
			<u>Texts:</u> Middle School Math Course 1 Middle School Math Course 2
7th Grade	America Becomes a World Power American from the Twenties to the New Deal	Europe United States	Properties of Real Numbers Polynomial Arithmetic Equivalent Equations and Inequalities Integer Exponents Three Dimensional Objects Angle Pairs, Triangles Measurement Probability and Statistics <u>Texts:</u> Middle School Math Course 3 Pre-Algebra
8th Grade	Civil Rights Movement Vietnam War and Rise of Social Activism Civics—The Constitution	China Middle East Canada & Mexico	Properties of Real Numbers Relations, Functions and Graphs Linear Equations and Functions Arithmetic of Rational Expression Quadratic Equations and Functions Analytic Geometry Intro to Trigonometry Triangles and Proofs <u>Texts:</u> Pre-Algebra Algebra I *Geometry *As needed

	Science
6th Grade	<p>Metric System, Lab Safety, Microscope Labs and Dissection Labs Astronomy: Gravity, Newton's Law, Stars, Galaxies, Earth-Moon system Plate Tectonics: Introduction To Our Earth, Structure of the Earth, Crust Movements, Earthquakes and Volcanoes</p> <p>Energy, Heat and Heat Transfer: Forms and sources of energy, Fossil fuels, Nuclear energy, Heat and temperature, Transfer of heat energy, Properties of matter, Phase changes</p> <p>Oceans: Surface, Subsurface land features, Currents, Tides, Waves, Marine life Human Body: Circulatory and Lymphatic System, Immune System Scientist Research: Latimer, Wegner, Curie, Newton</p>
7th Grade	<p>Metric Review, Lab Safety Review, Microscope and Dissection Labs</p> <p>Atomic Structure: Early theories of matter, Development of modern chemistry, Periodic table</p> <p>Chemical Bonds and Reactions: Transfer of electrons, Ionic, Metallic, Covalent bonding, Chemical reactions, Balancing chemical equations, Exothermic and endothermic reactions, Reactions with acids and bases History of Earth: Fossils record, Geologic ages of the earth, Precambrian era, Paleozoic era, Mesozoic era, Cenozoic era (including life forms of each)</p> <p>Cells Division & Genetics: Cell division, Mendel's experiments, Chromosomes and genes, DNA</p> <p>Genetics & Evolution: Adaptation, Mutation, Extinction, Natural selection, Trait variation, Speciation</p> <p>Scientist Research: Darwin, Meitner, Lavoisier, Mendeleev</p>
8th Grade	<p>Metric Review, Lab Safety Review, Microscope and Dissection Labs Physics: Newton's Laws, Speed, Force, Work, Energy, Power, Density, Buoyancy</p> <p>Electricity & Magnetism: Basic terms and concepts, Flow of electrons, Conductors and insulators, Static electricity, Measurement of flowing electricity, Ohm's law, Connection between electricity and magnetism, Magnetic fields, Practical applications</p> <p>Electromagnetic Radiation and Light: Waves and electromagnetic radiation, electromagnetic spectrum, Refraction and reflection</p> <p>Sound: Properties of waves, Amplitude and frequency, Transverse and longitudinal waves, Production & travel of sound waves, Speed of sound Biochemistry (Chemistry of Food and Respiration): Sources of energy for life, Energy in Plants: Photosynthesis; Energy in animals: Respiration; Human nutrition and respiration, Human health Scientist Research: Einstein, Hodgkin, Maxwell, Steinmetz</p>

CORE VIRTUES CURRICULUM

The core values taught throughout the K-8 sequence are:

Respect and Responsibility

Diligence

Gratitude

Generosity

Courage

Loyalty Compassion Forgiveness Hope

True Heroism

Self-Control and Self Discipline Appreciation and Wonder for Beauty of Our World Charity

Perseverance (Enduring adversity) Faithfulness

Graciousness and Courtesy Love of Country

Empathy Gentleness and Humility

Wisdom: Knowledge of the Things that Matter

APPENDIX D

Verona Core Knowledge® Charter School

Contract Renewal 2020

Demographics Plan

Section 9: The means by which the school will achieve a racial and ethnic balance that is reflective of the school district's population. (Section 118.40 Wisconsin Statutes)

Proposed Plan

1. CKCS acknowledges that balanced demographics is a shared responsibility with the District.
2. It is the goal of both parties that the demographics plan will enable the District and CKCS to develop strategies that will comply with VASD Rule 342.7, and establish and strive for maintaining demographic balances (within 5 percentage points of district Free and Reduced Lunch average and within 3 percentage points of the District Students with Special Needs averages). The data will be analyzed based on grouping of K-5 students and 6-8 students. Specific strategies will be developed by the Director and Governing Council pursuant to the demographics plan.
3. The following types of activities, among others, may be appropriate components of the CKCS Demographics Plan:
 - a) Continue to contact all families referred to CKCS by the District, informing them about the school and their ability to choose CKCS.
 - b) Meet with VASD counselors, administrators and other first contact staff within the District to answer their questions and encourage partnership.
 - c) Distribute any District-approved choice literature as directed by the District's Choice and Charter Policy to key points within the community. This could include but is not limited to apartment rental agencies, realtors, community centers, chambers of commerce, major employers, etc.
 - d) Invite all District administrators and staff to visit CKCS on a regular basis to learn more about it.
 - e) Continue to conduct outreach activities in target neighborhoods as directed by the District's Choice and Charter Policy. These may include but is not limited to informational mailings, meetings with residents, informational social gathering sponsorships, etc.
4. CKCS administration will work to build relationships with other VASD administration and staff. By establishing lines of communication, trust and respect, administrators and staff from each site may better inform new and existing VASD families about CKCS.

5. Annually, a CKCS Outreach Committee Demographics plan is devised and carried out. A copy of the current CKCS Outreach Plan is available upon request.

Verona Core Knowledge® Charter School

Contract Renewal 2020

Budget Assumptions

The following assumptions are made with respect to the Verona CKCS Budget.

A copy of the current school year budget for CKCS is filed annually with the VASD and is available for review upon request.

1. The budget is prepared according to the District timetable. The CKCS Director and the CKCS budget committee evaluates the needs, priorities and goals of the school and prepares the budget accordingly. The CKCS Director and budget committee representative then meet with the District's Business Manager to discuss the budget and make adjustments as necessary. The CKCS Governing Council approves the final budget, which is then submitted according to District procedures and timetables, to the VASD finance committee and Board for approval.
2. Funding for current year is based on the third Friday count of September of the previous year.
3. Shared services are negotiated annually with the District based on CKCS's use of the services. The CKCS Director is responsible for tracking whether the percentage paid reflects actual use, and recommends adjustments to the CKCS budget committee accordingly.
4. Any additional expansion approved by the Board will be funded at the appropriate grade level rate at which such approved expansion occurs.
5. CKCS is viewed as one of ten sites within the VASD. It is the philosophy of the VASD to treat all sites as equal partners in the attempt to provide a quality education to all students. Therefore, all budgeting and financial agreements between sites are done on an equitable and fair basis. The budgeting process is a fluid process that reflects the on-going changes in the financial management of the District.

The District will not revoke CKCS's charter for maintaining a negative balance in any one specific year. Good fiscal management is expected of CKCS, as it is expected at all VASD school sites. Any fiscal management problems at CKCS would result in on-going, constructive conversations to help the school. Because of CKCS's good past fiscal management, such conversations are not anticipated.

CKCS will participate in the funding model adopted by the VASD. At the current time, it is the FTE model. The District can change the funding model and/or FTE model. The District will have advanced communication with the CKCS Director on any such changes before they are implemented.

6. Grants, donations, or other revenue generated by PASS or CKCS is intended for use solely by CKCS or PASS as applicable, within the District's policies. Any additional revenue will not have an impact on the equitable allocation or annual budget funds CKCS receives from the District.

APPENDIX F

Verona Area Core Knowledge® Charter School

Contract Renewal 2020

CKCS Discipline Policy

BEHAVIOR MANAGEMENT PLAN

General School Plan

All staff, students and parents at Verona Area Core Knowledge® Charter School will work together to achieve the District's vision of “*Every Student Must be Successful.*” Staff and students will follow our School-Wide Expectations:

- Be Respectful
- Be Responsible
- Be Safe
- Be Kind

Staff Guidelines for Teaching Student Responsibility and Positive Behavior

- All staff will promote a friendly, safe, and inviting school environment. Staff will use an equity lens when creating their classroom environment and managing disciplinary situations.
- Staff will utilize strategies from Restorative Practice to build relationships and make sure that every student feels safe at school.
- All staff will use tools from Positive Behavior Interventions and Supports (PBIS) to explicitly teach students what behaviors are expected in different school locations and situations. Staff will reference the School-Wide Behavior Matrix and Cool Tools to teach and re-teach behavior expectations.
- All staff will positively acknowledge when students are meeting behavior expectations by using strategies from PBIS or the Nurtured Heart Approach (NHA). As classrooms and as a school, students will work towards group goals. School-wide celebrations will be used to acknowledge all positive student behavior.

Director

The role of the Director is to guide the staff, students, and parents/~~guardians~~ in their efforts to implement the District Equity Framework, District’s Strategic Plan, District goals and District Vision. The Director will have a thorough working knowledge of this framework and vision and will provide assistance to staff in implementing PBIS, Restorative Practices, and the NHA.

According to the Behavior T-Chart which outlines major versus minor behaviors, the Director will assist staff with major student behaviors. The Director will be on the collaborative Tier 2 team that addresses chronic or severe behaviors.

Student Roles and Responsibilities

Students will be taught the school-wide expectations. Materials are available upon request.

Parent Roles and Responsibilities

Parents/guardians are invited and strongly encouraged to participate in the educational process. Support and cooperation of parents/guardians is vital to effectively help each student reach their fullest potential. The major role of parents in assisting with school discipline and responsibility is to consistently demonstrate interest and support in how their child is doing in school. CKCS will keep parents/guardians informed of student responsibility and efforts through conferences, report cards, phone calls, and notes. CKCS is committed to doing positive parent outreach through postcards and our Links to Success program.

According to the Behavior T-Chart, parents will be informed about any major behavior concerns in regard to their child. If major behaviors concerns continue, parents will be invited to a collaborative team meeting to discuss strategies and ways we can achieve the common goal of the students' success. CKCS is committed to ensuring that there is parent voice in the creation of every behavior plan for a student requiring one.

Elementary School Discipline Policy

All staff will follow the behavioral plan. CKCS behavioral plan available upon request.

Acknowledgements/Consequences for Student Behavior

All staff will follow Best Practices for acknowledging positive student behaviors:

Acknowledging Individual Behavior:

- When administered correctly to **maintain** a desired behavior that a learner is *already* displaying, a 5:1 ratio of positives (which can include links and/or positive postcards) to correctives or redirections is recommended.
- If a student is not meeting a classroom expectation and a positive change in behavior is desired, research shows that the ratio needs to be 12:1.
- Links and/or postcards will be delivered with a concrete, verbal description of the behavior the learner did well, *and* the learner could use the links to work towards a tangible acknowledgement

Acknowledging Positive Classroom Behavior:

- At the classroom level, links should be paired with a goal that is either based on the current Cool Tool on school data or on a teacher's observations of areas of growth for their learners.
- Ideally, the goal will be posted in the classroom (e.g. ten links for walking in the hallways quietly) and once they achieve that goal, the classroom receives a small reward (i.e. ten minutes of GoNoodle or board games or recess).

For minor behaviors in the classroom, staff will use the Buddy Classroom Protocol:

A Buddy Classroom is a safe place for a student to go when they persist in the negative behavior. A Buddy Classroom is a prearranged place in another teacher's room generally a grade higher in order to maximize positive role models and minimize shaming. This second step allows the student to have a time out from their classroom environment, to calm down, and have more time to think about his or her behavior.

Middle School Discipline Policy

Expectations of Students

1. Students are expected to use language that is not rude, crude, vulgar, or profane while speaking on any VASD campus.
2. Students are expected to use the pass system whenever they move outside the classroom without the rest of the class (i.e., hallway, restroom, office and gym).
3. Students are expected to understand that disrupting instruction is a serious matter.
4. Students are expected to respect the property of others and of the school.
5. Students are expected to be kind and civil to one another in their words and actions.
6. Students are expected to inform a staff member if they are having a serious, ongoing difficulty getting along with one or more other students.

CKCS House Rules

1. Be punctual. Students are expected to be where they are supposed to be when they are supposed to be there.
2. Be prepared for class. Have all your materials ready before class starts.
3. Listen to and follow all instructions and rules given by an adult the first time given.
4. Unauthorized candy, food, or gum is prohibited.
5. Keep hands, feet and negative comments to yourself. (Verbal and physical is prohibited).
6. Enter, exit, and walk in the building quietly.

If students follow the rules:

- Praise (daily)
- Positive note/phone call/e-mail home (random)
- “Paws Up” coupons or tickets
- Sent to the office to add a link to the hallway chain
- Various other rewards and perks throughout the year

No Tolerance Behaviors

Students are expected to comply with strictly enforced No Tolerance Behaviors:

Hate Speech: i.e., Words or actions that demean other people because of the color of their skin, ethnic or racial backgrounds, sexual orientation, etc.

Other Put-Downs: i.e., Words that demean other people because of their appearance, dress, speech, etc.

Inappropriate Touching: i.e., Touching another person’s body any place that makes that person feel uncomfortable.

Fighting: Any physical contact that may hurt another person. This includes hitting, punching, tripping, squeezing, kicking, pulling, holding, spitting, etc. Play fighting is considered fighting.

Threats: Words or actions that express intent to inflict injury or damage to another person. This includes threats made in jest.

Gender-Based Sexual Comments; Body Size; Sexual Orientation; Sexual Harassment; Gender Identity:

Words and actions that express sexual intent or are of a sexual nature.

Weapons: No weapons of any kind. This includes all real or pretend weapons.

Laser Pointers: No laser pointers are allowed at school and they will be taken away and not returned.

Alcohol, Tobacco, and Illegal Drug Use: Possession, use, being under the influence, or selling of alcohol, tobacco, or any illegal drugs. Selling of legal drugs is also prohibited.

Consequences for Misconduct

“No Tolerance Behaviors” will be addressed in the following manner:

1. Every child is an individual and each incident will be handled on an individual basis.
2. Consequences for these behaviors may include, but are not limited to the following:
 - a. parent notification and/or conference
 - b. loss of privileges (including recess restrictions or other)

- c. discussion with students by school personnel
- d. students and/or family counseling
- e. in depth involvement of the school guidance counselor or school psychologist
- f. referral to social services and involvement of the Verona Police.
- g. restorative conference with party that was affected
- h. in-school or out-of-school suspension/expulsion
 - i. As we look at each situation individually, we recognize the importance of the home/school partnership in these serious matters. Parent participation and cooperation is vital and greatly appreciated.
 - ii. Except for initial in-classroom consequences, parents will be notified immediately and offered the opportunity to be with the student prior to CKCS initiating contact with other school personnel or the police.

- 3. A student's failure to stay any detention will result in further consequences.
- 4. Students who are guilty of theft or willful destruction of property may be suspended from school, charged for the repair or replacement of the damaged property and potentially prosecuted.
- 5. All CKCS middle school teachers have a graduated set of consequences for their respective classrooms. The teachers believe that if behavior is recurrent, parents will be brought in to resolve the behavior.

Updates to the CKCS Behavior Management Plan occurring between contract renewals will be provided upon request.