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# Wisconsin Charter Schools

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◆ 2004-2005 ◆



WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Elizabeth Burmaster, State Superintendent



# Wisconsin Charter Schools

2004–2005

**Elizabeth Burmaster**  
*State Superintendent*

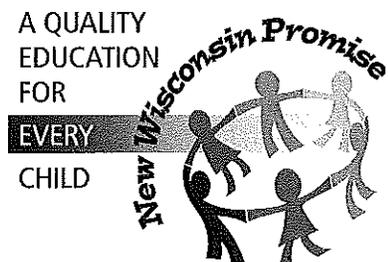
**Brian Pahnke**  
*Assistant State Superintendent*  
*Division for Finance and Management*

**Robert Soldner**  
*Director, School Management Services*

**Paula Crandall Decker**  
*Charter School Consultant*  
*School Management Services*

**Sharon Wendt**  
*Charter School Consultant*  
*School Management Services*

**Lisa Geraghty**  
*Charter School Education Specialist*  
*School Management Services*

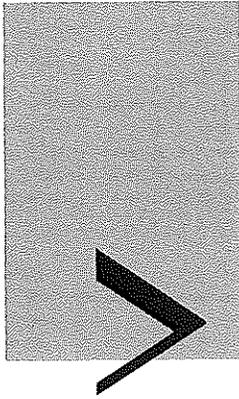


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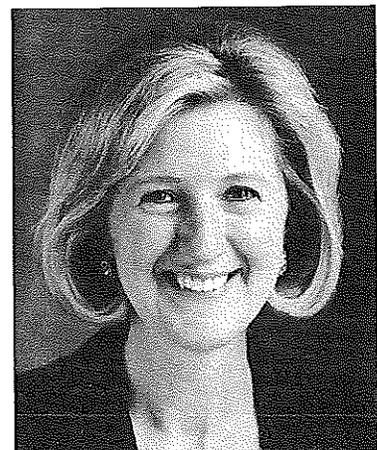
## Foreword

Wisconsin is well known for its educational innovation, and our state's charter schools are a shining example. In Wisconsin, charter schools are public schools that are accountable to their authorizer and local citizens. They must employ Department of Public Instruction (DPI)-certified staff and participate in the state assessment system. Wisconsin charter schools are open to all students and are encouraged to be innovative and creative in their approach to providing more educational options for parents and their children.

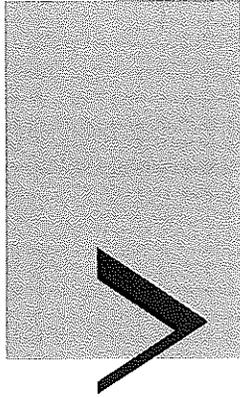
As state superintendent, I am leading our state's commitment to a New Wisconsin Promise to ensure that every child has a quality education and that we close the achievement gap between economically disadvantaged students, students of color, and their peers. Wisconsin charter schools are part of our overall public education efforts to accomplish these crucial goals.

The number of charter schools in Wisconsin has grown steadily since the inception of the charter school law in 1993. Currently, there are 161 operating charter schools in the state. This publication provides a description of existing charter schools and demonstrates agency accountability for informing the public, legislators, and persons interested in the schools. In this effort, the DPI's goal is to "disseminate best or promising practices of charter schools to each local educational agency in the state."

*Elizabeth Burmaster*  
*State Superintendent*







# Introduction

Charter School \chär-ter skül\ n : A public school that: (1) in accordance with an enabling state statute is exempt from significant state or local rules; (2) is created by a developer as a public school; (3) provides a program of elementary or secondary education, or both; (4) is nonsectarian in its programs, admission policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution; (5) does not charge tuition; (6) complies with federal law; (7) admits students on the basis of a lottery if more students apply for admission than can be accommodated; (8) agrees to comply with the same federal and state audit requirements as other elementary and secondary schools in the state; (9) meets all applicable federal, state and local health and safety requirements; and (10) operates in accordance with state law.

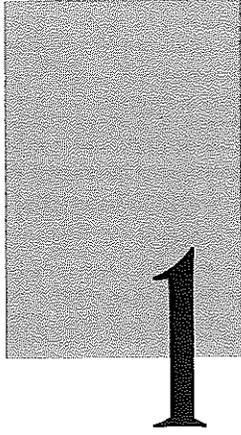
Charter schools are public, nonsectarian schools created through a contract or "charter" between the operators and the sponsoring school board or other chartering authority. The Wisconsin charter school law gives charter schools freedom from most state rules and regulations in exchange for greater accountability for results. The charter defines the missions and methods of the charter school; the chartering authority holds the school accountable to its charter.

Charter schools are created with the best elements of regular public schools in mind. Wisconsin established charter schools to foster an environment of creativity. Charter schools are, in essence, living laboratories that influence the larger public school system and introduce an element of entrepreneurship within that system. Charter school leaders may experiment with different instructional theories, site-based management techniques, and other innovations. They learn, sometimes by trial and error, what works best for their student population. Regular schools can observe and learn from what happens in the charter school and make similar improvements without having to experience "growing pains." Through this process, the entire public school system is continually challenged to improve itself.

Charter schools are developed to fit the special needs and interests of its community, parents, and students. This is what makes each charter school unique. While many goals for educating and preparing children are similar, each charter school fulfills a specific local need in education. Charter schools offer a choice to parents and students in the area of curriculum, teaching methodology, and classroom structure. Many who serve at-risk populations work hard to keep their small population of students from falling through the cracks, offering counseling and personal atten-

tion and support. In districts with charter schools, the community, school boards, and parents have identified their public education needs and established charters that meet them.

Again, charter schools are public schools. They are freed from most state rules and regulations in exchange for greater accountability for results.



# Wisconsin Charter Schools

- History of Charter School Law
- Sponsorship
- Legal Status
- What Charter Schools Can and Cannot Do
- Organization and Governance
- Teaching Requirements
- Funding
- Accountability

## History of Charter School Law

The Wisconsin Charter Program was established in 1993 with authorization for 10 school districts to establish up to two charter schools each, for a total of 20 statewide. Thirteen charter schools were created under this law. In 1995, revisions to the first charter school law gave chartering authority to all school boards statewide and eliminated the cap on the total number of charter schools. In 1997, the state gave chartering authority in Milwaukee to the chancellor of the University of Wisconsin-Milwaukee (UW-Milwaukee), to the Milwaukee Area Technical College (MATC), and to the Common Council of the city of Milwaukee.



In the 1998 budget adjustment session, the state made additional changes to the law, allowing for a school district to contract with a cooperative educational service agency (CESA) to operate a charter school as long as it is located within the CESA. Another change requires that a school board receiving a petition to establish a charter school or to convert a nonsectarian private school to a charter school must hold a public hearing on the matter and must consider the fiscal impact of the charter's establishment. A final change requires the school district in which a charter school is located to determine whether the charter school is an instrumentality of the school district. (Instrumentality is defined in the section titled "Legal Status" later in this chapter.)

The changes that occurred in the 1999–2001 biennial budget revolved around Milwaukee per-pupil aids and statewide assessments. In the 2001–2003 budget bill, limited chartering authority was granted to the University of Wisconsin–Parkside (UW–Parkside). Changes that occurred in the 2003–2005 biennial budget exempt a specific charter school sponsored by UW–Milwaukee, Woodlands Academy, from some residency requirements. (See appendix B for specific language.)

## **Sponsorship**

School boards in Wisconsin are the primary charter school authorizer in Wisconsin. The Milwaukee Common Council, UW–Milwaukee, MATC, and UW–Parkside also have chartering authority. With the exception of UW–Parkside, each may establish, sponsor, and operate an unlimited number of charter schools. The chartering entity reviews submitted petitions and reserves complete discretion in granting or denying a petition. The chartering entity must give preference to an applicant who would establish a charter school to serve an at-risk student population. If the Milwaukee school board denies a petition, the denied petitioner may appeal to the Wisconsin Department of Public Instruction (DPI). For information on school board action taken on new charter school petitions and proposals, please visit: <http://www.dpi.state.wi.us/dpi/dfm/sms/pdf/cslegr02.pdf>.

## **Legal Status**

In school districts, the school board may determine whether the charter school is an instrumentality of the school district in which it is located. If the board deems it an instrumentality, the district employs all personnel for the charter school. If the board determines that the charter school is not an instrumentality, the personnel are considered employees of the charter school.

Although some charter schools are identified as an instrumentality of the district, the word instrumentality is not defined in the charter school law and has had limited use in Wisconsin. The word was initially included in the charter law to ensure continuing eligibility of charter school teachers in the Wisconsin Retirement System. Instrumentality as used in the retirement law defines the employer, making it clear that the employing school district is the entity responsible for worker's compensation, insurance, unemployment compensation, employee insurance and benefits, liability for acts of school staff members, and so forth.

A charter school in Milwaukee that receives its charter from the Milwaukee Common Council, UW–Milwaukee, or MATC is not an instrumentality of the Milwaukee Public Schools, and the school board may not employ any personnel for the charter school. However, if the Milwaukee Common Council contracts with an individual or group operating for profit to operate the

school, then that charter school is an instrumentality of the Milwaukee Public Schools; the board of education will then employ all personnel for the charter school. If the chancellor of UW–Parkside contracts for the establishment of a charter school, the board of regents of the University of Wisconsin System may employ instructional staff for the charter school.

### **What Charter Schools Can and Cannot Do**

Charter schools in Wisconsin are exempt from most state requirements regarding public education. However, teachers in charter schools must be licensed by the DPI. (See appendix A, "Teaching Requirements for Charter Schools.") Also, students in charter schools are counted for membership in the local school district. State law provides that the charter or contract under which the school operates may be for any term not exceeding five years and may be renewed for one or more terms, each term again not exceeding five years. This law also stipulates that the charter must describe the methods the school will use to enable pupils to attain the general educational goals listed in § 118.01. Health and safety requirements, of course, apply to charter schools as well as to all Wisconsin public schools.

Charter schools are not exempt from federal laws governing regular, special education, or civil rights policies, nor are they exempt from local school board policies unless negotiated in the charter contract. This last provision does not pertain to noninstrumentality charter schools. For specific information regarding special education, see <http://www.dpi.state.wi.us/dpi/dlsea/een/index.html>.

A charter school cannot charge tuition and must be equally accessible to all students in the school district. Preference in admission must be given to students living within the attendance area of an existing school that is converted to a charter school. Nonresident students may enroll in a district and be assigned to a charter school under the Wisconsin public school open enrollment program.

Charter schools may not discriminate on the basis of sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. The charter school contract must clearly spell out how the school will achieve a racial and ethnic balance among its pupils that reflects the balance in the school district as a whole.

Attendance at a charter school must be voluntary, and the district must provide alternative public education for pupils who do not wish to attend the charter school or who are not admitted to the charter school. This provision also applies should a school board enter into a contract that would result in the conversion of all the public schools in the district to charter schools.

Charter schools receiving federal grant funds are subject to the Nonregulatory Guidance of the Public Charter Schools Program of the U.S. Department of Education. For a copy of this document that clearly spells out admission and lottery requirements, please visit: <http://www.uscharterschools.org/pdf/fr/cspguidance04.pdf>.

### **Organization and Governance**

Charter schools are free to be creative in setting up their administration and governance structures, so long as parental involvement is demonstrated. Many charter schools break from traditional management models by establishing decision-making boards that include school staff, parents, and area employers. Others have parent and teacher committees that

address school needs, such as fund-raising and the budget. Others include student representatives in their governing bodies.

Parental involvement and participation are hallmarks of charter schools. Although many parents readily volunteer, parental service may not be made a condition of pupil admission.

In many school-within-a-school charters, the administrative structures are similar to traditional public school administrations because districts share resources such as transportation, food service, accounting and payroll, libraries, special education programs, and special classes such as art, music, and physical education.

## **Teaching Requirements**

Generally, the DPI licenses teachers in specific subject areas and at specific grade levels. To give charter schools more flexibility in their staffing, the DPI has created a charter school teaching license to allow licensed teachers to teach any subject or any grade in the charter school. Charter schools can also employ other professionals who are not trained as teachers by using a DPI-issued charter school teaching permit. Applicants for the charter school teaching permit must have either a bachelor's degree in the subject area to be taught or in a related field or formal proof of mastery in the trade they are assigned to teach. Permit holders must be supervised by a fully licensed teacher.

The chief administrator of the chartering authority may request that a charter school teaching permit be granted to an individual hired to perform instructional duties if a search for a qualified, licensed individual is unsuccessful. The charter school teaching permit is valid for one year and can be renewed if the applicant completes six credits in an approved teacher education program. For additional information on charter school teacher licensure, please see the Wisconsin Administrative Code in appendix A or contact Teacher Education and Licensing at the DPI.

Teachers in regular public schools are normally members of the teachers union and are afforded the rights and privileges of the master contract, including enrollment in the Wisconsin Retirement System. The same is true for staff members of a charter school that is formed by and is an instrumentality of the school district.

The staff members of noninstrumentality charter schools, as noted, are not employees of the school district or chartering authority. Thus they are not eligible to participate in the Wisconsin Retirement System and are not members of the local teachers union.

## **Funding**

Approximately 65 percent of the money that funds K-12 education in Wisconsin comes from state funds raised primarily through state income and sales taxes. The remaining 35 percent comes from other sources, including property taxes, federal aid, and local fees.

In schools chartered by a school district, the contract or charter determines the amount of funding. In some cases, the district's per-pupil expenditure follows the student as he or she moves from a regular public school to a charter school. In other cases, the charter school functions with less money. This is made possible by locating the charter school within an existing district facility, sharing management costs with the school district, and participating in district services such as transportation, operation, cocurricular activities, psychological services, and food service. The school district

counts charter school students on its regular "average daily membership" count for state aid purposes.

In schools chartered by the city of Milwaukee, UW–Milwaukee, MATC, or UW–Parkside, the amount of funding is determined by state law. These non-school board sponsored/independent charter schools are funded from a proportionate reduction in state school aids from all 426 school districts. For the 2004–2005 school year, the amount is \$7,111 per pupil for the independent charter schools and is paid directly to the operator of charter schools. The total amount is based on the number of eligible students attending the charter school. Several charter schools have received grants and gifts from community, state, and national organizations; foundations; businesses; and private individuals.

Public Charter Schools Program grants also help in the planning and implementation of charter schools in Wisconsin. These federal grant funds may be used for planning and implementation activities such as professional development, assessment strategies, curriculum development, and investments in technology; in some cases, a reasonable amount may be used in the renovation of facilities to bring them up to health and safety codes. Grants may generally be used to defray costs not covered by state and local funds, but they may not be used for regular ongoing operational costs of the charter school, such as teacher or staff salaries, facilities, or transportation of students.

The Wisconsin DPI received a three-year Public Charter Schools Program grant from the U.S. Department of Education covering the period October 1, 1996, through September 30, 1999. Total funds received in the state exceeded \$6.4 million during the three-year period. Ninety-five percent of those funds were immediately awarded in subgrants to charter school planning groups and in start-up funds to charter schools open to serve students. The grant was reauthorized October 1, 1999, through September 30, 2002, with the third-year funding authorization rising from \$4.4 million to \$8.75 million. The DPI has been authorized to receive \$27.7 million for the 2002–2005 federal budget period. Information regarding the grant program and application forms may be obtained from the charter school Web site at <http://www.dpi.state.wi.us/dpi/dfm/sms/csindex.html>.

Wisconsin's public school districts are operating under strict revenue limits. Therefore, the more successful school board sponsored charter schools are those that have used the flexibility of teacher licensing and the relief from state regulation to operate as an "alternative delivery system," teaching district students without adding a significant number of new staff members.

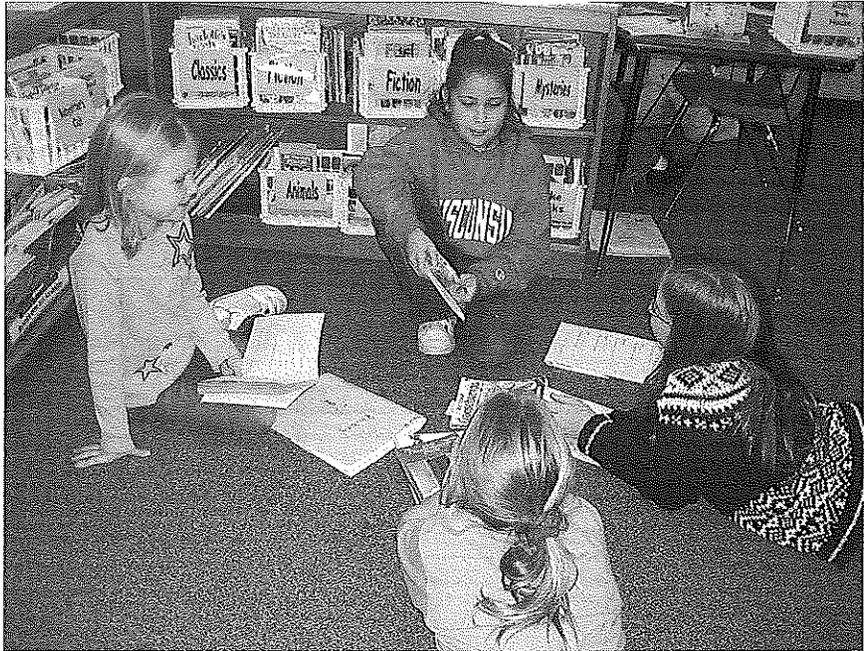
## **Accountability**

Charter schools are assigned individual school codes by the DPI. A charter school is a public school that is exempt from many traditional state and local rules and regulations, thus allowing greater flexibility in their means for achieving student success. In exchange for this flexibility, charter schools are held accountable for reporting the achievement of the high academic standards described in their charters. A charter school that fails to meet these standards risks being closed by its chartering agency; hence the motto of charter schools—"autonomy for accountability."

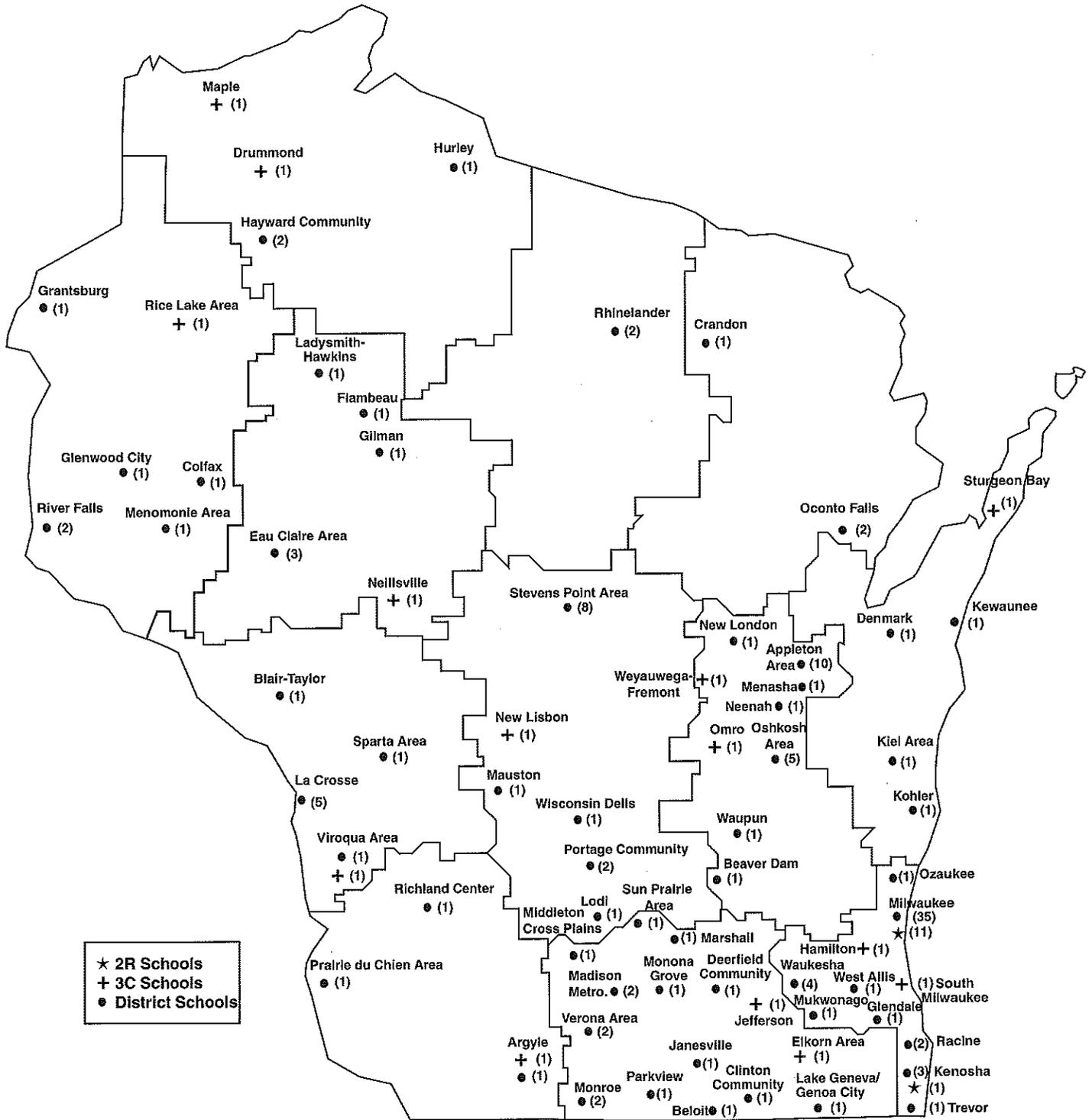
Pursuant to Wisconsin law, a charter may be granted for any term not exceeding five school years and may be renewed for a term not exceeding five years. A charter may be revoked if the chartering entity finds that the charter school violated its contract or failed to comply with generally

accepted accounting standards of fiscal management, or if enrolled pupils failed to make sufficient progress in attaining educational goals.

The best charter schools in Wisconsin and across the country balance clear educational goals and expectations with their unique styles and missions. These schools and their chartering entities draw up written agreements specifying the measurable pupil performance indicators they will use and what constitutes progress sufficient to renew the charter contract. These charter contracts call for regular reports to the developer and are in place prior to the time the school opens.

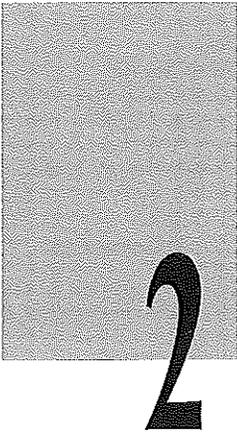


# Wisconsin Charter Schools by Location 2004-2005



(Grouped by CESA Districts)





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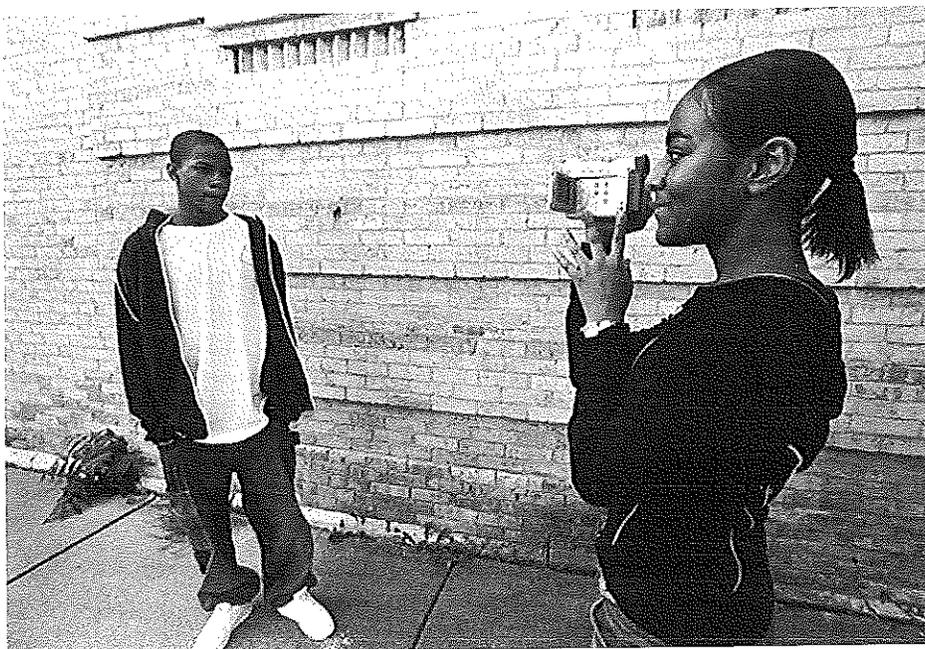
## Wisconsin Charter Schools

*(Alphabetized by location and then by chartering authority)*

1. Appleton Central Alternative School
2. Appleton, Classical Charter School
3. Appleton Community Learning Center
4. Appleton eSchool
5. Appleton, Odyssey-Magellan Charter School
6. Appleton, Renaissance School for the Arts
7. Appleton, Tesla Engineering Charter School
8. Appleton, Valley New School
9. Appleton, Wisconsin Connections Academy
10. Argyle, Lafayette County Community Charter School
11. Beaver Dam Charter School
12. Beloit, Synectics Middle School
13. Colfax, Academic Center—High School
14. Crandon Alternative Resource School
15. Deerfield, Life Education and Preparation Program
16. Denmark Empowerment Charter School
17. Drummond, Ascend Academy
18. Eau Claire, Chippewa Valley Montessori Charter School
19. Eau Claire, Chippewa Valley Technology Charter School
20. Eau Claire, McKinley Charter School
21. Elkhorn, Walworth County Educational Consortium Alternative High School
22. Flambeau Charter School
23. Gilman, School District of Gilman Charter School
24. Glenwood City, Transitional Skills Center
25. Greendale, Time 4 Learning Charter School
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71. Milwaukee, Siefert Charter School
72. Milwaukee, Solomon Juneau Business High School
73. Milwaukee, The Veritas High School
74. Milwaukee, Walker International Middle School
75. Milwaukee, Westside Academy I/II
76. Milwaukee, Whittier Elementary School
77. Milwaukee, Wings Academy
78. Milwaukee, Wisconsin Career Academy
79. University of Wisconsin–Milwaukee, Milwaukee Academy of Science
80. University of Wisconsin–Milwaukee, Milwaukee College Preparatory School of Wisconsin
81. University of Wisconsin–Milwaukee, School for Early Development and Achievement
82. University of Wisconsin–Milwaukee, Urban League Academy of Business and Economics
83. University of Wisconsin–Milwaukee, YMCA Young Leaders Academy
84. Monona Grove Alternative High School
85. Monroe Alternative Charter School
86. Monroe Independent Education Charter High School
87. Neillsville, Clark County Charter School
88. New Lisbon, Juneau County Charter School
89. New London, CASTLE Learning Center
90. Northern Ozaukee, The Wisconsin Virtual Academy
91. Oconto Falls Alternative Learning Site
92. Oconto Falls, Spruce School
93. Omro, Enterprise Charter School
94. Oshkosh, EAA and Oshkosh Schools Third-Grade Aviation Charter School
95. Oshkosh, Oakwood 4th and 5th Grade Environmental Education Charter School
96. Parkview Charter School
97. Portage Academy of Achievement
98. Portage, River Crossing Environmental Charter School

99. Prairie du Chien, Eastman Community Home Organization Elementary School
100. Racine, McKinley Middle Charter School
101. Racine, The REAL School
102. Rice Lake, Barron County Alternative School
103. Richland Center, Comprehensive Learning Center
104. River Falls Montessori Charter Academy
105. River Falls, Renaissance Alternative Charter School
106. South Milwaukee, Connects Learning Center
107. Sparta Charter Preschool
108. Sparta High Point School
109. Stevens Point, Concerned about Reaching Everyone
110. Stevens Point, Education for Sustainable Development (Inactive 2004)
111. Stevens Point, Jackson Environmental Discovery Center
112. Stevens Point, McDill Academies
113. Stevens Point, McKinley Center
114. Stevens Point, Wisconsin River Academy
115. Sturgeon Bay, Door County Charter School
116. Sun Prairie Alternative High School
117. Trevor Accelerated Program
118. Verona, Core Knowledge Charter School
119. Verona, New Century School
120. Viroqua, Laurel High School
121. Viroqua, Vernon County Area Better Futures High School
122. Waukesha, Harvey Phillip Alternative Charter School
123. Waukesha, Project Change—A Recovery School
124. Waupun Alternative High School
125. West Allis—West Milwaukee, CESA 1 Academy of Learning
126. Weyauwega—Fremont, Waupaca County Charter School
127. Wisconsin Dells, Kilbourn Academy



## **1. Appleton Central Alternative School**

**Est. 1996**

P.O. Box 2019  
Appleton, WI 54912-2019  
LuAnn Coenen  
920-832-6136  
coenenluann@aasd.k12.wi.us

Appleton Area School District  
Thomas G. Scullen  
P.O. Box 2019  
Appleton, WI 54912-2019  
920-832-6126  
scullenthomas@aasd.k12.wi.us

Appleton Central Alternative School serves 111 at-risk youths in grades 10–12. These students have problems that cannot be addressed in a traditional school setting or its at-risk programs. Appleton Central provides an alternative method of continued learning in an atmosphere that is sensitive and suited to the intellectual, physical, and social development of the students. Students get a clear explanation of the expectations and a new opportunity to practice, learn, and perform.

Appleton Central has taken on a health focus in recent years. After developing a successful physical nutrition program with Natural Ovens Bakery in Manitowoc, the school has added components that deal with emotional and mental health as well. The school strives to make mental, physical, and emotional health integral parts of its educational offerings to severely at-risk youth.

## **2. Appleton, Classical Charter School**

**Est. 1999**

3310 North Durkee Street  
Appleton, WI 54911  
Constance Ford  
920-832-4968  
classicalcharter@aol.com

Appleton Area School District  
Thomas G. Scullen  
P.O. Box 2019  
Appleton, WI 54912-2019  
920-832-6126  
scullenthomas@aasd.k12.wi.us

The Classical Charter School opened in 1999 to serve students in grades K–8. The school's curriculum emphasizes early foreign language development, core knowledge, and direct instruction. The school also emphasizes character development and a discipline model based on student awareness of their behavior, reasonable rules, and realistic consequences. The school is governed by a site-based council.

## **3. Appleton Community Learning Center**

**Est. 2000**

P.O. Box 2019  
Appleton, WI 54912-2019  
LuAnn Coenen  
920-832-6136  
coenenluann@aasd.k12.wi.us

The Appleton Community Learning Center is a developmentally responsive charter school for middle school adolescents in grades 7 and 8, providing individualized learning in an alternative setting for adolescents seriously at risk of dropping out of school. It also provides student and parent programs that aim to reduce family stress, develop closer bonds, and enhance parenting skills while addressing other issues based on individual needs.

This highly structured personalized training program for middle school students and their parents has specific and measurable objectives, including building self-esteem; developing academic and social skills; and promoting character development, parenting skills, family bonding, and drug- and crime-avoidance techniques. The student and parent programs

Appleton Area School District  
Thomas G. Scullen  
P.O. Box 2019  
Appleton, WI 54912-2019  
920-832-6126  
scullenthomas@asds.k12.wi.us

take place during the school day and in the evening. There is an expectation that parents will be active participants in their child's educational program. Participation includes monthly parent meetings and periodic teacher conferences. Staff members work closely with students' families to encourage follow-through of any suggested recommendations. In addition, the Appleton Community Learning Center offers students ongoing activities to increase their social competence, interpersonal skills, and self-esteem. The school helps develop good citizenship by providing opportunities for service learning.

#### **4. Appleton eSchool**

Est. 2002

2121 Emmers Drive  
Appleton, WI 54915-3802  
Connie Radtke  
920-832-6212  
radtkeconstanc@asds.k12.wi.us

Appleton eSchool, an online charter high school, uses the potential that computers and the Internet offer to extend educational opportunities for students and to further develop their capabilities as independent learners. Appleton eSchool uses new and emerging technologies, engaging standards-driven curriculum, and experienced local teachers to provide high-quality online high school course options for students in grades 9–12. Frequent student/teacher communication provides the level of support needed to meet the individual needs of the online learner.

Appleton Area School District  
Thomas G. Scullen  
P.O. Box 2019  
Appleton, WI 54912-2019  
920-832-6126  
scullenthomas@asds.k12.wi.us

Students consistently report that one of the most appealing features of online learning is the flexible learning environment. Web-based courses are available 24 hours a day, 7 days a week from wherever there is Internet access. Whether a student is seeking to fit an extra course into his or her schedule, work on an online course on campus, or study entirely from home, online courses offer flexible learning opportunities not previously available. The online course options appeal to a broad cross section of the local student population with vastly divergent reasons for seeking this type of experience. Special efforts are made to attract those students whose needs have not been met or are not currently being met for whatever reason in the traditional environment.

#### **5. Appleton, Odyssey-Magellan Charter School**

Est. 2000

225 North Badger Avenue  
Appleton, WI 54914-3898  
Judith Baseman  
920-832-6226  
basemanjudith@asds.k12.wi.us

The Magellan Middle School opened in August 2000 with 20 seventh-grade students. In the 2000–2001 school year, the program expanded to include both seventh and eighth graders. In 2002–2003, the school expanded to include grades 5 and 6, and the name was changed to Odyssey-Magellan Charter School. The school is designed to meet the needs of middle school students who are highly gifted and who need fast-paced instruction and a more rigorous curriculum.

Appleton Area School District  
Thomas G. Scullen  
P.O. Box 2019  
Appleton, WI 54912-2019  
920-832-6126  
scullenthomas@asds.k12.wi.us

A detailed curriculum has been developed around five core subjects, with science, communication arts, and social studies being integrated as much as possible. This curriculum gives students a foundation for taking advanced course work at the high school.

## 6. Appleton, Renaissance School for the Arts

Est. 2000

610 North Badger Avenue  
Appleton, WI 54914-3448  
Chad Welch  
920-832-6219  
welchchad@aasd.k12.wi.us

Appleton Area School District  
Thomas G. Scullen  
P.O. Box 2019  
Appleton, WI 54912-2019  
920-832-6126  
scullenthomas@aasd.k12.wi.us

The Renaissance School for the Arts (RSA) provides students in grades 9–12 with a learning atmosphere in which immersion in the arts is the norm. Student artists develop the skills and attitudes that contribute to artistic understanding and learning through the arts. This arts-oriented approach to curriculum delivery recognizes the uniqueness of the individual while promoting artistic and academic excellence.

All courses are taught as college preparatory courses, with an option for the student who may not be college bound. The delivery of the academic curriculum in the charter school environment of the RSA is grounded in a combination of elements from the one-room schoolhouse, block scheduling, and Web-enhanced courses.

## 7. Appleton, Tesla Engineering Charter School

Est. 2002

2121 Emmers Drive  
Appleton, WI 54915-3802  
Becky Walker  
920-832-6210  
walkerbeckym@aasd.k12.wi.us

Appleton Area School District  
Thomas G. Scullen  
P.O. Box 2019  
Appleton, WI 54912-2019  
920-832-6126  
scullenthomas@aasd.k12.wi.us

The Appleton Area School District has taken the first step toward providing a new approach through a charter school that emphasizes instruction and activities for students interested in preparing for careers in engineering and other technical fields while strengthening their academic achievement. The charter status available to the Tesla Engineering Charter School allows for flexible instructional delivery. The students of Tesla receive their education through online courses, independent and team research activities, youth options, guest and adjunct lecturers, FIRST robotic competition (a national competition), and work-based learning, as well as the traditional educational delivery. The primary educational focus is to use mechanical engineering and electrical engineering as the vehicles to integrate skills in reading, writing, public speaking, math, science, and technology. The Tesla Engineering Charter School is located in Appleton East High School.

The knowledge and skills developed enable students of all levels to meet the challenges of state and local performance standards. Initially, 40 high school students, grades 10–12, enrolled in Tesla. Enrollment is projected to grow to 150 students in three years and now serves students in grades 9–12. This school allows students to move seamlessly from high school to the world of work or postsecondary educational options.

This charter school creates learning opportunities and direct links to industry and postsecondary education. Students desiring to move directly into industry have the advantage of the established industry networking.

## 8. Appleton, Valley New School

Est. 2003

10 College Avenue, Suite 225  
Appleton, WI 54911  
David Debbink  
920-993-7037  
debbinkdavid@aasd.k12.wi.us

The mission of the Valley New School is to create a learning community that empowers individuals to become purposeful adults.

The Valley New School (VNS) offers students an opportunity to learn in an integrated, project-based environment. The school is designed for approximately 100 students in grades 7–12, initially opening in 2003 with grades 7–10 and expanding upward one grade per year. The Valley New School provides students unprecedented access to technology, an active focus on the community, and a student–advisor ratio of no more than 17 to 1.

Appleton Area School District  
Thomas G. Scullen  
P.O. Box 2019  
Appleton, WI 54912-2019  
920-832-6126  
scullenthomas@asds.k12.wi.us

This charter school is open to all students and provides numerous opportunities for parental and community involvement.

The focus of an integrated, project-based curriculum is rooted in the concept that each person is his or her own best teacher. Instead of formal, subject-oriented classes, students develop their own learning experiences based on their interests and passions. As they plan their comprehensive research projects, students work with their parents and advisors to align their project goals with state and local academic standards. At the conclusion of their projects, students present their findings to various evaluators and are awarded credit based on the quality and breadth of their work. Students are required to complete ten projects (approximately 1,000 hours of documented work) per year; twelfth graders engage in an intensive senior project (approximately 300–400 hours) and formally present their findings to a team of evaluators and the school community at large.

The educational goals at VNS are centered around the empowerment of the school community:

1. Students. The student-centered approach at VNS allows students to take ownership of their learning. Students are empowered to investigate areas about which they are naturally curious and focus beyond the content of what they are learning as they concentrate on the learning process. They become independent, self-motivated, lifelong learners as they develop their individual talents.
2. School staff. Advisors and staff at VNS reflect the school philosophy by acting as the owners/managers of the school. Administrative duties are shared at the site, providing the instructors with greater responsibility as well as greater autonomy to individualize each student's learning experience.
3. Parents and community. Parents and community members are encouraged to play an essential role in the VNS model. Parental involvement begins with the development of the child's individual learning plan together with the student and the student's advisor. Parents provide further support through the student evaluation process, school governance, organization of community events, and participation in mentoring and apprenticeship programs. Local community partnerships take the form of mentorships, apprenticeships, and volunteer activities within the surrounding community. The VNS philosophy nurtures the ethic of community responsibility as it prepares students to continue their educational paths.

## **9. Appleton, Wisconsin Connections Academy**

Est. 2002

P.O. Box 2019  
Appleton, WI 54912-2019  
Nicole Schweitzer  
920-832-4800  
schweitzermich@asds.k12.wi.us

Wisconsin Connections Academy (WCA) is a public school without walls. This school, an instrumentality of the Appleton Area School District, is the state's first virtual grades K–8 elementary school enrolling students from all across the state.

At the heart of WCA is a standards-based, print-rich curriculum. This comprehensive curriculum affords WCA students the ability to receive a quality education within an environment that is most conducive to their learning while parents enjoy a greater involvement in their child's educational life.

Technology is an integral part of the WCA program, from education to administration. As students advance through the upper elementary levels, opportunities to enhance their education through research and collaboration

Appleton Area School District  
Thomas G. Scullen  
P.O. Box 2019  
Appleton, WI 54912-2019  
920-832-6126  
scullenthomas@aaasd.k12.wi.us

via proper use of technology will increase. Computer applications, written for the express use of WCA only, are used to track attendance and chart student progress to ensure program accountability. Technology in the form of e-mail, instant messenger, and discussion forums is used to enhance communication among the teachers, students, and families.

Wisconsin Connections Academy was chartered with the mission to help all students maximize their potential and meet the highest performance standards. This is accomplished through a uniquely individualized learning program that combines the best in virtual education with very real connections among students, families, teachers, and community.

## **10. Argyle, Lafayette County Community Charter School**

**Est. 2003**

1300 Industrial Drive  
Fennimore, WI 53809-9702  
Jeanetta Kirkpatrick  
608-822-3276  
jkirkpatrick@casa3.k12.wi.us

Argyle School District  
Kelly T. Burhop  
P.O. Box 256  
Argyle, WI 53504-0256  
608-543-3318  
kellyb@argyle.k12.wi.us

The Lafayette County Community Charter School serves students from the Argyle, Benton, Darlington, and Pecatonica School Districts. The School District of Argyle has granted the charter to the Lafayette County Community Charter School, which serves ninth and tenth graders from the four participating districts.

The Lafayette County Community Charter School was formed because many students in the four participating school districts are not excelling in the current educational environment. For the most part, current curricula are traditional, text-dominated, linear offerings. Not all students excel in this environment, especially those who are more visual and tactual in learning styles.

The goal of the Lafayette County Community Charter School is student excellence through community involvement, innovative, engaging curricula, and program flexibility. The school's education program uses a project-based, experiential curricula and individualized instruction. Instructors also use a thematic approach when designing projects.

The school uses its flexibility as a charter school to provide a mix of classroom-based instruction and distance learning.

## **11. Beaver Dam Charter School**

**Est. 1995**

400 East Burnett Street  
Beaver Dam, WI 53916-1902  
Donald R. Smith  
920-885-7312  
smithd@beaverdam.k12.wi.us

Beaver Dam School District  
Brian Busler  
705 McKinley Street  
Beaver Dam, WI 53916-1941  
920-885-7309  
buslerb@beaverdam.k12.wi.us

Beaver Dam Charter School is a district-initiated school, serving up to 150 at-risk students in grades 7-12. In the charter school environment, these students seem to flourish. Attendance among students moving from the regular school to the charter school has improved from 54 percent to 80 percent.

Student admission is based on attendance records, academic records, and behavioral and psychological needs. Students may refer themselves or be referred by parents, employers, or friends.

The Beaver Dam Charter School's goal is to assist students in becoming valuable members of the community through three major program components: academics, personal and social skill development, and employability skills.

## 12. Beloit, Synectics Middle School

Est. 2003

1859 Northgate Drive  
Beloit, WI 53511-2699  
Margaret Thomas  
608-361-3626  
mathomas@sdb.k12.wi.us

Beloit School District  
Bette Lang  
1633 Keeler Avenue  
Beloit, WI 53511-4799  
608-361-4017  
blang@sdb.k12.wi.us

Synectics is a school within a school serving sixth through eighth graders in multiage classrooms at Aldrich Middle School. Synectics is a Greek word meaning "to bring different things into unified connections." The concept was applied by Alex Osborn to promote creativity and brainstorming in American business and education and later was tested by Sidney Parnes in his research on the effects of creativity training on college students. Synectics Charter School expands on this philosophy, combining Dr. Paul Torrance's Creative Productive Thinking Skills with Lynn Erickson's Concept Based Curriculum to create a project-based curriculum. Students are encouraged to use their multiple intelligences to solve real-life problems, both individually and in self-selected teams. Each problem addresses the Wisconsin State Standards. A team of certified professional educators evaluates the problems in the content areas of math, science, social studies, and language arts. A laptop computer is provided to each student for research and project presentation and to create an electronic portfolio of work. Mentors from Beloit College, the University of Wisconsin-Whitewater, and several local businesses help students reach solutions to their problems. Elective courses in non-core areas are available for students. An after-school program is available for continued exploration in advanced subject areas of interest. Synectics will add an age level each year as the school expands.

## 13. Colfax, Academic Center—High School

Est. 1998

601 University Avenue  
Colfax, WI 54730  
Dennis Geissler  
715-962-3155  
geissler@colfax.k12.wi.us

Colfax School District  
Lee P. Bjurquist  
601 University Avenue  
Colfax, WI 54730-9773  
715-962-3773  
geissler@colfax.k12.wi.us

The Academic Center opened in fall 1998 as a school within a school, offering a nontraditional approach to education for 20 students in grades 9–12. The charter school served a total of 29 students in the 1998–1999 school year by keeping its 20 available slots filled at all times.

The Academic Center is a school of choice committed to creating the most productive learning environment, teaching students through their strongest sensory modality, developing academic skills, incorporating behavior formation and elimination techniques, and striving to overcome the failure syndrome. Students learn that success is a process. The school's primary goal is to assist all students in realizing their maximum potential in order to become productive citizens.

## 14. Crandon Alternative Resource School

Est. 2000

9750 US Highway 8 West  
Crandon, WI 54520-8499  
John Gruber  
715-478-3713  
grubejoh@crandon.k12.wi.us

The Crandon Alternative Resource School is an innovative educational program designed to serve at-risk students in grades 7–12 who have experienced limited success in the traditional school setting of Crandon Middle and High School and its present at-risk programs. The Crandon Alternative Resource School is designed to create an environment that promotes academic, social, physical, and emotional development for students most at risk in the School District of Crandon. It provides an educational environment in an atmosphere sensitive to the needs of individual at-risk students and focuses on changing negative approaches to education to positive approaches leading to success.

Crandon School District  
Richard C. Peters  
9750 US Highway 8 West  
Crandon, WI 54520-8499  
715-478-3339  
peterric@crandon.k12.wi.us

Programs are created on an individual basis to accommodate the needs and interests of nontraditional learners. The school is designed to place emphasis on the development of programs for individual students, leading to the fulfillment of the compulsory education requirements and high school graduation or equivalency.

### **15. Deerfield, Life Education and Preparation Program**

Est. 1996

300 Simonson Boulevard  
Deerfield, WI 53531-9543  
Barbara Callahan  
608-764-5431  
callahanb@deerfield.k12.wi.us

The Life Education and Preparation Program (LEAPP) currently serves 15 students in grades 9–12, most of whom are at-risk students dealing with issues that include stress and anger management and lack of motivation, pride, and respect. The school philosophy is built on the principles of respect, care and support, high expectations, and the opportunity to participate. The smallness of the school is a guarantee of support and individual attention. The staff at LEAPP recognize that the traditional school setting does not meet some students' educational needs. They feel it is their mission to provide an environment that promotes these students' social, emotional, academic, and vocational growth.

Deerfield Community School District  
Ruthann Faber  
300 Simonson Boulevard  
Deerfield, WI 53531-9543  
608-764-8261  
faberr@deerfield.k12.wi.us

The charter school is located in the high school building but is autonomous in terms of program goals, staff, and policies. One teacher and one program aide run the program, with assistance from the social worker, counselor, and support staff at the regular high school. Being a school within a school means that charter school students have access to facilities such as the gymnasium and the home economics rooms.

### **16. Denmark Empowerment Charter School**

Est. 2001

450 North Wall Street  
Denmark, WI 54208-9416  
Steve Pasono  
920-863-3450  
pasonos@denmark.k12.wi.us

The Denmark Empowerment Charter School (DECS) received its charter in December 2000 and serves 12 to 15 at-risk youth (grades 7–12) in an off-site location. While holding its students accountable to the same rigorous school district academic benchmarks as their counterparts in the regular education setting, DECS places a strong emphasis on individualization of instructional unit pace and individualization of unit topical interest for its students.

Denmark School District  
Tony Klaubauf  
450 North Wall Street  
Denmark, WI 54208-9416  
920-863-2176  
klaubaut@denmark.k12.wi.us

The Denmark Empowerment Charter School emphasizes student self-concept building, self-choice and self-evaluation, team building, community-service learning opportunities, and entrepreneurial business opportunities for all students. Students are directly engaged in the planning, preparing, serving, and cleaning up of two student-body meals per day, along with frequent planned local community-service learning projects, and a daily end-of-school-day rating evaluation of their own and classmates' behavioral and attitudinal performance. Monthly on-site parent lunches are planned, prepared, and served by DECS students and are followed by monthly student progress conferences.

### **17. Drummond, Ascend Academy**

Est. 2001

P.O. Box 40  
Drummond, WI 54832-0040  
Al Gillberg  
715-739-6669  
agillberg@logger.das.d.k12.wi.us

The Ascend Academy is an alternative school grounded in the principles of expeditionary learning for 15 students from grades 7–12 who are at risk of not completing a grade level or achieving a high school diploma. The Ascend Academy uses the natural resources of a school forest and the surrounding community to create a learning laboratory and environment that is relevant, active, and product oriented to ensure that students develop academic, vocational, and social skills.

Drummond Area School District  
Henry Lamkin  
P.O. Box 40  
Drummond, WI 54832-0040  
715-739-6669  
hlamkin@logger.dasd.k12.wi.us

The daily schedule is planned to include an academic block, an outdoor education leadership block, and an expedition block. During the academic block, students use an individualized and self-paced curriculum designed to improve basic skills and develop the knowledge required by Wisconsin Model Academic Standards. The outdoor education leadership block provides hands-on applied learning experiences in the Drummond School Forest. The expedition block engages students in exploring learning opportunities in the community and country through student field trips and use of the Internet.

A portfolio assessment process is used to determine student achievement of basic skills and academic standards. Performance is measured by observation, demonstration, and testing. Grading occurs every nine weeks; however, credits may be attained at any time and in increments that are specified by an individualized student-learning contract. Parent and teacher conferences are held each grading period, at which time students present their portfolios to the staff, parents, and the Academy Governance Board.

## **18. Eau Claire, Chippewa Valley Montessori Charter School**

Est. 2002

400 Cameron Street  
Eau Claire, WI 54703-5101  
Holly Hart  
715-852-3101  
hhart@ecasd.k12.wi.us

Eau Claire Area School District  
William Klaus  
500 Main Street  
Eau Claire, WI 54701-3770  
715-852-3002  
wklaus@ecasd.k12.wi.us

The mission of the Eau Claire Montessori Charter School is to provide an opportunity for area elementary students to learn, using Montessori principles of education. Students develop the skills to meet local, state, and national performance standards through a Montessori educational program. The academic program of the school allows students to work at their own pace within a multiage setting. Children learn in a carefully created enriched environment. Students are encouraged to make decisions, solve problems, make appropriate choices, and manage their own time. The curriculum includes the following components: language, science, geography, history, mathematics, geometry, art, music, physical education, and community field-trip experiences. Instructors hold licenses from the Wisconsin DPI and Montessori certification.

The Montessori Charter School has the following goals:

- to provide high-quality Montessori education to area students in grades K-5
- to provide an environment that combines freedom and responsibility and allows children a more active role in their own learning
- to facilitate student exploration and creativity
- to provide an opportunity for students to succeed and meet high standards of academic excellence, social awareness, and moral development
- to develop independent learners with sound decision-making skills

The charter school planning committee, Charter School Governance Board, and the Eau Claire Area School District Board of Education project an expansion of the current program from 36 students in grades K-2 to 150 to 200 students in grades K-5 within the next five years.

## **19. Eau Claire, Chippewa Valley Technology Charter School**

Est. 1999

400 Cameron Street  
Eau Claire, WI 54703-5101  
Holly Hart  
715-852-3101  
hhart@ecasd.k12.wi.us

The mission of the Chippewa Valley Technology Charter School is to empower capable high school students in grades 9-12 to explore and acquire competencies in emerging technologies and to attain graduation, certification, or an advanced degree in an environment of academic rigor and real-life application. The school opened on December 9, 1999, with an enrollment of 24 students.

Eau Claire Area School District  
William Klaus  
500 Main Street  
Eau Claire, WI 54701-3770  
715-852-3002  
wklaus@ecasd.k12.wi.us

The target population is made up of students with a demonstrated interest in and an aptitude for technology. The goals of the five-year plan include expansion to allow students to (1) explore or master a specific technology; (2) complete credit and certification courses; (3) secure dual credit, certification, or advanced standing at a postsecondary institution; and (4) move seamlessly from the high school to the world of work, the military, or postsecondary training.

## **20. Eau Claire, McKinley Charter School**

Est. 1996

1266 McKinley Road  
Eau Claire, WI 54703-2220  
Holly Hart  
715-852-6901  
hhart@ecasd.k12.wi.us

McKinley Charter School opened in April 1996. The mission of the charter school is to educate students for responsible behavior in their home, school, and community.

McKinley Charter School serves students from the Eau Claire and Altoona School Districts and offers an open door back to education. The school meets students where they are and helps them move forward academically and behaviorally. The discipline model used is designed to foster self-control.

Eau Claire Area School District  
William Klaus  
500 Main Street  
Eau Claire, WI 54701-3770  
715-852-3002  
wklaus@ecasd.k12.wi.us

McKinley Charter School has five components. Each component serves a specific population and delivers a unique curriculum. Two components are located on-site. The Credit Component serves students in grades 6–12, and the Competency Component serves 17- to 20-year-old students. The third component is the Detention Center, located at the Eau Claire County Courthouse. This component provides educational services to students who are detained in the Northwest Regional Detention Center. The fourth component provides educational services to students under the age of 21 who have not completed a high school diploma and are housed in the Eau Claire County Jail. The fifth component is Homebound Services, provided to Eau Claire Area School District students who will be absent from school for 30 days or more.

McKinley Charter School serves approximately 260 students on-site per year. The school serves an additional 1200 students per year from the off-site components.

## **21. Elkhorn, Walworth County Educational Consortium Alternative High School**

Est. 1999

400 County Road H  
Elkhorn, WI 53121-2046  
Jerry Hawver  
262-741-8352  
hawverj@gtc.edu

Elkhorn Area School District  
Gregory A. Wescott  
3 North Jackson Street  
Elkhorn, WI 53121-1905  
262-723-3160  
wescogr@elkhorn.k12.wi.us

The Walworth County Educational Consortium Alternative High School (WCEC) began operation in 1987 as a collaborative effort of the school districts of Delavan-Darien, Elkhorn, Lake Geneva, Walworth-Big Foot, and Williams Bay, along with the Walworth County Handicapped Children's Education Board (Lakeland) and Gateway Technical College. When the school was chartered in 1999, it expanded its existing alternative program for at-risk students in grades 11 and 12 to include ninth and tenth graders. A secondary focus of the charter school is to create an alternative educational opportunity for students expelled from the consortium high schools. The WCEC is located on the campus of Gateway Technical College in Elkhorn.

## 22. Flambeau Charter School

Est. 2003

N4540 County I  
Tony, WI 54563  
Linda Michek  
715-532-5559  
lmichek@flambeau.k12.wi.us

Flambeau School District  
William I. Pfalzgraf  
P.O. Box 86  
Tony, WI 54563-0086  
715-532-3183  
billpfalzgraf@flambeau.k12.wi.us

The Flambeau Charter School, located in Tony, Wisconsin, was chartered on July 23, 2003, as an initiative of the School District of Flambeau. It is open to high school juniors and seniors as a student-driven, independent-learner, project-based, performance- and portfolio-assessed program with emphasis on career and technology-skill development.

The mission of the Flambeau Charter School is to empower capable high school students to explore and acquire competencies in emerging technologies and career exploration opportunities and to attain graduation, certification, or an advanced degree in an independent-learning environment of academic rigor and real-life application.

Regular classroom teachers are encouraged to participate as facilitators of learning and are provided time within the workday as well as out-of-class time to develop the skills needed to become master facilitators of student learning. Community members, businesses, and industry are identified by students and staff and are recruited to become mentors of charter students to work along with teachers to assist and assess student learning. Parent participation is an essential element for student success. Parents are required to participate in the student-driven learning and assessment plan. Charter students are required to participate in either a state-certified work-experience program or a youth apprenticeship program.

The targeted population is made up of students with a demonstrated interest in and an aptitude for independent learning and high-technology skills. The goals of the three-year plan include expansion to allow students to (1) explore or master a specific career area with the use of technology; (2) complete credit and certification courses; (3) secure dual credit, certification, or advance standing at a postsecondary institution; and (4) move seamlessly from the high school to the world of work, the military, or postsecondary training.

## 23. Gilman, School District of Gilman Charter School

Est. 2001

325 North Fifth Avenue  
Gilman, WI 54433  
Dawn Randall  
715-447-8211  
drandall@gilman.k12.wi.us

Gilman School District  
Drew Johnson  
325 North Fifth Avenue  
Gilman, WI 54433  
715-447-8216  
dvjohnso@gilman.k12.wi.us

The charter school serves between 10 and 15 students from grades 7-12 and is a viable option for a student in lieu of grade 8 retention. The charter school has teamed with Title 1 to provide appropriate core programming help for seventh- and eighth-grade students with credit deficiencies. The charter school is for at-risk students facing school failure, in danger of not successfully completing graduation requirements, or at risk of dropping out. In some cases, these students have individual learning needs but do not qualify for special education services.

A hands-on, activity-oriented format is used. The most important concept is understanding and accommodating individual differences in all aspects of students' needs, including their learning styles, while maintaining a rigorous academic program. It is the extra, individualized assistance provided to reach that standard that differs from traditional high school. This individualization to meet student needs may involve some alternative assessment, which could include performance measures. The charter school students meet the same academic requirements for course work and credits needed for graduation as those in the regular high school program. Charter school students who complete the requirements receive a regular high school diploma.

## 24. Glenwood City, Transitional Skills Center

Est. 2000

P.O. Box 339  
Glenwood City, WI 54013-0339  
Linda Maitrejean  
715-265-4266  
maitrlin@gcsd.k12.wi.us

Glenwood City School District  
Timothy J. Emholtz  
P.O. Box 339  
Glenwood City, WI 54013-0339  
715-265-4757  
emholtim@gcsd.k12.wi.us

The Transitional Skills Center of Glenwood City is designed for those students in grades 10–12 who have not found success in the regular high school. The center provides an environment that promotes academic, personal, and social skills; independent living; positive decision making; goal setting; career exploration; employability; and wellness for life to assist students in becoming self-sufficient, contributing members of society.

The program components include a commitment to basic skill instruction for those students deficient in this area, independent study, and active parent involvement. Parents and students are required to meet twice a year, if not more, to set goals, be kept appraised of particular activities that have taken place since the last informational session, learn about their child's progress, and celebrate achievement.

The latitude and flexibility granted by the charter status allow a great deal of decision making to be done by the Transitional Skills Center.

## 25. Greendale, Time 4 Learning Charter School

Est. 2003

5900 South 51st Street  
Greendale, WI 53129-2699  
Theresa A. West  
414-423-2750  
twest@greendale.k12.wi.us

Greendale School District  
William H. Hughes  
5900 South 51st Street  
Greendale, WI 53129-2699  
414-423-2700  
whughes@greendale.k12.wi.us

The Time 4 Learning Charter School commenced operation on September 2, 2003. The mission of the Time 4 Learning Charter School is to provide an exemplary early-intervention program for four-year-old children in the village of Greendale, with primary emphasis on reducing the achievement gap facing children from low-socioeconomic-status homes. The primary goal of the school is to provide children with early learning experiences that meet their unique developmental needs and promote growth in all areas—intellectual, social, emotional, and physical. The focus of the curriculum is to provide children with the language and literacy skills that are essential to future success in school through a variety of exploratory and play-based experiences that build strong literacy, language, and math skills, as well as other school-readiness skills. Each child's social and personal skills are enhanced in a nurturing school environment.

The Time 4 Learning Charter School has as its highest priority serving those students from low-socioeconomic-status households. The village of Greendale, Wisconsin, is a suburban community with a student population of 1,900 residents and 200 students who come to the Greendale School District through the Chapter 220 and Open Enrollment programs. With the new diversity of the grades K–12 population throughout Wisconsin and in the metropolitan Milwaukee area comes a new demand for appropriate developmental resources for students at a young age. Many of the district's newest students are from low-income families. Approximately 19 percent of the students at two of the district's elementary schools come from families who are in poverty. These students have four times as many at-risk factors commonly associated with low-economic-status homes. At the same time, the district faces the drumbeat of higher expectations and the need for increased achievement every year. With the passage of the No Child Left Behind law and the need to close the achievement gap for all children, it is necessary to address the impact of low socioeconomic status on students at the earliest possible age.

In addition to a strong educational component for the children, the Time 4 Learning Charter School provides a parent-education component, because families provide the foundation for learning and have a significant continuing role in their child's education. This component gives parents the necessary skills and opportunities to assist their child in obtaining school-readiness skills. Parents learn parenting, leadership, and advocacy skills that help them to support their children and family in working with the Greendale schools and accessing services within the metropolitan Milwaukee community.

## **26. Hamilton-Sussex, Passage Middle School, Wauwatosa**

Est. 2000

9501 West Watertown Plank Road  
Wauwatosa, WI 53226-3552  
Tanya Fredrich  
414-476-2122  
hthuli@cesa1.k12.wi.us

Hamilton School District  
Kathleen M. Cooke  
W220N6151 Town Line Road  
Sussex, WI 53089-3999  
262-246-1973  
cookeka@hamilfondist.k12.wi.us

Passage Middle School is a collaborative effort of several school districts in the Cooperative Educational Service Agency 1 (CESA 1) region. The Hamilton School District Board holds the charter and has contracted with CESA 1 to administer the program in all aspects of operation. Passage Middle School officially opened its doors to students in August 2000.

Passage Middle School's purpose is to provide a meaningful alternative learning program for at-risk students in grades 7-9 identified as severely disenfranchised, from multiple districts within CESA 1.

## **27. Hayward Center for Individualized Learning**

Est. 2003

P.O. Box 860  
Hayward, WI 54843-0860  
Kathryn Hexum  
715-865-3107

Hayward Community School District  
Michael Cox  
P.O. Box 860  
Hayward, WI 54843-0860  
715-634-2619  
mcox@hayward.k12.wi.us

The Hayward Center for Individualized Learning charter school (HACIL) is a nonsectarian charter school meeting Wisconsin's charter school staff certification laws and administrative rules. It is a noninstrumentality of the Hayward School District. The Hayward Center for Individualized Learning is a year-round charter school that primarily targets home-schooled students in grades K-12, although it is open to all who meet the Hayward Community School District requirements for enrollment. The school is governed by a five-person board of directors, which manages all the affairs of the charter school. An appointed member of the Hayward Board of Education occupies one of the director seats.

Parents consult with a Wisconsin-certified teacher to develop an individualized educational plan incorporating goals to ensure students make satisfactory progress in meeting state and district standards and benchmarks. Students maintain a portfolio containing samples of their best work to demonstrate achievements. They also participate in district standardized tests. Instruction is multi-site-based and may include virtual classes, parent-directed activities, small-group enrichment, community-based programs, traditional classroom instruction within the district, or a combination of programs.

The HACIL plan is structured to incorporate the contributions of those who are willing to share their time, energy, and expertise in addressing the diverse needs of children. Through shared strengths and flexible programming, HACIL serves at-risk students, reduces achievement gaps, promotes career and technology education, and encourages parent and community involvement.

## **28. Hayward, Waadookodaading**

Est. 2001

P.O. Box 860  
Hayward, WI 54843-0860  
Cathy Begay  
715-634-2619  
cbegay@hayward.k12.wi.us

Waadookodaading opened September 17, 2001, serving 20 students in grades K-3, with plans to grow to K-12. Located near the beautiful Lac Courte Oreilles Ojibwe Reservation, students come from the reservation community as well as the local rural area. The mission of Waadookodaading, or The Place Where We Help Each Other, is to create fluent speakers of the Ojibwe language who can meet the challenges of a rapidly changing world.

The school is a community center for language revitalization, local environmental understanding, and intergenerational relationships. Students

Hayward Community School District  
Michael Cox  
P.O. Box 860  
Hayward, WI 54843-0860  
715-634-2619  
mcox@hayward.k12.wi.us

are grounded in local Ojibwe language, culture, and traditions and are developing an awareness of global concerns. The school's aim is to foster a love of learning while teaching the skills that will enable students to create solutions for their community and the wider world.

All subjects are taught in the Ojibwe language. Ojibwe culture and values guide the mission, and the school bases its framework on these themes. The goal is that through deeply integrating both high academic standards and the Ojibwe language, students will become thoughtful, skillful, and articulate community members.

## 29. Hurley, Dr. Joseph Lalich Charter School

Est. 2000

5503 West Range View Drive  
Hurley, WI 54534-9000  
Elizabeth Jorgensen  
715-561-4900  
jorgense@hurley.k12.wi.us

Hurley School District  
Christopher Patritto  
5503 West Range View Drive  
Hurley, WI 54534-9000  
715-561-4900  
distoff@hurley.k12.wi.us

The Dr. Joseph Lalich Charter School serves grades 6–12 in the Hurley School District, enrolling students who are gifted and talented, at risk, and behaviorally challenged. The Dr. Lalich Charter School has provided the northern Wisconsin school district with the opportunity to plan and implement a full-service, technology-based alternative education program for those students whose needs are not being fully met in the traditional education setting.

The main goal of the Dr. Lalich Charter School, an autonomous school within a school, is to provide an enriching environment in which students can achieve a high school diploma, work in the community toward high school credit, or receive a GED equivalence while enhancing their desire to learn. Students also learn essential life skills, such as study, social, and work skills.

The charter school strengthens the work ethic and improves self-esteem in the students. On campus, students experience hands-on learning with an on-campus television and recording studio and Internet programming. Community members may also seek their GED through this track of education.

Staffing includes a full-time, alternative education teacher, teachers for the gifted and talented, special education teachers, and staff teaching specific charter classes.

## 30. Janesville, Rock River Charter School

Est. 1998

31 West Milwaukee Street  
Janesville, WI 53548-2911  
Stephanie Filter  
608-752-8273  
sfilter@janesville.k12.wi.us

Janesville School District  
Thomas Evert  
527 South Franklin Street  
Janesville, WI 53548-4779  
608-743-5050  
tevert@janesville.k12.wi.us

The Rock River Charter School serves 82 at-risk students on any given day. The students, in grades 9–12, are not finding success in the traditional school setting. The charter school is located in its own facility in downtown Janesville. The neutral off-site location is considered ideal for the targeted population of students who often feel alienated at a regular high school.

The school recognizes that not all students learn in the same way. Innovative curriculum and delivery methods are used to reach all students. There are four programs available. The Alternative-At-Risk Program serves students in grades 9–12 with an integrated hands-on curriculum. The School Age Parent Program provides an education to school-age parents and pregnant teens. The E-Learning Program, a computer-assisted learning lab, assists 17–20-year-old students who need to earn ten or fewer credits to receive a high school diploma. The General Evaluation Diploma (GED) Option #2 Program works with students who have senior status but need more than ten credits to graduate and are able to complete and successfully test out of the program in two semesters in order to receive their high school diploma.

### **31. Jefferson County Alternative School—Watertown**

Est. 2000

700 West Milwaukee Street  
Jefferson, WI 53549-1498  
Shannon Mooney  
920-675-1100  
mooneys@jefferson.k12.wi.us

Jefferson School District  
Michael Swartz  
206 South Taft Avenue  
Jefferson, WI 53549-1453  
920-675-1000  
swartzm@jefferson.k12.wi.us

Jefferson County Alternative School (JCAS) educates students in grades 9–12. At JCAS the curriculum is composed of interactive technology course work via distance education; interactive, self-directed computer software; and other materials necessary to meet individual student needs.

Jefferson County Alternative School is designed around specific program objectives that reengage students in the learning process and help them realize that education is practical and functional to everyday living. Alternative approaches to instruction are key. The overall purpose of the program is for each student to become a more responsible and productive member within our communities.

### **32. Kenosha, The Brompton School**

Est. 1997

7951 36th Avenue  
Kenosha, WI 53142-2119  
Patricia Jones  
262-942-2193  
pjones@kUSD.edu

Kenosha Unified School District No. 1  
R. Scott Pierce  
P.O. Box 340  
Kenosha, WI 53141-0340  
262-653-6320  
spierce@kUSD.edu

The Brompton School began operating in fall 1997 and now serves 105 students in grades K–6. This charter school seeks to serve the students who might be “lost in the middle” because they are not otherwise identified for exceptional abilities or disabilities. Brompton seeks to give the average elementary student the optimal educational opportunity through an accelerated basic-skills curriculum.

Brompton is a school of choice located in the Saint Casimir Parish School building. The Brompton School is a strictly nonsectarian school where values such as community service, responsibility, and respect are embraced.

### **33. Kenosha, Dimensions of Learning Academy**

Est. 2000

6218 25th Avenue  
Kenosha, WI 53143  
Diana Pearson  
262-605-6849  
dpearson@kUSD.edu

Kenosha Unified School District No. 1  
R. Scott Pierce  
P.O. Box 340  
Kenosha, WI 53141-0340  
262-653-6320  
spierce@kUSD.edu

The Dimensions of Learning Academy is a standards-based school of choice focusing on lifelong learning in Kenosha Unified School District 1, serving up to 195 students in grades K–8. The school began operation in the 2000–2001 school year. The student population is diverse and includes special-needs students.

The integrated use of reasoning skills in this standards-based school implements school-wide the instructional model Dimensions of Learning. The model is designed to translate research into a practical classroom application to improve teaching and learning in any content area.

Two unique programs, Dimensions Extensions and Dimensions Connections, further define the school’s organizational and management structures. The Dimensions Extensions program is extended before- and after-school programming for the Dimensions of Learning Academy. Dimensions Connections organizes the parental involvement for the entire school program. The parental involvement for this school is organized as an integral part of the school’s design.

The goal is implementation of a curriculum based on integration of reasoning skills coupled with the targeting of student acquisition of academic as well as lifelong learning standards.

### **34. Kenosha, Paideia Charter School Academy**

Est. 1997

5821 10th Avenue  
Kenosha, WI 53140-4011  
Ellen Becker  
262-658-4540  
ebecker@kusd.edu

Kenosha Unified School District No. 1  
R. Scott Pierce  
P.O. Box 340  
Kenosha, WI 53141-0340  
262-653-6320  
spierce@kusd.edu

Paideia Academy is a school of choice, serving up to 75 students in grades 6–8 in Kenosha Unified School District No. 1. The school began operation in the 1997–1998 school year, serving only seventh and eighth graders. It expanded to include sixth graders with the start of the 1998–1999 school year. The school rents space from St. James, a Catholic school located near downtown Kenosha.

Paideia is a curriculum philosophy, and the Paideia Academy is the first school in Wisconsin to implement this approach. Instruction is accomplished through three techniques—didactic, coaching, and seminar—and aims to use Socratic questioning and critical thinking to link problem-solving strategies with real-life situations.

### **35. Kenosha, University of Wisconsin–Parkside, The 21st Century Preparatory School**

Est. 2002

1220 Mound Avenue  
Racine, WI 53404  
Karen Noble  
262-598-0026  
knoble@21stprepschool.org

University of Wisconsin–Parkside  
Paul Haubrich  
9000 Wood Road, 286 Talent Hall  
Kenosha, WI 53140  
414-350-1153  
paulh@uwm.edu

The 21st Century Preparatory School focuses on educating Racine's diverse children for access to the full array of life choices, including college and careers, by (1) recognizing and using each child's unique abilities and talents for academic development and individual growth, (2) employing a well-structured, rigorous, and comprehensive curriculum for grades K–8 incorporating both Core Knowledge and Direct Instruction reform models, and (3) requiring the mutual accountability of staff, students, family, and community as key partners in the school's overall governance and day-to-day operation.

The fundamental goals of the Preparatory School are divided into three interlocking categories: (1) learning goals for children, (2) cultural or operational goals, and (3) parent and community engagement goals.

The classroom structures of communities of learners and teacher looping to promote prolonged relations between teachers, students, and parents enhance and extend the effectiveness of the Preparatory School's primary focus on Core Knowledge and Direct Instruction models. Both, when fully implemented, have proven effectiveness with a wide range of students, including poor, gifted, learning disabled, and wealthy children enrolled in urban, suburban, and rural schools. The two reform models are complementary in that Direct Instruction provides the framework for teaching to mastery the foundational skills in reading, language arts, and mathematics, and Core Knowledge provides the framework for the application of those skills in other curricular areas in a rigorous and engaging way. In addition, several specific research-based instructional strategies are used to deliver the Core Knowledge and Direct Instruction materials and sequences at all grade levels.

### **36. Kewaunee, Lakeshore Alternative High School**

Est. 2000

915 Second Street  
Kewaunee, WI 54216  
Michael Holtz  
920-388-2951  
mholtz@kewaunee.k12.wi.us

Kewaunee School District  
Barbara Lundgren  
915 Second Street  
Kewaunee, WI 54216-1698  
920-388-3230  
blundgren@kewaunee.k12.wi.us

On August 30, 2000, the doors of Lakeshore Alternative High School opened to serve at-risk students in grades 11 and 12 from the school districts of Kewaunee and Algoma. The charter school is a joint venture between these two districts and serves approximately 20 students. The primary purpose of the alternative educational program is to provide an environment that assists students in successfully completing high school.

Technology is the key tool in delivering instruction. Community service and school-to-work initiatives supplement instruction. Upon reaching individualized goals, students graduate from their respective high schools or are reintegrated into their high school programs.

### **37. Kiel's Integrated Electronic Learning Charter School**

Est. 2002

P.O. Box 201  
Kiel, WI 53042-0201  
Phil Ertl  
920-894-2266  
pjertl@kiel.k12.wi.us

Kiel Area School District  
Phil Ertl  
P.O. Box 201  
Kiel, WI 53042-0201  
920-894-2266  
pjertl@kiel.k12.wi.us

The target population of Kiel's Integrated Electronic Learning (K.I.E.L.) Charter School includes students in grades 7-12 who are disenfranchised, home-schooled, or credit-deficient because of academic or behavioral challenges, students who feel uncomfortable or unsafe in the school setting, transient students, school-age parents or self-supporting students, and any students who fail to achieve their personal best in the traditional classroom.

The K.I.E.L. Charter School is an online school through which students access district-approved Internet courses with the assistance of online teachers as well as a personal and family coach and a licensed educator serving as a mentor/teacher. The school was designed to ensure the success of those students whose needs are not adequately met in the traditional classroom. Another goal of the K.I.E.L. Charter School is to provide accelerated learning opportunities for high-achieving students, as well as the described nontraditional learners.

Students "attend" classes on their home computers, in the home-base classroom located in the lower level of the Kiel Area School District Office building, and in individual building libraries and technology centers. Students can also participate in all activities and services provided to the rest of the district's students. These support services include access to the guidance department, English as a Second Language (ESL), special education programming, the school-to-work coordinator, participation in extracurricular activities, and so on. Online learning experiences are linked to life skills and employment opportunities to ensure real-world application for students.

### **38. La Crosse, Alternative Education Charter School**

Est. 2000

1500 Ranger Drive  
La Crosse, WI 54603-2700  
Doug Leclair  
608-789-7706  
dleclair@sdlax.k12.wi.us

On June 5, 2000, the La Crosse Board of Education granted charter school status to the School District of La Crosse's Alternative Education Program. The four charter school classrooms have an enrollment of approximately 25 students each, for a total enrollment of 103 students in grades 9-12. The school serves students who exhibit behaviors such as truancy, credit deficiency, poor academic performance, inappropriate classroom behavior,

La Crosse School District  
Gerald R. Kember  
807 East Avenue South  
La Crosse, WI 54601  
608-789-7628  
gkember@sdlax.k12.wi.us

lack of workplace ethics, and problems at home or in the community. The school positively modifies student conduct in the areas of attendance, behavior, and academic achievement by incorporating a one-room school-house atmosphere, leadership training, real-world academic application, immediate and concrete rewards, consequences for choices, academic credit for work experience, and individualized graduation plans.

### **39. La Crosse, Coulee Montessori**

**Est. 1998**

901 Caledonia Street  
La Crosse, WI 54603-2616  
Harvey G. Witzenburg  
608-789-7685  
hwitzenb@mail.sdlax.k12.wi.us

Coulee Montessori welcomed its first classes in August 1998 as the first public Montessori school in western Wisconsin. The school serves 25 students in two multiage classrooms: one Children's House classroom for five-year-olds and one elementary classroom for six-, seven-, and eight-year-olds. The charter school plans to add another multiage classroom for grades 4-6 as its current student population progresses.

La Crosse School District  
Gerald R. Kember  
807 East Avenue South  
La Crosse, WI 54601  
608-789-7628  
gkember@sdlax.k12.wi.us

Coulee Montessori is collocated with Jefferson Elementary School in a low-income area of La Crosse. Much of the population is of Hmong descent, and many of the children's parents do not speak English. Coulee Montessori has a translator available to parents and advertises on the local Hmong radio station in an effort to achieve cultural diversity in the school. The school is truly an asset to the neighborhood, making Montessori education available to a public that would not normally have access to it.

### **40. La Crosse, School of Technology and Arts**

**Est. 1995**

1307 Hayes Street  
La Crosse, WI 54603-1949  
Jacque D. Durnford  
608-789-7760  
jdurnfor@sdlax.k12.wi.us

The School of Technology and Arts (SOTA) opened its doors in August 1995 as an elementary school of choice. It currently serves 92 students in grades K-5 whose families believe in the curriculum's technology and arts emphasis. Roosevelt Elementary School houses the charter school and provides transportation, administrative resources, and food service.

School of Technology and Arts schools follow the district's curricula, school calendar, and testing programs and are organized around five major constructs:

La Crosse School District  
Gerald R. Kember  
807 East Avenue South  
La Crosse, WI 54601  
608-789-7628  
gkember@sdlax.k12.wi.us

1. multiage, nongraded, continuous-progress classrooms
2. assessment by performance, product, or demonstration
3. customized educational programming options
4. emphasis on the arts and technology
5. joint staff-parent school governance

### **41. La Crosse, School of Technology and Arts II**

**Est. 1997**

1900 Denton Street  
La Crosse, WI 54601-5816  
Penny A. Reedy  
608-789-7672  
preedy@sdlax.k12.wi.us

The School of Technology and Arts II (SOTA II) began operation in fall 1997 as a middle school of choice and currently serves 36 students in grades 6-8. Longfellow Middle School houses this charter school. The staff at SOTA and SOTA II works closely to ensure continuity between the programs.

Studies link the active learning of an art form to increased student motivation and the ability to learn other skills such as reading, mathematics, and writing. Research has also linked participation in the arts to such positive outcomes as increased student participation in community service and

La Crosse School District  
Gerald R. Kember  
807 East Avenue South  
La Crosse, WI 54601  
608-789-7628  
gkember@sdlax.k12.wi.us

appreciation of cultural differences. Similar research indicates that a wide range of computer technologies supports the development of advanced thinking, analyzing, and synthesizing skills.

The School of Technology and Arts II uses technology and the arts as tools for integrating learning of core subjects into thematic units. This method of curriculum delivery takes into account individual student interest and skills and allows students a different way to show their learning.

The School of Technology and Arts II extends the learning experience of the SOTA program to emphasize the importance of social and emotional learning, community building, and teamwork.

## 42. Ladysmith, Ladysmith-Hawkins Alternative Program II

Est. 2002

1700 Edgewood Avenue E  
Ladysmith, WI 54848-3005  
James Schuchardt  
715-532-5277  
jschuchardt@lhds.k12.wi.us

Ladysmith-Hawkins School District  
James Schuchardt  
1700 Edgewood Avenue East  
Ladysmith, WI 54848-3005  
715-532-5277  
jschuchardt@lhds.k12.wi.us

The Ladysmith-Hawkins Alternative Program II (AP-2) provides apprenticeship training for students who seek a school-to-work transition. The program is countywide, serving grades 9–12 in the Rusk County public schools. The target population is 20 to 25 students who are identified on one of the following bases: students who intend to drop out in order to go directly into the workforce; behaviorally challenged students who receive two or more suspensions, two or more harassment complaints, or one or more referrals for behaviors that threaten the health and safety of other students; foster care and group home students who demonstrate real difficulty transitioning into the regular school program, including several children with disabilities; and students with counseling needs beyond the capacity of the school counseling program to address.

This AP-2 model extends current school-to-work initiatives by partnering with Weather Shield, Mfg., Inc., a manufacturing plant in Ladysmith. It includes components that allow students to work in an alternative school setting for text coursework and tutoring support, at home (with checked-out computers), or in the computer laboratory for Internet course work, on site in area businesses and factories, and at expeditionary learning sites.

The school's mission is to train nontraditional students for entry into the workforce or other postsecondary options with a battery of skills that will prepare them for advancement as skilled laborers and craftspeople.

## 43. Lake Geneva, Badger Career Campus

Est. 2000

208 South Street  
Lake Geneva, WI 53147-2436  
Mark Pienkos  
262-348-2000  
mark.pienkos@badger.k12.wi.us

Badger Career Campus opened in the year 2000. It is committed to preparing students in grades 9–12 in a participative atmosphere, with unique experiences for continuing education, qualified entry into the workplace, and responsible citizenship by providing broad-based classes stressing communication, group work, real-life experiences, and positive role models in a unique and challenging learning enrichment.

In addition to the brain-based educational approaches and techniques, Badger Career Campus aims to provide students with the following:

Lake Geneva-Genoa City UHS School  
District  
James Gottinger  
208 East South Street  
Lake Geneva, WI 53147-2436  
262-348-1000  
jim.gottinger@badger.k12.wi.us

1. advanced technical skills for direct entry into the workforce
2. advanced military standing
3. advanced standing in an adult apprenticeship
4. advanced placement at a technical college
5. advanced placement at a four-year university

Menasha Joint School District  
J. Michael Thompson  
P.O. Box 360  
Menasha, WI 54952-0360  
920-967-1401  
thompsonjm@mjsd.k12.wi.us

a sense of self-worth by recognizing and nurturing all human intelligence among students and staff of varied cultural and social backgrounds, thereby promoting the full achievement of each individual's social and intellectual potential. Enrollment at the school is open to students of all abilities in grades 6-8 who learn best through a cooperative, hands-on and minds-on, project-oriented approach to learning.

## 50. Menomonie, Lucas Charter School

Est. 1998

N5639 200th Street  
Menomonie, WI 54751-5256  
Thomas Schmelzle  
715-232-1790  
tom\_schmelzle@msd.k12.wi.us

The Lucas Charter School, formerly the Dunn County Alternative School, opened in 1996 and achieved charter status in 1998. The school is located in its own facility that includes three classrooms, a media center, a kitchen, a small group room, and a gym. It serves 20 at-risk students in grades 9-12 from three school districts.

Menomonie Area School District  
Jesse Harness  
215 Pine Avenue NE  
Menomonie, WI 54751-1511  
715-232-1642  
jesse\_harness@msd.k12.wi.us

The charter school is a voluntary program for students who exhibit severe behavior problems and risk factors, including three or more of the following: physical aggression, at risk for expulsion, credit-deficient, chronically truant, in-school dropouts, school resistant, disruptive, confrontational, passive-aggressive, or having mental health issues. The traditional methods of intervention do not work with these students.

## 51. Middleton Alternative Senior High

Est. 1995

2429 Clark Street  
Middleton, WI 53562-2619  
Jill Gurtner  
608-829-9640  
jillg@mcpsd.k12.wi.us

Middleton Alternative Senior High (MASH) opened in 1993 as a program for at-risk juniors and seniors and achieved charter status in May 1995. Since that time, the school has expanded to serve more than 100 students in grades 9-12 who were not achieving their potential in a traditional setting. In 2001, MASH moved into a new facility designed specifically to meet the needs of the students. This building is located within walking distance of Middleton High School, which allows students to take advantage of the curricular and cocurricular offerings there as well.

Middleton-Cross Plains School District  
William Reis  
7106 South Avenue  
Middleton, WI 53562-3263  
608-829-9004  
billr@mcpsd.k12.wi.us

The programming at MASH is based on a philosophy that all students have strengths, and an understanding and development of these strengths will help the students achieve personal success. Service learning, project-based curriculum, and a focus on building community are at the heart of MASH. Students learn to identify and use their individual talents and learning styles by becoming aware of the relationships between choices and consequences and the relationships among school, community, work, and career opportunities.

## 52. City of Milwaukee, Academy of Learning and Leadership

Est. 2003

1530 West Center Street  
Milwaukee, WI 53206-2101  
M. Camille Mortimore  
414-372-3942  
cmortimore@all-milwaukee.org

The Academy of Learning and Leadership (A.L.L.) is a city of Milwaukee-authorized charter school serving families and children in grades K-8 in the LaVarnway neighborhood of the central city of Milwaukee. Faculty and families are intently and strategically focused on creating active community, learning competence, and leadership confidence for both adults and children. Care for the person, team relationships, creative experiential learning, reflective practice, and community service are at the heart

City of Milwaukee  
Howard Fuller  
200 East Wells Street, Room 606  
Milwaukee, WI 53202  
414-286-3850

of A.L.L. In an environment of safety, exploration, creativity, dialogue, reflection, and choice, the academy develops competent learners and confident leaders. These action-oriented children and adults focus on working for the common good: healthy living, lifelong learning, caring families, stable communities, a just society, and a peaceful world. The uniqueness of each individual is held sacred, as is the need for caring relationships in learning, the risk taking and challenge essential to deep learning, and the human calling to make a contribution to the world.

The A.L.L. education model is highly generative in nature. Teachers, students, parents, administrators, and business and health care partners are expected and encouraged to exercise and develop leadership skills. The academy creates challenging opportunities to grow and lead, consistently mentors adults and children for leadership growth, immerses adults in extraordinary professional development, and provides daily opportunities to use talents and leadership skills. Its focus on adult learning and leadership is premised on the belief that educators cannot give what they do not have. The combination of these learning and leadership strategies creates an environment in which love of learning and focus on leading are part of the "marrow of the bone" of the culture of the organization and its people.

The ideal graduate of A.L.L. will be distinguished as an active community participant who is a highly competent learner and a confident leader. Specifically, the ideal graduate of A.L.L. embodies the qualities of a confident caring self, effective communicator, conscious learner, committed person, powerful problem solver, and community leader.

Expeditionary Learning Outward Bound (ELOB) frames the learning methodology for children and adults. This methodology emphasizes learning by doing, with a focus on character growth, teamwork, reflection, and literacy. Teachers connect high-quality academic learning to adventure, service, and character development through a variety of interdisciplinary, project-based learning expeditions.

McREL Standards and Benchmarks are designed into learning expeditions that challenge all learners to know, do, understand, and grow in meaningful and engaging ways. Every adult within the A.L.L. community is called to a deep and active commitment to the formation of the children of the academy in the values, ideas, and skills of the ideal graduate, ELOB principles, and McREL standards.

The staff believes that healthy children and well-functioning families are key to improved learning success in school. The academy's Family Services Center provides social services, health referral, and Manpower Corporation online adult education courses and job placement for parents and older siblings of its students.

The academy is building 21,000 square feet of new classroom space attached to the LaVarnway Boys and Girls Club. In partnership with the Boys and Girls Club, full wraparound services will be provided to children and families from 6:30 A.M. until 9:00 P.M. This new building is the first of three small schools on a common campus. The first school will enroll 65 children from birth to five years in its early childhood center and 150 first through eighth graders in the elementary program. Classes range in size from 15 to 20 students. At full capacity, the academy's total enrollment will be 645 children in three small schools; the full learning campus will be completed by fall 2007.

## **58. Milwaukee, Carter Charter School of Excellence**

Est. 2003

2001 West Vliet Street  
Milwaukee, WI 53205-1943  
Debra Kenner Klepp  
414-933-4044  
debrakenner@aol.com

Milwaukee Public Schools  
William G. Andrekopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

The Carter Charter School of Excellence, located in the central city of Milwaukee, serves 200 elementary students in prekindergarten through fifth grade. The school's current student population is predominately African American from families residing in the central city of Milwaukee. The majority of the students have significant academic or behavior risk factors. Students participate in inclusive, multiage, flexible groupings in classrooms with low student-to-teacher ratios.

An African-centered education and socialization approach is used that emphasizes understanding of one's heritage, culture, values, and traditions as a way to build character and achievement. The theory of multiple intelligences is the basis of the teaching methodology, accommodating individual learning styles and promoting the desire for optimal achievement. The African-centered approach is integrated and infused in the core subject curricula areas of the district, with major emphasis on early learning, literacy, language arts, and mathematics. In addition, daily instruction delivery includes the arts (music, visual arts, performing arts) and art education; science, offering hands-on discovery methods in a science laboratory; and computer technology education.

Operating on a year-round calendar, the school also has an extended instructional day to accomplish the school objectives to reduce the achievement gap of at-risk students and surpass the district performance proficiencies.

## **59. Milwaukee, Fairview School**

Est. 2001

6500 West Kinnickinnic River Parkway  
Milwaukee, WI 53219-3099  
Jacqueline Scudder  
414-546-7700  
scuddejx@mail.milwaukee.k12.wi.us

Milwaukee Public Schools  
William G. Andrekopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

Fairview School is a partnership of families, staff, and community that educates 628 students in grades K4-6. It celebrates the diversity of the population and the uniqueness of each individual through a multicultural curriculum, individualized programming, and cooperative learning. A rigorous basic curriculum together with a positive school climate, outstanding programming in art and music, and technology options enables the school to modify and adapt learning experiences to make every student successful. Positive relationships are developed between the oldest and youngest students through mentoring and role-modeling activities.

Parental support and enrichment activities strengthen programming. The Fairview School Governance Council has a strong voice in directing and maintaining the focus of our educational environment. The Fairview PTA supports the educational programming and sponsors family activities.

## **60. Milwaukee, Gustav A. Fritsche Middle School**

Est. 1999

2969 South Howell Avenue  
Milwaukee, WI 53207-2093  
Robin Kitzrow  
414-294-1000  
kitzrora@mail.milwaukee.k12.wi.us

The vision of the Gustav A. Fritsche Middle School is to prepare 1,020 students in grades 6-8 to earn a living, become active citizens of this country and the world, and pursue lifelong learning using the investigative learning model. Program objectives provide a unique, attractive, educational alternative for parents who might otherwise choose another school.

The emphasis in the investigative learning program is to create a developmentally appropriate, active, intentional, reflective, and collaborative learning environment in which learning is contextualized and self-selected. The curriculum and instructional practices transcend the focus on traditional school subjects, increase the acquisition of knowledge, develop intellectual

Milwaukee Public Schools  
William G. Andrekopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

skills, and enlarge understanding of ideas and values. Literacy across the curriculum is promoted through authentic writing experiences and integration of technology in the curriculum.

The instructional goals are based on the principles of a rigorous standards-based curriculum. The charter school's focus on academic rigor, higher-order thinking skills, and equity is a detailed part of the education plan.

## **61. Milwaukee, Highland Community School**

**Est. 1996**

3030 West Highland Boulevard  
Milwaukee, WI 53208  
Kathy Ronco  
414-342-1412  
hcommunityschl@wi.rr.com

Milwaukee Public Schools  
William G. Andrekopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

In 1996, Highland Community School became Milwaukee's first charter school. Highland is a neighborhood-based, parent-run, early-childhood Montessori program. The mission of Highland Community School is to provide quality Montessori education and a nurturing environment for economically and culturally diverse groups of children and their families on Milwaukee's west side; to empower parents to become responsible for and involved with their children's education; and to be a force for change in education, the community, and society.

Highland Community School currently provides 130 children in grades K3-3 with a Montessori education that prepares them to excel wherever they go. The educational program is based on a child's inborn desire to learn and is specifically designed to complement the natural interests and strengths unique to each stage of his or her development.

Because the school is parent-run, it creates a nurturing environment for children and adults and empowers parents to become responsible for and involved in their children's education. Parent involvement drives the school, with Highland parents delivering over 3,000 hours of service to the school each year and a parent board directing every aspect of Highland's operations. Because Highland is a community-based school, it provides support and stability for the entire family and the surrounding community.

## **62. Milwaukee, I.D.E.A.L. Charter School**

**Est. 2001**

4965 South 20th Street  
Milwaukee, WI 53221-2859  
Barbara Ernest  
414-304-6200  
babernie@hotmail.com

Milwaukee Public Schools  
William G. Andrekopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

I.D.E.A.L. (Individualized Developmental Educational Approaches to Learning) Charter School, which opened during the 2001-2002 school year, is an instrumentality charter with a diverse grades K4-8 student population. Parents, teachers, and community members who believe in individualized, developmental education joined together to create I.D.E.A.L. Students, parents, and staff have ownership of the program.

Flexible groupings, a child-centered curriculum, integration of subject matter, active learning, and exploration are the cornerstones of I.D.E.A.L.'s educational plan. I.D.E.A.L. offers real-life educational experiences, extended day programs, and recreational opportunities to students and their families through collaboration with community businesses and agencies. I.D.E.A.L. has established a not-for-profit cooperative as one major portion of its governance structure. I.D.E.A.L. is built around five important constructs:

1. multiaged, inclusive classrooms
2. a shared-governance model
3. active engagement in meaningful learning
4. assessment by performance, product, and demonstration
5. community involvement

Through charter status, I.D.E.A.L. can meet these constructs in creative and flexible ways.

### **63. Milwaukee, La Causa Charter School**

Est. 2003

1643 South Second Street  
Milwaukee, WI 53204-2905  
Rose Martin  
414-902-1660  
roseml@lacausa.org

Milwaukee Public Schools  
William G. Andrekopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

La Causa Charter School opened as a charter school in September, 2003 and serves 370 students in grades K4–7. The addition of eighth grade is scheduled for the 2005–2006 school year.

The school is a neighborhood school in a predominately Hispanic community. Although the school serves a diverse population, including African American, Caucasian, and other cultures, the majority of students come from homes in which English is not the native language. At La Causa, a student's native language is cherished, valued, and used as students are provided with an excellent multilingual and multicultural education. La Causa has a diverse staff to meet children's needs, both linguistic and cultural. La Causa's bilingual and English-as-a-second-language (ESL) programs are crucial to its student population.

La Causa Charter School adheres to the DPI's academic standards and Milwaukee Public Schools learning targets. In addition, La Causa has an art gallery within the school. This business component, especially for the older students, permits the incorporation of business skills such as marketing and accounting into the curriculum. Furthermore, a full-time gym teacher, music teacher, Spanish-as-a-second-language (ESL) teacher, reading specialist, and computer teacher are on staff.

Many parents attend classes such as GED, ESL, computers, and adult basic education, which are offered at La Causa. Continuous effort is made to involve parents in their children's learning at home, and the school provides many programs to assist parents. These include: Parents as Partners, grade level meetings with parents at the beginning of the year, and communication through newsletters, notes, conferences, home visits, and telephone calls.

The La Causa staff is committed to working with local agencies to serve the needs of families and has worked extensively with Alverno College. As a result, Alverno student nurses are at La Causa two days a week. In addition, Milwaukee Area Technical College classes are provided to parents at the school. The Milwaukee Symphony Orchestra performs at La Causa, and members of the orchestra provide individual lessons to some students. La Causa prides itself in its active community collaboration.

### **64. Milwaukee Leadership Training Center**

Est. 2001

2360 North 52nd Street  
Milwaukee, WI 53210-2701  
Leslie Seib  
414-874-8588  
seibla@mail.milwaukee.k12.wi.us

Milwaukee Public Schools  
William G. Andrekopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

The Milwaukee Leadership Training Center (MLTC) is a noninstrumentality charter school of Milwaukee Public Schools that serves at-risk boys and girls in grades 5–10. The MLTC offers a highly structured and disciplined learning environment offering experiential, vocational, and technology-based programming that combines a philosophy and practice of nonviolence with leadership training strategies taken from the U.S. Military.

## **65. Milwaukee, Learning Enterprise Vocational Training Institute**

**Est. 2001**

8920 West Brown Deer Road  
Milwaukee, WI 53224  
Kathy A. Harrell-Patterson  
414-362-9710  
kharre8210@mail.milwaukee.k12.wi.us

Milwaukee Public Schools  
William G. Andrekopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

The Learning Enterprise Vocational Training Institute was created to respond to the needs of students not motivated in the traditional school setting. The school offers vocational training in fashion and design, carpentry, cosmetology, print and graphics, and auto detailing to students in grades 11–12 who have completed their entire core curriculum and only have electives to complete toward high school graduation.

The cosmetology component is a licensed beauty shop that meets all the requirements of the state to prepare the students for the Wisconsin State Boards. Students in auto detailing, carpentry, and fashion and design earn certification through the Milwaukee Area Technical College as licensed auto detailers, carpenters, and fashion designers. Students in the graphics program receive certification in various software, such as Microsoft Word, Microsoft Excel, PhotoShop, PageMaker, Quark, and Web Page Design.

The Learning Enterprise Vocational Training Institute believes that the hands-on, experiential education provided by these vocational classes will provide meaningful learning to the students and prepare them for careers after high school.

## **66. Milwaukee, Malcolm X Academy**

**Est. 2002**

2760 North 1st Street  
Milwaukee, WI 53212-2402  
Lonnie Anderson  
414-267-8600  
anderslj@mail.milwaukee.k12.wi.us

Milwaukee Public Schools  
William G. Andrekopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

The Malcolm X Academy (MXA) sought charter status within the instrumentality of the Milwaukee Public Schools to create a more innovative, flexible program to accommodate the needs of at-risk students in grades 6–10.

The MXA curriculum serves as a driving force in the school program by using each element of the Nguzo Saba, the seven Kwanzaa Principles. Developed by Dr. Maulana Karenga, the Nguzo Saba stand at the heart of the origin and meaning of an effective philosophy of each person's relationship to the community in which he or she exists. Recognizing the powerful effect of values on children's decision making and behavior, the school sees these principles as central to its students' potential for success and overall understanding of the world. The entire philosophy that governs MXA's educational approach is embodied by the following principles: Ujoma (unity), Kujichagulia (self-determination), Ujima (collective work and responsibility), Ujamaa (cooperative economics), Nia (purpose), Kuumba (creativity), and Imani (faith).

The MXA Communication Department has adopted SRA Direct Instruction for both reading and writing. SRA Direct Instruction refers to a highly scripted method for teaching that provides constant teacher–student interaction.

The Malcolm X Academy offers extended-day programming to provide highly at-risk students intervention activities in which to participate during highly vulnerable times (3:00–6:00 P.M.), as well as provide more time for students to be assisted with academic deficits that hinder proficient or advance performance on classroom, district, and state assessments. By adopting SRA Direct Instruction and providing an extended-day program, MXA offers the majority of students who come to the school academically deficient an opportunity to make rapid gains in reading, while attaining appropriate grade-level readiness.

## 67. Milwaukee, New Hope Institute of Science and Technology

Est. 2003

1501 South Layton Boulevard  
Milwaukee, WI 53215  
Rosella Tucker  
414-527-1733  
newhope2003@sbcglobal.net

Milwaukee Public Schools  
William G. Andrekopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

The New Hope Institute of Science and Technology (NHIST) assumes that all students can learn and that all people learn differently. Therefore, all students at NHIST work to discover their own learning strengths, develop compensation strategies for their weaknesses, and become advocates for themselves as learners. Students, who are the critical stakeholders in the process of education, have an input in creating the culture of the school, thereby developing ownership and influence for their learning environment.

The New Hope Institute of Science and Technology takes a systems approach to supporting students. This means that the school staff works closely with each student and his or her parents and with outside professionals as necessary to strategize plans and coordinate efforts. The NHIST philosophy is strongly rooted in the African proverb, "It takes the whole village to raise the child."

The New Hope Institute of Science and Technology employs effective strategies such as the following to ensure student success:

1. A clearly stated mission and discipline code.
2. Extended school day so that students have more time in the classroom spending more time on their course work.
3. High expectation of its students (grades 6–12) for high academic achievement in school and postsecondary education.
4. College prep academics using project-based learning and a strong emphasis on science, math, and technology.
5. Small school with small class sizes—a maximum teacher–student ratio of 1 to 15—to enhance communication and trust and to provide a family environment, where students are personally known and teachers have opportunities to interact and improve their instructional practices. Faculty have primary autonomy in establishing their curriculum and determining their course content in alignment with the Wisconsin State Standards.
6. A caring faculty and staff committed to having each student succeed. All staff act as mentors or role models, providing guidance and support for students.
7. A learning program specific to the students' expectations and learning styles. This includes individualized instruction using NovaNet Educational Software Program, in which each student uses computer-assisted individualized lessons. These lessons allow the students flexibility with the curriculum and focus on a one-to-one learning environment.
8. Continuous staff development aligned with the mission and academic standards. For example, teachers attend yearly conferences and workshops pertaining to reaching the untapped potential of at-risk youth.
9. Instructional technologies such as computers. The Internet, television, and video discs provide instruction delivery to engage students in authentic learning, address multiple intelligences, and adapt to students' different learning styles.
10. Precollege and advanced placement courses to prepare students for postsecondary education.
11. Parental involvement that goes beyond focusing on informing parents about school programs, to activities that offer parents opportunities for broader levels of involvement. Parents are part of the advisory board and the disciplinary committee, and parents volunteer as classroom aides and with security and also help in fund-raising events.

The academic program stresses critical thinking and problem-solving skills and focuses on providing information that fosters multiple viewpoints.

To graduate from NHIST, students have to demonstrate competencies in English, mathematics, science, and social studies.

### **68. Milwaukee, Northern Star School**

Est. 2002

8135 West Florist Avenue  
Milwaukee, WI 53218  
Valerie Benton-Davis  
414-393-6183  
vbenton@wi.rr.com

Milwaukee Public Schools  
William G. Andreopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

The mission of Northern Star is to provide students in grades 6–10 with an academic program that includes lifelong learning skills, hands-on advanced technology, and access to community and business resources and opportunities that they need to succeed.

The purpose of Northern Star is to provide students who are on the verge of dropping out of school or have already dropped out the opportunity to complete middle school, move on to high school, and become active participants in society. Goals of the year-round program are to have students complete eighth grade, improve attendance, earn high school credits, and pass mandated proficiency tests.

Northern Star provides instruction in math, science, English and reading, social studies, and history. It offers individualized and group computer-assisted instruction in its computer lab. KidBiz.com and TCA (Technology, Community, Arts) are some of the academic programs at Northern Star.

### **69. Milwaukee, Phoenix Charter School**

Est. 2001

3620 North 18th Street  
Milwaukee, WI 53206-2399  
Michael Endress  
414-875-6438  
endresme@mail.milwaukee.k12.wi.us

Milwaukee Public Schools  
William G. Andreopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

Phoenix School serves 150 high school students in grades 9–12. Approximately 70 percent of students receive free or reduced lunch, 60 percent are at risk, and 85 percent are minority.

Within each of the core subjects, learning takes place through thematic, interdisciplinary, and project-based learning. The school uses a full inclusion model, and special-needs students also participate in community work experiences. Decisions are guided by the Circle of Courage philosophy, which includes Belonging, Mastery, Independence, and Generosity. Circle of Courage is a framework for the operation of the school. The behavior system and the method of instruction are designed to remind students that they are valued. Project-based learning allows students to experience success in each class. Students are expected to participate in 30 hours of community service or service learning each year.

Evaluation includes traditional tests, performance tasks, projects, oral presentations, one-on-one discussions, written papers, and a presentation of a learning portfolio to a panel composed of a community member, a cohort teacher, a peer from the cohort, and the parent, guardian, or significant adult. The panel evaluates the current level of performance and provides feedback to the student with recommendations for improvement.

### **70. Milwaukee, Professional Learning Institute**

Est. 2003

4965 South 20th Street  
Milwaukee, WI 53221-2859  
Stafford Kramer  
414-304-6180  
kramersj@mail.milwaukee.k12.wi.us

The Professional Learning Institute is working to produce graduates so well versed in the process of their own learning that they will be considered professional learners. Students in grades 9–11 are being prepared for college, university, and/or careers. Our goal is achieved through the use of: (1) an individualized curriculum for each student, based on the students' career interests; (2) internships that provide a mentor relationship, as well as opportunities to develop skills and knowledge in situations where they will actually be used; (3) projects designed to resolve problems or improve situations observed at their internship site; (4) exhibitions where students

Milwaukee Public Schools  
William G. Andrekopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

Est. 2001

1547 North 14th Street  
Milwaukee, WI 53205-2109  
Janel Howard-Hawkins  
414-935-1500  
howardjl@mail.milwaukee.k12.wi.us

Milwaukee Public Schools  
William G. Andrekopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

Est. 2001

6415 West Mount Vernon Avenue  
Milwaukee, WI 53213-4099  
Myron Cain  
414-256-8200  
juneauhighschool@yahoo.com

Milwaukee Public Schools  
William G. Andrekopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

Est. 2001

3025 West Oklahoma Avenue  
Milwaukee, WI 53215  
Marcia Spector  
414-389-5575  
mspector@seedsofhealth.org

present projects to advisors, parents, and mentors for evaluation and self-assessment. A small student/advisor ratio facilitates strong, supportive relationships among students, parents, mentors, and advisors. State and district educational standards are incorporated into the project-driven curriculum in order for students to master the skills necessary for their future educational pursuits and career choices.

### **71. Milwaukee, Siefert Charter School**

Siefert Elementary School, located in a near north-side neighborhood of Milwaukee, serves approximately 500 regular students and exceptional education students from Head Start through fifth grade. The population includes 95 percent African American, 1.4 percent Asian, 1 percent Hispanic, 0.4 percent Caucasian, 0.2 percent Native American, and 1.8 percent other. With a mobility rate of 35 percent, 95 percent or more of the students qualify for free or reduced lunch.

Siefert Elementary School was granted charter status for the 2001–2002 school term. Efforts are focused primarily on SRA Direct Instruction, Efficacy, and Total Quality Education (TQE). SRA Direct Instruction provides systematic reading instruction that accelerates student development. Through Koalaty Kid school status and training, the tools and processes of the business industry to assess, monitor, and adapt practices are used to ensure high-quality instruction. Siefert continues to build meaningful partnerships with families and with the community. The school collaborates with organizations, such as the House of Peace, to provide services for residents in the neighborhood.

### **72. Milwaukee, Solomon Juneau Business High School**

Juneau is the first traditional Wisconsin public high school to convert to charter school status. Students in grades 9–12 are served. An intersession program allows Juneau to break the school year into three segments. In the fall semester, students take six classes of 57 minutes, and the semester ends before winter break in December; spring semester begins at the end of February. In between is a 33-day intersession. During intersession, students take only three classes in blocks of 113 minutes.

Intersession allows students who failed basic classes during the fall semester to retake those classes and be back on track for the spring semester. For other classes, students engage in project-oriented class work and extensive off-campus studies.

### **73. Milwaukee, The Veritas High School**

The Veritas High School converted to a charter school in September 2001 and serves 150 students in grades 9–12. The Veritas High School provides children with a coordinated, classical academic program modeled after the work of Victor Frankel and Mortimer Adler. The curriculum's academic focus is on answering six great philosophical questions: What is truth? What is justice? What is liberty? What is beauty? What is equality? What is goodness?

Milwaukee Public Schools  
William G. Andreopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

Est. 2000

1712 South 32nd Street  
Milwaukee, WI 53215-2104  
Connie Govani  
414-902-7506  
govanicr@mail.milwaukee.k12.wi.us

Milwaukee Public Schools  
William G. Andreopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

Est. 2000

1945 North 31st Street  
Milwaukee, WI 53208-1902  
James Sonnenberg  
414-934-5000  
doberste@mail.milwaukee.k12.wi.us

Milwaukee Public Schools  
William G. Andreopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

Est. 2001

4382 South 3rd Street  
Milwaukee, WI 53207-4999  
Robin Kitzrow  
414-294-1400  
fosterma@milwaukee.k12.org

Children work in Socratic seminars, research individual projects, complete team projects, share in dialogue groups, participate in formal presentations, and work in the community. Student assessment includes external evaluation by teachers and others based on criteria, rubrics, and standards that relate to high performance in a competitive and cooperative society. It also requires students to self-assess by examining their aspirations, skills, and attitudes based on their decisions and performance.

#### **74. Milwaukee, Walker International Middle School**

Walker International Middle School is located in an ethnically mixed neighborhood and serves a diverse population that is one-third Hispanic, one-third African American, and one-fourth Caucasian, along with Asian and Native American students. The school's programs serve the spectrum of at-risk to academically talented students in grades 6-8.

Walker International Middle School's charter proposal is based on Colin Powell's initiative, America's Promise. This initiative believes that for children to be successful, five pieces in a child's life must be present. Walker seeks to be sure that all of its students receive these five pieces: a healthy start, a safe place, marketable skills, mentoring, and community service.

#### **75. Milwaukee, Westside Academy I/II**

Westside Academy serves approximately 900 students from Head Start through eighth grade. At Westside Academy the goal is to provide instruction that will enable all students to have a successful academic career and be on their way to becoming productive citizens of society. Students entering the school are evaluated to determine their instructional level and then placed in an instructional setting to best serve their needs. To assist classroom teachers, Westside Academy has a team of "focus" teachers to provide supplemental instruction and intensive remedial instruction as needed. Westside Academy has also developed a character-building program with a structured and nurturing environment that teaches responsibility and self-discipline. Both a Saturday academy and a summer academy offer opportunities for students to receive remedial or accelerated instruction.

#### **76. Milwaukee, Whittier Elementary School**

Whittier Elementary School is a grades K4-5 educational learning center. A four-block reading and language arts model accommodates the learning styles and abilities of students. Math instruction consists of an integration of investigations and a comprehensive series that addresses basic skills. Hands-on science is taught throughout each grade level, with an emphasis on the scientific discovery method. Social studies instruction focuses on awareness and understanding of the world, as well as appreciation of diverse

Milwaukee Public Schools  
William G. Andreopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

cultures. The use of technology is an integral part of instruction. Whittier Elementary School offers the Whittier Challenge program, a summer program designed to be an alternative to retention.

## 77. Milwaukee, Wings Academy

Est. 2002

1501 South Layton Boulevard  
Milwaukee, WI 53215  
Dani LaPorte  
414-431-1356  
danielle.laporte@marquette.edu

Milwaukee Public Schools  
William G. Andreopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

Wings is a small school with an alternative calendar and is designed to serve nontraditional students in grades 4–11 who have experienced school failure because of problems learning to read, spell, write, perform mathematical concepts, and organize themselves. Wings meets the needs of all students, but in particular, those who have experienced difficulty learning. Potential Wings students may have been identified as having a learning disability or have a history of school failure (at-risk students). Wings is an alternative for students whose educational needs have not been met through traditional methods of education.

Wings uses several approaches to accomplish the goal of appropriately educating students who learn differently. The Orton-Gillingham and Lindamood-Bell methods are used to address literacy. These are explicit, established, researched methods that are supported by the National Institute of Child Health and Human Development as appropriate means of teaching reading (including comprehension) and spelling to students with learning disabilities. Math is also addressed in an explicit, systematic manner with an emphasis on real-life applications. The content areas are taught through the arts and a project-based approach created and implemented at the Lab School of Washington, D.C., a private school for students who learn differently. This approach features a developmentally appropriate, multisensory model that incorporates the arts and the principles of the multiple intelligences in order to teach students concepts that would, in a traditional school, be largely presented in a lecture format, a format that excludes many students with learning differences from the educational process.

Wings also believes in the “healthy body, healthy mind” axiom. In an effort to increase student awareness and to develop healthy habits, Wings encourages peaceful conflict resolution, healthy eating, and regular exercise. It is Wings’s intention to address the needs of the whole child with this combined emphasis on appropriate academic instruction, social skills, and healthy choices.

## 78. Milwaukee, Wisconsin Career Academy

Est. 2000

4801 South 2nd Street  
Milwaukee, WI 53207  
Tarik Celik  
414-483-2117  
celik@wiscca.org

The Wisconsin Career Academy (WCA) is contracted by the Milwaukee Board of School Directors as a noninstrumentality charter school. Wisconsin Career Academy is a small, structured school, with an enrollment of 350 students in grades 6–12.

The mission of WCA is to create an environment of learning and continuous growth for students, parents, and teachers to reach their highest potential—intellectually, socially, emotionally, and physically. Wisconsin Career Academy has a rigorous math and science curriculum. Science projects

Milwaukee Public Schools  
William G. Andrekopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

and fairs, preparation for and active participation in national contests, communication and leadership development programs, and cooperation with area universities are key elements of WCA's student-centered educational program. Seminars, panels, and training sections by professionals for effective parenting and leadership are offered to parents, and branch development groups help teachers stay current with advances in their subject matter. Wisconsin Career Academy seeks a diverse student body and offers its students both excellence and equity in education. The school's goal is to reduce achievement gaps and promote mastery of basic knowledge and skills required for academic achievement.

### **79. University of Wisconsin–Milwaukee, Milwaukee Academy of Science**

Est. 2000

2000 West Kilbourn Avenue  
Milwaukee, WI 53233  
Tracey Sparrow  
414-933-0302  
tsparrow@milwaukee.edisonschools.com

University of Wisconsin–Milwaukee  
Robert Kattman  
P.O. Box 413  
Milwaukee, WI 53201  
414-229-4682  
rkattman@uwm.edu

The Milwaukee Academy of Science serves 850 students in grades K4–8. The students come from all areas of Milwaukee, although the majority of students are residents of the central city. Approximately 95 percent are African American, 1 percent are Caucasian, and the remaining 4 percent are Hispanic, Asian American, and multiracial. Approximately 91 percent of students qualify for free or reduced meals.

The school offers a longer school day and school year, as well as a strong technology focus. The curriculum covers five domains: humanities and the arts, mathematics and science, character and ethics, health and physical fitness, and practical arts and skills. At the Milwaukee Academy of Science, a special emphasis is placed on science, through its unique partnership with the Milwaukee Science Education Consortium. The academy contracts with Edison Schools, Inc.

### **80. University of Wisconsin–Milwaukee, Milwaukee College Preparatory School of Wisconsin**

Est. 2002

2449 North 36th Street  
Milwaukee, WI 53210-3040  
Robert Rauh  
414-445-8020  
rrauh@milcollegeprep.com

University of Wisconsin–Milwaukee  
Robert Kattman  
P.O. Box 413  
Milwaukee, WI 53201  
414-229-4682  
rkattman@uwm.edu

An unrelenting focus on academic achievement and character development is the cornerstone of Milwaukee College Preparatory School (MCPS). We embrace an educational philosophy of love and hard work coupled with a college-bound curriculum grounded in basic skills, rich literature, and moral values. In partnership with parents, we provide a nurturing environment of high expectations and accountability that equips all students with the skills to determine their success in life.

MCPS is a school of uncompromising academic and social expectations. In addition to a core curriculum of phonics, reading, poetry, vocabulary, foreign language, and mathematics, MCPS offers a cocurricular program twice a week.

MCPS went by the name of Marva Collins Preparatory School from its inauguration through December 31, 2004. As of January 1, 2005, the school's license agreement with Mrs. Collins was terminated and the school chose to rename itself Milwaukee College Preparatory School. The academic program, high social expectations, and overall mission of the school remains the same.

## **81. University of Wisconsin–Milwaukee, School for Early Development and Achievement**

Est. 2001

1905 West Wisconsin Avenue  
Milwaukee, WI 53233  
Gena Stezala  
414-342-4008  
gstezala@mcfi.net

University of Wisconsin–Milwaukee  
Robert Kattman  
P.O. Box 413  
Milwaukee, WI 53201  
414-229-4682  
rkattman@uwm.edu

The mission of the School for Early Development and Achievement (SEDA) is to dramatically increase developmental competencies and educational achievement of children from prekindergarten through first grade, with emphasis on children with special needs. Children who are developing normally can benefit from the enriched environment provided in this full-inclusion school.

The school accommodates the growing number of children with special needs by offering (1) an individualized educational plan for every child, (2) a transdisciplinary model viewing parents and staff as partners in the educational process, and (3) a coordinated array of expert resources from a range of disciplinary perspectives to provide comprehensive service delivery.

The School for Early Development and Achievement opened its doors to 40 children, ages three to five, on September 4, 2001. SEDA currently serves 71 children in grades K3–first grade, offering small class sizes and a transdisciplinary approach to curriculum, instruction, and assessment. Future plans include the creation of a child care setting, allowing SEDA to serve the full spectrum of early childhood students and their families.

## **82. University of Wisconsin–Milwaukee, Urban League Academy of Business and Economics**

Est. 2001

3814 West North Avenue  
Milwaukee, WI 53208  
William Polite  
414-615-3915  
wilpolite@milwaukee2.edisonschools.com

University of Wisconsin–Milwaukee  
Robert Kattman  
P.O. Box 413  
Milwaukee, WI 53201  
414-229-4682  
rkattman@uwm.edu

The Milwaukee Urban League Academy of Business and Economics serves a predominately urban, culturally diverse, disadvantaged, and at-risk population of children.

In the primary and elementary grades, the academy focuses on themes relating to personal finance and basic entrepreneurship. Students learn skills such as basic banking, personal budgeting, and problem solving. In the junior and senior grades, students graduate to more advanced business and financial topics, including basic investing and personal financial planning, economics, finance, and marketing. The academy contracts with Edison Schools, Inc., a private manager of public schools, to serve 1,500 Milwaukee students in grades K–12.

Under the terms of the partnership, 70 percent of the school's curriculum is based on the Edison model, and the remaining 30 percent has been designed jointly by The Milwaukee Urban League, Edison Schools curriculum directors, and the school's teachers, educational leadership, and parents.

## **83. University of Wisconsin–Milwaukee, YMCA Young Leaders Academy**

Est. 2002

1350 West North Avenue  
Milwaukee, WI 53205-1257  
Ronn Johnson  
414-374-9400  
rjohnson.ns@ymcamke.org

The north-side YMCA Young Leaders Academy is located at 1350 West North Avenue (corner of North and Teutonia Avenues) in the heart of Milwaukee's central city. The school serves 450 children, grades K–8. It offers wraparound services such as before- and after-school programs, youth sports, and youth development programs in the adjacent YMCA.

The mission of the YMCA Young Leaders Academy is to open the portals of opportunity for children and adults in the Milwaukee community through

University of Wisconsin–Milwaukee  
Robert Kattman  
P.O. Box 413  
Milwaukee, WI 53201  
414-229-4682  
rkattman@uwm.edu

excellence in public education. The school's educational vision is to provide a curriculum that integrates leadership development with traditional academics to prepare students to be well-informed, participating members of society.

The academy's educational goal is to prepare students to be creative, intuitive, and analytical thinkers. The school empowers students to learn by fostering their development as independent thinkers. Proven methods are used to increase student performance including small class sizes, a longer school day and year, use of technology, a rigorous morning curriculum devoted to the basics, and keeping teachers with the same students for two or three years.

#### **84. Monona Grove Alternative High School**

Est. 1998

4400 Monona Drive  
Monona, WI 53716-1097  
Paul Brost  
608-221-7666  
paul\_brost@mononagrove.org

Monona Grove Alternative High School began as an alternative learning environment for nine high school students struggling in the traditional school setting. In the 1999–2000 school year, the school doubled in size to serve 18 students in grades 10–12. The school's mission is to provide a more flexible approach to learning, allowing students to attain their goal of high school graduation and to earn a Monona Grove High School diploma.

Monona Grove School District  
Gary Schumacher  
5301 Monona Drive  
Monona, WI 53716-3126  
608-221-7660  
gary\_schumacher@mononagrove.org

#### **85. Monroe Alternative Charter School**

Est. 1998

1220 16th Avenue  
Monroe, WI 53566-1763  
Daniel Bauer  
608-328-7128  
dan.bauer@monroe.k12.wi.us

The Monroe Alternative Charter School serves 50 at-risk students in grades 9–12, with eight staff members. The school is designed to serve students who are having problems in school because of truancy, poor grades, depression, alcohol and other drug abuse, attention deficit hyperactivity disorder, lack of motivation, and behavior problems. The objective of this charter school is to develop all students to their highest potential and to prepare them for lifelong learning, challenge, responsibility, and opportunity.

Monroe School District  
Edward Van Ravenstein  
925 16th Avenue, Suite 3  
Monroe, WI 53566-1763  
608-328-7171  
ed.vanravenstein@monroe.k12.wi.us

## **86. Monroe Independent Education Charter High School**

Est. 2003

1220 16th Avenue  
Monroe, WI 53566-1763  
Daniel Bauer  
608-328-7128  
dan.bauer@monroe.k12.wi.us

Monroe School District  
Edward Van Ravenstein  
925 16th Avenue, Suite 3  
Monroe, WI 53566-1763  
608-328-7171  
ed.vanravenstein@monroe.k12.wi.us

The Monroe Independent Education Charter High School opened in August 2002 and was approved for charter school status in January 2003. The school offers a 22-credit Monroe Board of Education–approved high school diploma for students in grades 9–12.

Students enrolled in the charter school can choose from a variety of options to meet their individual needs. These credit options include online courses, print-based courses, work-based credit options, service learning for credit, off-campus physical education, and enrollment in Monroe High School courses. Courses offered through the charter school use curriculum material from the following: University of Nebraska On-line High School (with more than 160 print-based and online courses available in 14 subject areas), the University of Missouri On-line High School (with more than 150 online and print-based courses available), Class.com (with online classes aligned to Wisconsin State Standards), Monroe High School classroom courses, APEX Learning and Advance Placement online courses, off-campus credit-for-work service learning, and physical education.

The charter school serves both Monroe and out-of-district students who fall into one or more of the following categories: students who are expelled, students considered to be a safety risk within the traditional school setting, students with medical needs who cannot attend the traditional school setting, school-age parents, married students, self-supporting students with factors that interfere with traditional school enrollment, homebound students, students ages 18–21 who need credits to complete their high school diploma, students who are credit-deficient and wish to complete their high school diploma, students who will be out of the district for an extended period of time, students with needs for accelerated curriculum, home-schooled students, and students with extraordinary needs. Since opening, the charter school has served 25 students. Six of these students were from other districts with 66.30 tuition agreements with the Monroe Schools.

The school is located in a large two-room facility, which includes space for small group instruction, one-on-one instruction, eight computers, a resource library, and a conference area. A full-time teacher and a part-time learning disabilities teacher staff the school. The staff also includes a part-time secretary.

Students awarded a Monroe Independent Education Charter High School diploma must satisfactorily complete at least 13.5 required credits and 8.5 elective credits, for a 22-credit diploma.

The school allows transfer credit from students who have been home-schooled and students who have attended other schools. The school operates year-round, with the teaching staff having extended year contracts. The many credit options available to students allow for maximum flexibility in working toward graduation. This flexibility allows the charter school to better meet the needs of its students.

## **87. Neillsville, Clark County Charter School**

Est. 1998

1115 West 4th Street, Suite A  
Neillsville, WI 54456  
Kelly Timmons  
715-743-7443  
ktimmons@cesa10.k12.wi.us

The Clark County Charter School was established as a partnership between the Neillsville and Granton school districts, Chippewa Valley Technical College, the Clark County Job Center and Private Industry Council, and Cooperative Educational Service Agency 10 (CESA 10). The school was established in 1994 and chartered in 1998 to meet the needs of approximately 25 at-risk high school students in grades 9–12.

Neillsville School District  
John Gaier  
614 East 5th Street  
Neillsville, WI 54456-2026  
715-743-3323  
jgaier@neillsville.k12.wi.us

The charter school is located in the same facility as the Clark County Job Center and Chippewa Valley Technical College, making for a functional and active partnership.

## 88. New Lisbon, Juneau County Charter School

Est. 1999

N11003 17th Avenue  
Necedah, WI 54646  
Michele Yates-Wickus  
608-742-8811  
yatesm@cesa5.k12.wi.us

New Lisbon School District  
Jon Turnell  
500 South Forest Street  
New Lisbon, WI 53950-0205  
608-562-3700  
jturnell@newlisbon.k12.wi.us

The Juneau County Charter School is a collaboration of Juneau County Schools, consisting of the Mauston, Wonewoc, Necedah, New Lisbon, and Elroy-Kendall-Wilton school districts. This project was initiated as a local attempt to provide educational opportunities to disengaged students of Juneau County in grades 7–12. The school focuses on service learning, career exploration, basic academic competencies, confronting individual barriers, and family involvement.

Desired outcomes of the Juneau County Charter School include decreases in students' community problems through courts, law enforcement, and social services involvement; completion of an educational program or successful transition to postsecondary programming or employment; and reintegration of this population into a traditional, vocational, or educational program. The school is designed to address these goals and meet the needs of students by remedying education lags, increasing motivation, addressing family issues, and improving deficits in thinking skills that have caused problems for the students.

A secondary outcome includes an improvement in the quality of life for both the students and their families through academic and vocational growth and increased personal responsibility for their decisions and behavior. It is believed that through this format, the students in Juneau County Charter School will be viewed by community members as resources, not problems.

## 89. New London, CASTLE Learning Center

Est. 2002

1700 Klatt Road  
New London, WI 54961-8603  
Randy Marsh  
920-982-8420  
rmarsh@newlondon.k12.wi.us

New London School District  
Bill Fitzpatrick  
901 West Washington Street  
New London, WI 54961-1698  
920-982-8530  
bfitzpat@newlondon.k12.wi.us

The mission of the CASTLE (Challenging All Students to Learn Effectively) Learning Center is to develop individuals who value learning and who are goal oriented, productive, and caring by providing diverse, effective educational experiences through school, family, and community partnerships.

The CASTLE Learning Center is a school within a school established to meet the individual learning styles, abilities, and needs of students in the New London School District.

The CASTLE Learning Center provides an integrated curriculum for students in grades 7–12 whose needs are not currently being met in the traditional setting. Students may be enrolled in one or more of the following three components:

- prevention cross-curricular component for at-risk youth
- alternative component for students with behavioral challenges
- special program component to offer both combined at-risk and advanced individual programming

The delivery of academic services is offered to students between the hours of 7:00 A.M. and 8:30 P.M. The use of the curriculum software PLATO program, evening library hours, regular education curriculum, and various community work sites allow for flexible educational environments.

A goal of the CASTLE Learning Center is to support a strong element of community involvement and student mentoring, securing a meaningful transition between the school and work environment.

## 90. Northern Ozaukee, The Wisconsin Virtual Academy

Est. 2003

401 Highland Drive  
Fredonia WI 53021-9499  
Daniel Hanrahan  
262-692-3988  
dhanrahan@k12.com

Northern Ozaukee School District  
William R. Harbron  
401 Highland Drive  
Fredonia, WI 53021-9499  
262-692-2489  
wharbron@nosd.edu

The Wisconsin Virtual Academy (WIVA) is a new virtual charter school of the Northern Ozaukee School District in Fredonia, offering students throughout Wisconsin equal access to an individualized, rigorous, and self-paced instructional program delivered both on the Internet and via traditional instructional materials. The charter was approved on February 4, 2003. The Wisconsin Virtual Academy opened on September 2, 2003, with approximately 584 students in grades K-7 from more than 150 school districts in Wisconsin. Additional grades (up to grade 12) and classes will be added in future years.

The Wisconsin Virtual Academy's program combines a comprehensive, standards-based, research- and performance-based curriculum (K12<sup>®</sup>), high expectations, technology, a significant amount of off-line work, strong instructional support, and substantial involvement from parents or other primary adults. The K12<sup>®</sup> curriculum includes six core subjects (language arts/English, mathematics, science, history, art, and music) and is aligned with the Wisconsin Model Academic Content Standards. The education program also addresses social and character development. Built into the curriculum is an internal assessment system that provides frequent accountability as students work to master the curriculum at their own pace. Students educated in this program not only achieve high standards; they also grow into active, thoughtful, and responsible citizens.

The Wisconsin Virtual Academy's innovative learning program connects students, parents, and teachers in a twenty-first-century learning community. A certified, experienced Wisconsin teacher on the WIVA staff oversees the learning of each student. The teacher is proactive in contacting parents and students with instructional assistance, including teaching strategies personalized to each student's needs. Parents or other primary adults, assisted by WIVA teachers, work with students in their home-based schools, guiding them through the instructional program. Parents are proactive in communicating with teachers as members of a team overseeing the education of their children. The academy supports parents with experienced teachers, parent training, instructional guides, and an online communication and help system. Students are empowered with this innovative and effective educational program to achieve high standards and reach their full academic and social potential.

## 91. Oconto Falls Alternative Learning Site

Est. 1998

320 Central Avenue  
Oconto Falls, WI 54154  
David Picard  
920-848-4455  
davpicar@oncontofalls.k12.wi.us

Oconto Falls School District  
David C. Palashek  
200 North Farm Road  
Oconto Falls, WI 54154-1221  
920-848-4471  
palashek@ez-net.com

The Oconto Falls Alternative Learning Site (FALS) opened its doors in December 1998 with four students in a vacated library rented from the city of Oconto Falls. The charter school now serves ten at-risk students in grades 9-12 who have not experienced success in the traditional school setting. These students are credit-deficient and regularly truant, and they lack a personal connection with the school environment. The Oconto Falls Alternative Learning Site aims to provide a safe environment for everyone to learn, a place where students take an active role in the governing and maintenance of the school, and opportunities for students to earn high school credits as fast as they are willing to work.

## 92. Oconto Falls, Spruce School

Est. 1998

7904 County A West  
Lena, WI 54139  
Thomas Menor  
920-829-5204

tommenor@mail.ocontofalls.k12.wi.us

Oconto Falls School District  
David C. Polashek  
200 North Farm Road  
Oconto Falls, WI 54154-1221  
920-848-4471  
polashek@ez-net.com

The Spruce School has operated as a rural two-room schoolhouse in the county since 1889, attaining charter status in 1998. At the time of its chartering, the school served 32 children in grades 1–4 in two multi-age classrooms. With the start of the 1999–2000 school year, enrollment grew to 40 students in grades 1–5. Two teachers and one classroom aide run the multiage learning centers.

The school is located in an isolated part of the Oconto Falls Public School District. The Spruce School uses its rural setting as an opportunity to tie much of the multiage instructional program to the land and to the area's cultural history. A high priority is placed on integrating environmental studies into the curriculum. A number of students are second- or third-generation Spruce students, adding to the school's family atmosphere.

## 93. Omro, Enterprise Charter School

Est. 2000

8389 Liberty School Road  
Omro, WI 54963-9607  
Carol Zarske  
920-685-7410  
czars@omro.k12.wi.us

Omro School District  
Paul Amundson  
455 Fox Trail  
Omro, WI 54963-1198  
920-685-5666  
pamun@omro.k12.wi.us

The Enterprise Charter School addresses the needs of students in grades 9–12 who have exhibited a high rate of failure, truancy, or behavioral difficulties or who have exited school. The individual needs of the students drive the program, with skill development in the areas of academics, personal and social skills, and employability being the major program components. The overall focus is on fulfilling home district graduation requirements and credit deficiencies, with an ultimate goal of students graduating from their home high school. All academic instruction is grounded in the Wisconsin Model Academic Standards.

## 94. Oshkosh, EAA and Oshkosh Schools Third-Grade Aviation Charter School

Est. 2001

1225 North Oakwood Road  
Oshkosh, WI 54904-8456  
B. Lynn Brown  
920-424-0164  
lynn.brown@oshkosh.k12.wi.us

Oshkosh Area School District  
Ronald A. Heilmann Jr.  
P.O. Box 3048  
Oshkosh, WI 54903-3048  
920-424-0160  
ron.heilmann@oshkosh.k12.wi.us

The Oshkosh Area School District established the EAA and Oshkosh Schools Third-Grade Aviation Charter School in partnership with the Experimental Aircraft Association (EAA) Aviation Foundation, developing and implementing an aeronautics-based curriculum that incorporates an aviation theme across content areas, including art, music, and physical education. A school-within-a-school model, the EAA and Oshkosh Schools Third-Grade Aviation Charter School consists of one third-grade class in both the Jacob Shapiro and Oakwood elementary schools.

The curriculum and learning approach includes Web-based and distance-education links to the EAA Aviation Foundation to provide access to aviation resources (aeronautic personnel and experience, research and development facilities, aircraft and aviation artifacts, and network resources). The EAA Aviation Foundation supports eight supplementary Internet WebQuest units that are coordinated with the eight units of the classroom curriculum. Each unit follows a standardized format that clearly presents the components of introduction, task, process, resources, evaluation, conclusion, and teacher pages.

Through existing programs such as eXperimental Files, Operation Aviation, Night Flight, and Formation Flight, students directly observe or participate in a variety of discovery and project-based activities.

## **95. Oshkosh, Oakwood 4th and 5th Grade Environmental Education Charter School**

Est. 2003

1225 North Oakwood Road  
Oshkosh, WI 54904-8456  
Kirby Schultz  
920-424-0315  
kirby.schultz@oshkosh.k12.wi.us

Oshkosh Area School District  
Ronald A. Heilmann Jr.  
P.O. Box 3048  
Oshkosh, WI 54903-3048  
920-424-0160  
ron.heilmann@oshkosh.k12.wi.us

The Oshkosh Area School District has created an environmentally focused charter school that targets fourth- and fifth-grade learners at Oakwood Elementary School. The Oakwood 4th and 5th Grade Environmental Education (EE) Charter School adopts an interdisciplinary approach to instruction that encourages hands-on, environmentally themed experiences to provide students with a better understanding of all core academic subjects, as well as an appreciation for and understanding of environmental conservation and protection. Enrollment was initially open to as many as 175 fourth and fifth grade students, who are held accountable to the same academic performance standards as other students. The Oakwood 4th and 5th Grade EE Charter School is intended to serve as a model for effective, comprehensive thematic study across all content areas in alternative settings using the environment as the integrated context.

The Oakwood 4th and 5th Grade EE Charter School is the first school to have as its foundation an innovative, interdisciplinary, environmentally based curriculum purposefully woven together with interactive and participatory teaching methods in both indoor and outdoor venues. The Oakwood 4th and 5th Grade EE Charter School curriculum model is aligned with Wisconsin Model Academic Standards and Oshkosh Area School District grade-level performance benchmarks, with student-learning activities and outcomes in each core content area. By the end of their fifth grade year, charter school students will also achieve proficiency based on performance benchmarks associated with environmental content standards that have been developed by the Oakwood charter school curriculum committee. Thus, the charter school promotes students' mastery of core subject matter while instilling in them a respect for the planet and an understanding of the complex relationship between humankind and the environment. Students attending the Oakwood 4th and 5th Grade EE Charter School study the ecosystems of northeastern Wisconsin in their science classes; through hands-on and technology-facilitated environmental activities integrated into their social studies, language arts, math, physical education, music, and art courses, they also learn of the complex relationships between the environment and society and the importance of self-government, responsible decision making, and collaborative commitment to environmental stewardship and preservation.

This unique charter school takes full advantage of the Sheldon Nature Area, a 26-acre ecosystem located in the midst of urban sprawl with six distinctly different habitats adjacent to Oakwood Elementary School. Over the past 12 years, a team of dedicated community volunteers has transformed the site into a beautiful living laboratory complete with an interpretive trail system and outdoor learning pavilion. Although some schools in the Oshkosh Area School District have begun to use this natural learning site with small groups of students, teachers have only done so on a limited basis, as an occasional supplement to regular course work. The Oakwood 4th and 5th Grade EE Charter School represents the first organized effort to integrate the site's educational potential into students' daily instruction across all core content areas. The University of Wisconsin-Oshkosh, Sheldon Nature Area, Oakwood parents, and Oshkosh Area School District make up the four major partners that developed and will sustain this unique charter school experience that enlists the collaborative help of a host of community partners.

## 96. Parkview Charter School

Est. 1999

P.O. Box 250  
Orfordville, WI 53576-0250  
Tracy Walczak  
608-879-2352  
walcztra@parkview.k12.wi.us

Parkview School District  
Gary Reineck  
P.O. Box 250  
Orfordville, WI 53576-0250  
608-879-2717  
reinegar@parkview.k12.wi.us

The Parkview Charter School serves 20 at-risk students in grades 9–12. The charter school team includes students, parents, regular and special education staff and administration, board of education members, law enforcement, human services, and community business members.

The goal of the charter school team is to engage the students in motivating, meaningful educational experiences and opportunities to ensure their success and completion of a high school diploma.

The curriculum is delivered in a student-centered learning environment that meets the individual needs and interests of the students. The theory of multiple intelligences forms the basis of the charter school's teaching methodology, accommodating different student learning styles and encouraging a lifelong love of learning. This collaborative model involves students, school, family, and employers who focus on shared responsibility for the students' success.

The school also aims to provide a safe, orderly, and healthy environment that allows students to achieve to their full potential. The focus is on prevention and intervention strategies that engage students in positive school, work, and community experiences.

## 97. Portage Academy of Achievement

Est. 1999

2600 Woodcrest Drive  
Portage, WI 53901-1262  
Marc Eckmann  
608-742-1409  
eckmannm@portage.k12.wi.us

Portage Community School District  
Daniel Pulsfus  
904 De Witt Street  
Portage, WI 53901-1726  
608-742-4879  
pulsfusd@portage.k12.wi.us

The Portage Area Charter School serves 36 to 50 at-risk high school students in grades 9–12. Some of the targeted students have already dropped out of school and may be failing in local traditional preparation programs. The district had no alternative or at-risk programming before the establishment of this charter school.

The charter school is characterized by alternative methods of continued learning in an atmosphere that is sensitive and suited to the development of students' intellectual, physical, and social capabilities. Students succeed in an environment where they feel as though they belong and where they learn to build partnerships with peers and teachers. The 30 Ways to Shine model of community service is a part of the program in which all students participate as a way of developing healthy developmental assets.

The charter school provides instruction by three primary means: first, by direct instruction in core subjects; second, through the integration of technology into the curriculum; and third, through work experience. Students develop a customized and innovative approach to their learning program, thereby developing more positive attitudes toward self, school, and society. The school's ultimate goal is for students to graduate, to learn to live responsibly in the community, and to achieve economic self-sufficiency.

## 98. Portage, River Crossing Environmental Charter School

Est. 2002

191 East Slifer Street  
Portage, WI 53901-1297  
Victoria Dahlby  
608-742-3764  
river@portage.k12.wi.us

The Portage Community School District implements the River Crossing Environmental Charter School to better meet the unique needs of individual learners in grades 7 and 8. The River Crossing Environmental Charter School provides an exciting, nurturing, caring, and innovative educational and social atmosphere. Students receive instruction in the core academic subject areas at the charter school; however, the entire instructional delivery is designed to be thematically based in environmental sciences and emphasizes interdisciplinary integration of subject matter, problem- and issue-based learning experiences, learner-centered instruction, hands-on

Portage Community School District  
Daniel Pulsfus  
904 De Witt Street  
Portage, WI 53901-1726  
608-742-4879  
pulsfusd@portage.k12.wi.us

and engaged learning strategies, constructivist approaches, and self-directed learning. In addition, the curriculum is highly integrated with technology applications. The program is designed to recognize alternative methods essential to the development of the students' intellectual, physical, and social capabilities, while being sensitive to the unique set of attributes and needs that each individual brings.

Although enrollment is open to all seventh and eighth grade students, special emphasis is placed on recruiting severely at-risk youth who are struggling academically, who exhibit adverse and antisocial behavior, or who have been identified as "emotionally disturbed" special education students. Students receive highly individualized attention with a low student-to-staff ratio and with instructional and assessment techniques that are matched with their own learning styles. Reflective journaling, portfolio assessment, and authentic assessment are several ways the school monitors student achievement. Parental participation in school programs is encouraged and a variety of community partnerships is essential to effective delivery of this innovative educational setting.

River Crossing has experienced great success in the first two years. Students have been featured at state and national conferences and their achievements have been published in the local newspaper, state-wide magazines, and national magazines. In 2004, they took third place in a National Charter School Video Competition for their "River Crossing Rocks" video.

### **99. Prairie du Chien, Eastman Community Home Organization Elementary School**

Est. 2000

202 South Main Street  
Eastman, WI 54626  
James P. O'Meara  
608-326-8451  
jomeara@pdc.k12.wi.us

Prairie du Chien Area School District  
James P. O'Meara  
420 Wacouta Avenue  
Prairie du Chien, WI 53821-1924  
608-326-8451  
vanloo@pdc.k12.wi.us

The Eastman Community Home Organization Elementary School (ECHOES) is a grade PK-5 charter school in the Prairie du Chien School District.

Located in southwestern Wisconsin, the Eastman area consists of a small town with a population of 369 and the surrounding rural area. The economic base is agrarian, with parents and community members supporting the school as a center for educational and community activities.

The vision of ECHOES is to preserve the rural concept of schooling as a learning organization and a school-based community, while expanding the instructional practices of delivering curriculum to include success for all students. Thus the instructional program in this charter school is not so much a change in content but in the methods of delivery.

Eric Jensen's brain-based learning research, early reading intervention, multi-age grouping, cooperative learning, one-to-one tutoring, Jacqueline G. Brooks and Martin G. Brooks's constructivist classroom, and Roger Taylor's Interdisciplinary Model for Integration are the norm.

The goal of the school is to promote and uphold an atmosphere in which the following values are held: (1) all students can learn and be successful, (2) students will learn the importance of a sense of place, (3) teachers and community accept collective responsibility for student learning, and (4) learners are all different and have a right to a differentiated classroom where there is respect, fairness, and caring.

## **100. Racine, McKinley Middle Charter School**

Est. 2000

2326 Mohr Avenue  
Racine, WI 53405-2645  
Keith Mosley  
262-664-6150  
kmosley@racine.k12.wi.us

Racine Unified School District  
Thomas Hicks  
2220 Northwestern Avenue  
Racine, WI 53404-2597  
262-631-7064  
thicks@racine.k12.wi.us

The McKinley Middle Charter School (MMCS), a public sixth through eighth grade school within the Racine Unified School District, is an inner city school with a population of approximately 1,100 students and 80 staff members. The school was granted charter status according to Wisconsin Charter School Law beginning in the 2000–2001 school year as an instrumentality of the district. The main mission of MMCS is to integrate the philosophy of systems thinking with the concept of sustainability to all of its staff and students. Staff and students are engaged within the community collecting and analyzing data that connect to indicators of sustainability. High levels of accountability and empowerment in the parents, teachers, and students are cornerstones of the program.

## **101. Racine, The REAL School**

Est. 2000

5915 Erie Street  
Racine, WI 53402-1963  
Robert Holzem  
262-664-6250  
bholzem@racine.k12.wi.us

Racine Unified School District  
Thomas Hicks  
2220 Northwestern Avenue  
Racine, WI 53404-2597  
262-631-7064  
thicks@racine.k12.wi.us

The Racine Educational Alternative Learning Experience (the REAL School) was established in 2000 and represents the creation of an educational family with the purpose of stimulating lifelong emotional, mental, and physical development. The REAL School philosophy respects the need for flexibility in determining how students in grades 6–12 of various intelligences and abilities are best served. The REAL School provides a strong alternative program that tailors meaningful assignments to individuals and challenges students to think and apply academic learning to real-life problems. Every student is linked to an adult teacher or mentor and a student tutor in different academic areas of need and reports regularly to a codirector.

## **102. Rice Lake, Barron County Alternative School**

Est. 2001

1725 South Main Street  
Rice Lake, WI 54868  
Paul A. Vine  
715-234-9007  
vinep@ricelake.k12.wi.us

The Barron County Alternative School, which enrolls 27 at-risk students in grades 9–12 from the Barron, Cameron, Cumberland, and Rice Lake School Districts, seeks to do the following:

1. serve more at-risk students in a flexible educational setting
2. differentiate services for at-risk students, including mentorship and service learning components
3. establish a curriculum that provides at-risk students with opportunities to engage in activities that integrate and apply basic curriculum to the workplace and real-life situations
4. broaden partnerships between parents, community members, businesses, and higher education

Rice Lake Area School District  
Paul A. Vine  
700 Augusta Street  
Rice Lake, WI 54868-1996  
715-234-9007  
vinep@ricelake.k12.wi.us

Ages range from 15 to 19 and, in special circumstances, to 21. The primary goal of the Barron County Alternative School is to provide an integrated academic, behavioral, and vocational program to keep at-risk youth in school, to help them achieve credit toward a high school diploma or equivalent, and to successfully transition the youth from school to work or a postsecondary program.

An outside learning, volunteer, or work experience is included in the Individual Accommodation Plans. Staff members and the Barron County Workforce partner with the Wisconsin Department of Natural Resources, the Barron County Conservation Department, and the Barron County Workforce Resource to offer learning, work, and volunteer experiences.

### **103. Richland Center, Comprehensive Learning Center**

Est. 2000

678 South Park Street  
Richland Center, WI 53581-2748  
Rachel L. Schultz  
608-647-6106  
rschultz@richland.k12.wi.us

The Comprehensive Learning Center provides meaningful educational experiences for students with the most severe school adjustment problems in grades 9–12. It is a separate facility from the high school, providing a safe, nurturing educational environment and personalized nontraditional instruction to high-risk students. Students' needs are addressed individually rather than having all students receiving the same instruction. The curriculum relies heavily on students' input and emphasizes skills (competency-based classes) over seat time, and discovery over lecture and book work. Problem solving, goal setting, and transition to adult life are infused into each day.

Richland School District  
Rachel L. Schultz  
26221 Starlight Lane, Suite A  
Richland Center, WI 53581-4048  
608-647-6106  
rschultz@richland.k12.wi.us

### **104. River Falls Montessori Charter Academy**

Est. 2002

211 North Fremont Street  
River Falls, WI 54022-2148  
Melina Papadimitriou  
715-425-7645  
mepapa@rfsd.k12.wi.us

The River Falls Montessori Charter Academy is designed to offer families in the River Falls area a choice of an alternative elementary educational experience based on a proven philosophy and methodology, one that works for children of all abilities and socioeconomic levels and that fosters autonomous, responsible, adaptive citizens who are lifelong learners, problem solvers, and competent in all areas of life. Montessori schools are based on principles of respect and independence and are designed to help all students discover and develop their unique talents and possibilities. They treat each child as a unique individual learner. The structured Montessori curriculum has been shown to meet Wisconsin Model Academic Standards and actually encourages students to exceed the basic requirements.

A variety of instruments is used to assess and report student progress, including the standardized tests used elsewhere in the district. In addition, instruments that specifically measure a child's progress through the Montessori curriculum are used. Also, student work plans and work completed are used to demonstrate and track progress.

Initially, students in kindergarten through second grade (ages 5 to 7) are served because this is where the foundation for a Montessori education is established. Classrooms through grade 5 will be phased in as children progress and community interest grows.

River Falls School District  
Boyd C. McLarty  
852 East Division Street  
River Falls, WI 54022-2599  
715-425-1800  
bomcla@rfsd.k12.wi.us

In the Montessori elementary curriculum, reading, language, mathematics, geometry, science, history, geography, art, music, and physical education are all integrated. Reading and research skills are emphasized, and students are taught to go beyond the confines of the classroom for information. The environment in the Montessori classroom is carefully prepared and designed to facilitate the development of the children's independence and sense of personal empowerment.

### **105. River Falls, Renaissance Alternative Charter School**

**Est. 1999**

211 North Fremont Street  
River Falls, WI 54022-2568  
Carole Mottaz  
715-425-7687  
mottaz@pressenter.com

River Falls School District  
Boyd C. McLarty  
852 East Division Street  
River Falls, WI 54022-2599  
715-425-1800  
bomcla@fsd.k12.wi.us

The River Falls Renaissance Alternative Charter School received its charter in May 1999 and serves 20 students in grades 10–12 who have not found success in mainstream education. Many of the charter school's students are bright but frustrated or bored by conventional teaching methods. The charter school is designed to be flexible, innovative, creative, and practical and to take into account the students' unconventional ways of learning.

All students are required to have work experience. This work experience helps students to see how their curriculum affects the rest of their working lives. Students participate in many career inventories to help them determine what they want to do with the rest of their lives.

### **106. South Milwaukee, Connects Learning Center**

**Est. 2001**

6201 South Barland Avenue  
Cudahy, WI 53110-2951  
Lisa Kujawa  
414-768-6176  
l.kujawa@oakcreek.k12.wi.us

South Milwaukee School District  
David Ewald  
901 15th Avenue  
South Milwaukee, WI 53172  
414-766-5000  
ewald.david@sdsm.k12.wi.us

Connects Learning Center (CLC) is a charter school program for at-risk, ninth to twelfth grade students from the school districts of South Milwaukee, Oak Creek, and Cudahy. The CLC mission is to equip each student with the skills and strategies essential to future success in college, technical school, and employment through a diverse, individualized curriculum that engages students. The school's policies and expectations instill responsibility. The curriculum emphasizes writing, research, and speaking activities. Curriculum and tests are developed in collaboration with the high schools and are aligned with state standards. All students enrolled in CLC are required to satisfy graduation requirements of their respective districts and to participate in the Wisconsin state proficiency tests. Public service and work experience are also included in the curriculum. Parental involvement and community partnerships are key to CLC's philosophy, with South Shore YMCA serving as a significant affiliate. Parents are expected to attend initial intake and annual interviews with their daughters or sons. Parents also participate in conferences, attend school board meetings, and assist in the improvement and expansion of Connects Learning Center. The three participating districts oversee CLC's operations, with South Milwaukee acting as the fiscal agent. The powerful connections of the school districts, parents, local businesses, and neighboring communities facilitate the unusual success of our students.

## 107. Sparta Charter Preschool

Est. 2000

201 East Franklin Street  
Sparta, WI 54656-1548  
Michael Roddick  
608-269-3151  
mroddick@spartan.org

Sparta Area School District  
John Hendricks  
506 North Black River Street  
Sparta, WI 54656-1548  
608-269-3151  
jhendricks@spartan.org

Established in 2000, the Sparta Charter Preschool is not a junior kindergarten, but a place to help youngsters get ready for school. It is a place to learn through play and exploration. The Sparta Charter Preschool serves approximately 140 students, including students at risk and Early Childhood students.

The Sparta Charter Preschool

- provides a learning environment where respect for self, others and the learning atmosphere is of primary importance
- encourages growth in social, self-care, language, motor, and academic areas
- fosters the desire for lifelong learning
- promotes independence and problem-solving skills
- provides a school-wide environment that encourages parents' involvement in their child's education

The Charter Preschool offers two approaches:

1. **Creative Choice**, which blends large group, small group and one-on-one instruction and activities. A variety of areas within each classroom encourage socialization, creative exploration, and intellectual development.
2. **Montessori** classroom, which bases its lessons on the nearly century-old research of Maria Montessori. Students have opportunities to choose individual work and pace themselves. Activities are designed to build concentration, motor coordination, skills, and a love of learning.

Both approaches provide children with a rich preschool experience and the skills necessary to be successful at the kindergarten level.

## 108. Sparta High Point School

Est. 2002

506 North Black River Street  
Sparta, WI 54656-1548  
Mathew Toetz  
608-366-3491  
mtoetz@spartan.org

Sparta Area School District  
John Hendricks  
506 North Black River Street  
Sparta, WI 54656-1548  
608-269-3151  
jhendricks@spartan.org

The purpose of creating a new charter program for the Sparta Area School District in grades 7–12 was to better meet the needs of all the students in the district. This program serves those students who feel that the current school system does not adequately meet their learning needs. Students may be those who are under-challenged, unmotivated, or unsuccessful in a traditional school setting for a variety of reasons or who feel the need to develop more meaningful relationships with teachers and other students in a smaller community of learners.

Components of the program include (1) a project-based instructional framework aligned to Wisconsin Model Academic Standards, (2) student-driven learning experience facilitated by teachers, (3) individualized and cooperative learning opportunities, (4) community partnerships incorporated into expanded learning experiences, (5) character development and positive decision making, and (6) accountability. The program's objectives are to be attuned to the unique talents and strengths of the individual learner; to foster the desire for and excitement of learning; to be relevant to the lives, experiences, and goals of both students and parents; to create a new instructional model that will reach students with a variety of learning styles and learning needs; and to offer programming choices to parents and students.

### **109. Stevens Point, Concerned about Reaching Everyone**

Est. 2000

2000 Polk Street  
Stevens Point, WI 54481-5872  
Connie Negaard  
715-345-5620  
cnegaard@wisp.k12.wi.us

Stevens Point Area School District  
David Schuler  
1900 Polk Street  
Stevens Point, WI 54481-5875  
715-345-5444  
dschuler@wisp.k12.wi.us

Concerned about Reaching Everyone (CARE) is an alternative school for at-risk students within a large junior high school. It serves 45 seventh, eighth, and ninth grade students in need of a smaller school environment that provides individualized instruction and support. The program consists of a block schedule with certified teachers providing instruction for students who have been identified as at-risk. An at-risk student is defined as a student facing truancy issues, social or emotional problems, or low academic abilities. Teaching staff work on sound academics and develop the rapport, support, and nurturing environment necessary for a successful alternative program at the junior high school level. After the block schedule, the students rotate into the regular school-day schedule with elective courses at Ben Franklin Junior High School. Part of their day is spent with the teachers of at-risk students for a structured study time, during which homework is monitored and tutoring is provided. Retired senior volunteers assist the students as tutors and mentors. The school has expanded to include adventure education, community service, and technology integration.

### **110. Stevens Point, Education for Sustainable Development (Inactive 2004)**

Est. 1998

1201 North Point Drive  
Stevens Point, WI 54481  
Vic Akemann  
715-345-7312  
vakemann@wisp.k12.wi.us

Stevens Point Area School District  
David Schuler  
1900 Polk Street  
Stevens Point, WI 54481-5875  
715-345-5444  
dschuler@wisp.k12.wi.us

Education for Sustainable Development (ESD) is a school within a school, serving sophomores, juniors, and seniors. The charter school shares library, gymnasium, cafeteria, administrative, guidance, extracurricular, and transportation services with Stevens Point Area Senior High School (SPASH).

A survey gauging parental satisfaction with SPASH indicated that a majority of parents thought SPASH was overcrowded and that there was a need for more teacher-parent contact and teacher-student advisory relationships. The results led to the development of the ESD charter school.

Education for Sustainable Development serves a diverse population of students, many of whom are nontraditional learners. Students benefit from individual attention and a group-oriented, academically integrated, participatory environment.

### **111. Stevens Point, Jackson Environmental Discovery Center**

Est. 2002

1900 West Zinda Drive  
Stevens Point, WI 54481-3412  
Carl Coffman  
715-345-5417  
ccoffman@wisp.k12.wi.us

The Jackson Environmental Discovery Center (JEDC) in Stevens Point puts into practice innovative learning ideas in a unique 21-acre outdoor setting maximizing the potential for environmental education integration throughout the entire curriculum. The JEDC site includes parts of the Green Circle Trail, wetlands, and woodlands, as well as prairie, and the Wisconsin River is within easy walking distance. This program also allows students to use technology to analyze data and share what they have learned from their hands-on experiences with other students in the area and across the world.

Stevens Point Area School District  
David Schuler  
1900 Polk Street  
Stevens Point, WI 54481-5875  
715-345-5444  
dschuler@wisp.k12.wi.us

The center involves approximately 350 preschool through sixth graders and the staff from the following programs:

1. regular education
2. English as a second language
3. learning disabilities
4. early childhood (special education)
5. speech and language delays
6. adaptive physical education
7. advanced academic ability (academic giftedness)
8. occupational therapy and physical therapy needs
9. special reading needs (Title 1 and reading recovery)

The JEDC staff members have worked with professors from the University of Wisconsin–Stevens Point College of Natural Resources and have used this unique link to help create, design, and develop more hands-on discovery activities across the curriculum using the adjacent (and community) environmental sites. College students also use the JEDC site as part of their program. Community businesses and parents add to the richness of the JEDC program by sharing their careers and interests as they relate to environmental topics.

## **112. Stevens Point, McDill Academies**

Est. 2002

2516 School Street  
Stevens Point, WI 54481-6100  
Dennis Raabe  
715-345-5420  
draabe@wisp.k12.wi.us

Stevens Point Area School District  
David Schuler  
1900 Polk Street  
Stevens Point, WI 54481-5875  
715-345-5444  
dschuler@wisp.k12.wi.us

The McDill Academies is a grades K–6 charter school that serves approximately 350 students within the Stevens Point School System. The McDill Academies is designed to ensure that no child is left behind in the opportunity to obtain a high-quality education and meet challenging academic achievement standards as reflected in local, state, and federal monitoring and assessment systems.

The McDill Academies is made up of four separate academies: (1) the Academy of Math, (2) the Academy of Language Arts, (3) the Academy of the Sciences, and (4) the Academy of the Humanities. Students spend one to two hours in each academy each day. Students may be grouped into the academies based on grade level, development, or performance levels.

Each academy has identified a continuum of grade-level performance standards that students are expected to master each year. These standards reflect challenging state and national performance standards. Individual progress of students in attaining standards is monitored using the Assess 2 Learn Web-based computer assessment package developed by Riverside Publishing.

The staff and parents of McDill Academies are committed to presenting a rigorous curriculum that entails scope and sequence and the development of essential skills. In each academy, staff and parents continually review the curriculum to determine what procedures, materials, and strategies lead to the learning of stated skills and which ones are ineffective in leading to high academic achievement.

Students who do not master a critical concept after multiple learning opportunities within the classroom can use the Resource Center for intensive individual instruction until the concept is mastered. Community volunteers, parents, and staff members are available to assist students in the Resource Center. Students may also be assigned to the Resource Center during a summer school session to attain needed skills.

### **113. Stevens Point, McKinley Center**

Est. 1994

2926 Blaine Street  
Stevens Point, WI 54481  
John Blader Sr.  
715-345-5421  
jblader@wisp.k12.wi.us

Stevens Point Area School District  
David Schuler  
1900 Polk Street  
Stevens Point, WI 54481-5875  
715-345-5444  
dschuler@wisp.k12.wi.us

The McKinley Center is one of ten elementary schools in the Stevens Point Area School District and serves 350 students in grades K–6. The student population includes regular education; gifted and talented program; special education, such as learning, cognitive, physical, and speech and language; and education for English-language learners. McKinley Center goals are to (1) help every individual reach the highest level of success without regard to economic or cultural background or individual learning style, (2) allow parents, staff, students, and the community to work together to become lifelong learners and responsible citizens in a global society, and (3) provide educational programs that take into account the emotional, physical, and intellectual needs of each individual.

The charter school works to accomplish these goals by integrating technology into every student's learning experience. Students achieve improved academic results by using technology through the creation of Power Point presentations, Kids Pix slide shows, and videos. Student success is further enhanced with parents and the community engaged in the education process.

### **114. Stevens Point, Wisconsin River Academy**

Est. 2002

1201 North Point Drive  
Stevens Point, WI 54481-1114  
Mary Pfeiffer  
715-345-5401  
mpfeiffe@wisp.k12.wi.us

Stevens Point Area School District  
David Schuler  
1900 Polk Street  
Stevens Point, WI 54481-5875  
715-345-5444  
dschuler@wisp.k12.wi.us

The mission of the Wisconsin River Academy is to engage students in grades 10–12 with interdisciplinary, open-ended, hands-on, experientially based programs. The goal of the program is for students to see and understand the interrelationships between human societies and systems and their surrounding natural environment.

The Wisconsin River Academy is designed to allow students the opportunity to develop mentally, emotionally, physically, and academically through use of a hands-on, experientially based methodology. The school is best described as a "school without walls," attempting to challenge students to integrate academic objectives in the natural environment while solving realistic problems having actual life consequences. The underlying philosophy and methods of instruction consist of experiential methodology, brain-based learning, and multiple intelligence theory, which aligns with state objectives identified in the model curriculum arenas. All programs of instruction model Expeditionary Learning, or project-based curriculum. The focus of this school is to involve students in projects that have concrete, manageable, and holistic results to measure success and learning.

### **115. Sturgeon Bay, Door County Charter School**

Est. 2001

827 North 8th Avenue  
Sturgeon Bay, WI 54235-1103  
Randy Watermolen  
920-746-2803  
watermol@sturbay.k12.wi.us

The Door County Charter School (DCCS), located in Sturgeon Bay, is open to 30 ninth through twelfth graders in the Sturgeon Bay, Gibraltar, and Southern Door School Districts. Enrollment is one-fifth Gibraltar District, two-fifths Sturgeon Bay District, and two-fifths Southern Door District. DCCS is a school designed to provide an alternative learning environment for students in danger of not graduating from high school.

Curriculum offerings are self-paced, and credits earned allow students to earn a diploma from their school district of enrollment. The school day is split into two three-hour learning blocks (academic and vocational). The academic block includes computer-based curriculum, individualized units of instruction, and independent living skills. The vocational block includes

Sturgeon Bay School District  
Robert E. Grimmer  
1230 Michigan Street  
Sturgeon Bay, WI 54235-1498  
920-746-2801  
bgrimmer@sturbay.k12.wi.us

paid or volunteer work experience and/or elective courses at their home high school. DCCS students may also participate in extracurricular activities offered in their home high school.

Staff and students look for opportunities to be involved in the community through various projects such as building a float for the St. Patrick's Day Parade, organizing a Halloween Party for preschool children, volunteering with Head Start, and various building improvement projects. Agencies throughout the county, such as Door County Community Programs, Job Center, Boys and Girls Club, HELP of Door County, AIDS Resource Center, and the Door/Kewaunee Business Education Partnership have cooperated with DCCS in providing educational opportunities for our students.

### **116. Sun Prairie Alternative High School**

Est. 2000

220 Kroncke Drive  
Sun Prairie, WI 53590-2900  
Paul Keats  
608-834-6717  
pekeats@spasd.k12.wi.us

The main objective of Sun Prairie Alternative High School is to provide at-risk students the opportunity to earn a diploma based on the same high-quality educational standards as the regular high school, using differing instructional methods and a more flexible structure. Students develop the necessary technological skills to compete in today's world and the career and life skills they need to live successful and independent lives after graduation.

Grade levels served by the charter school include ninth to twelfth grade students, as well as returning fifth-year seniors. First-year high school students who are at risk have a support mechanism built into the regular high school program available during the second semester of their freshman year.

Technology instruction is infused throughout the curriculum and is indicated by the development of computer-usage skills and the ability to access information from a variety of sources. Common instructional practices include school-to-work transition, community service, and life skills. Students have an individualized program of studies that may involve small-group instruction, individual self-paced instruction, community-based experiences, and Internet-based instruction.

Sun Prairie Area School District  
Tim R. Culver  
501 South Bird Street  
Sun Prairie, WI 53590-2803  
608-834-6502  
tculver@spasd.k12.wi.us

### **117. Trevor Accelerated Program**

Est. 1998

26325 Wilmot Road  
Trevor, WI 53179-9701  
Barbara Sander  
262-862-2356  
bsander@trevor.k12.wi.us

The Trevor Accelerated Program (TAP) is a parent education program and an accelerated junior kindergarten and kindergarten for four- and five-year-olds. It is designed to provide quality and developmentally appropriate schooling for all young children, regardless of socioeconomic background. The staff believes that educating parents is key to achieving this goal.

Other school objectives are for each child to have proper health care (immunizations), appropriate family-child activities, and positive early learning experiences. Family-child activities include family-child reading, other family-child language and literacy activities, storytelling and going to the library, and support for families of preschoolers and kindergartners.

Trevor Grade School District  
George Steffen  
26325 Wilmot Road  
Trevor, WI 53179-9701  
262-862-2356  
gsteffen@trevor.k12.wi.us

### **118. Verona, Core Knowledge Charter School**

Est. 1996

740 North Main Street  
Verona, WI 53593  
Robert McNallie  
608-845-4133  
mcnallir@verona.k12.wi.us

Verona Area School District  
Bill Conzemius  
700 North Main Street  
Verona, WI 53593-1153  
608-845-4310  
conzemib@verona.k12.wi.us

Verona's Core Knowledge Charter School (CKCS) is a school of choice for 328 students in kindergarten through eighth grade. It follows a rigorous curriculum that focuses on core academics. After extensive study, parent organizers chose the Core Knowledge Sequence and Direct Instruction for CKCS's educational program. The Core Knowledge Sequence identifies the subject matter to be covered in literature, science, geography, history, art, and music. The Direct Instruction program prescribes the content and instructional method teachers use for reading, mathematics, spelling, and writing. These are carefully sequenced and coordinated programs built on skills learned in prior years.

### **119. Verona, New Century School**

Est. 1995

420 Church Street  
Verona, WI 53593  
Tim Bubon  
608-845-4910  
bubont@verona.k12.wi.us

Verona Area School District  
Bill Conzemius  
700 North Main Street  
Verona, WI 53593-1153  
608-845-4310  
conzemib@verona.k12.wi.us

New Century School in Verona was Wisconsin's first parent-initiated, elementary-level charter school. It serves 86 children in six multi-age classrooms: two for kindergartners and first graders, one for first and second graders, two for second and third graders, and one for fourth and fifth graders.

New Century School was founded as a partnership for learning among students, teachers, and parents. Its goal is to nurture the child's continuous progress and independence as a lifelong learner through an integrated curriculum emphasizing science and mathematics. New Century School's staff members believe this overall approach best meets a changing world where familiarity with science and mathematics is vital and where working cooperatively in groups and independently on individual initiatives are all important.

### **120. Viroqua, Laurel High School**

Est. 1999

100 Blackhawk Drive  
Viroqua, WI 54665-1315  
William Tourdot  
608-637-1605  
btourdot@viroqua.k12.wi.us

Viroqua Area School District  
David Johnston  
115 North Education Avenue  
Viroqua, WI 54665-1318  
608-637-1187  
vasadm@viroqua.k12.wi.us

Laurel High School is an alternative educational choice for 12 high school students in grades 9-12. Enrollment is open to all high school students in Viroqua. The typical charter school student is a nontraditional learner who needs more challenge and active learning opportunities than are available in the regular high school. The staff looks to offer a secondary-level education program that is student designed, learner driven, and supported by a true collaborative community effort.

The charter school's overall mission is to offer self-motivated individuals new approaches to meet their academic and technical education needs; to challenge students to meet high standards of academic and social achievement and performance; to foster positive, respectful, and trusting relationships; and to ensure a successful transition to life after school through firsthand experience in goal setting, job seeking, job keeping, and technical college or university preparation.

## 121. Viroqua, Vernon County Area Better Futures High School

Est. 2000

100 Blackhawk Drive  
Viroqua, WI 54665-1315  
William Tourdot  
608-637-1605  
btourdot@viroqua.k12.wi.us

Viroqua Area School District  
David Johnston  
115 North Education Avenue  
Viroqua, WI 54665-1318  
608-637-1187  
vasadm@viroqua.k12.wi.us

Vernon County Area Better Futures High School provides an alternative for students in grades 10–12 who are at risk of failing or dropping out of school because of difficulties integrating into traditional programs and meeting usual behavioral and academic expectations. The students have four main goals: (1) increasing academic achievement, (2) developing abilities to work with others, (3) increasing self-efficacy, that is, the ability to attain goals set out for oneself, and (4) graduating from high school.

The four main goals—learning, teamwork, self-efficacy, and graduation—are attained through individualized learning programs, and competencies developed from state and local standards and by the student, teacher, and parent. Students have a variety of learning opportunities: small-group instruction, individual projects, Internet courses, correspondence courses, job shadowing, experiential learning, distance learning, and other educational opportunities developed by the student as needed to meet the goals in the independent learning plan. Learning also occurs through project-based, interdisciplinary, and hands-on experiences. The school has modified hours of operation, Monday through Thursday from 3:30 to 7:30 P.M., that allow for-credit work and community experiences to occur.

## 122. Waukesha, Harvey Philip Alternative Charter School

Est. 2000

621 West College Avenue  
Waukesha, WI 53186  
James P. Haessly  
262-970-1102  
jhaessly@waukeshalk12.wi.us

Waukesha School District  
David Schmidt  
222 Maple Avenue  
Waukesha, WI 53186-4725  
262-970-1012  
info@waukesha.k12.wi.us

The Harvey Philip Alternative Charter School (HPACS) is an umbrella for a grades 9–11 alternative program for 24 at-risk and high-risk students; a school-age parents program for 20 to 35 students annually who are unable to be served appropriately at their regular high schools; a for-credit program for 45 students aged 17 to 18; a competency graduation program that offers credit-deficient seniors instruction in four core academic areas aimed at an alternative diploma, and a junior program focused on credit acceleration and a graduation strategy. Three programs require service learning and a monitored work component.

The Native American based “Circle of Courage” philosophy, which is based on the belief that at-risk youth become disengaged from school or society because their circle is broken, meets students’ needs for belonging, mastery, independence, and generosity. The school tries to meet these needs in the following ways:

1. **belonging**, by constructive relationships with peers and staff
2. **mastery**, by intense, focused, meaningful instruction in the core academics
3. **independence**, by supervised, successful, monitored work programs
4. **generosity**, by service learning opportunities in the community

The program’s goals call for at least a 90 percent long-term success rate, a staff commitment to work in professional learning communities, and the informed use of technology as a learning tool. The goals are consistently being met.

### **123. Waukesha, Project Change—A Recovery School**

Est. 2002

222 Maple Avenue  
Waukesha, WI 53186-4725  
James P. Haessly  
262-970-1102  
jhaessly@waukesha.k12.wi.us

Waukesha School District  
David Schmidt  
222 Maple Avenue  
Waukesha, WI 53186-4725  
262-970-1012  
info@waukesha.k12.wi.us

Project Change—A Recovery School is designed after several national models of recovery schools. These schools provide a safe, drug- and alcohol-free environment where students can receive their education and strong support for their recovery from drug and alcohol problems and treatment. Using self-directed learning, students in grades 9–12 work side-by-side with community-donated treatment staff and teachers in advancing their recovery toward future success. Both education and relapse-prevention programming occur. The overall goal is to begin to provide continuous education while simultaneously attempting to reverse the high relapse rate in teen drug recovery.

The school serves legally at-risk high school-age students who have had at least 30 days of sobriety. The students are required to have sponsors, attend community recovery meetings (12-step or others), and if accepted into the program, work part-time and engage in carefully selected community service. The philosophy of the program is based on the Circle of Courage model and also is based on the 21st Century Skills. Linkages to colleges and postsecondary education and training environments that also provide similar recovery opportunities are also stressed.

### **124. Waupun Alternative High School**

Est. 2000

801 East Lincoln Street  
Waupun, WI 53963  
Diane Koehler  
920-324-5591  
dkoehler@waupun.k12.wi.us

Waupun School District  
Lloyd McCabe  
950 Wilcox Street  
Waupun, WI 53963-2242  
920-324-9341  
lmccabe@waupun.k12.wi.us

Waupun Alternative High School (WAHS) was chartered in spring 2000 and opened on September 18, 2000 to serve ninth to twelfth grade students. Waupun Alternative High School is a school of choice based on the belief that if school is challenging and fulfilling for all students, learning outcomes can and will be achieved. The hallmarks of this program are small classes, personalized education, self-paced learning, computer-assisted instruction, work- and service-based learning, accelerated credit accumulation, and a caring and flexible environment. Staff authentically evaluate students' progress in all subject areas and award credits based on student achievement. Students who complete the program successfully graduate with a Waupun High School diploma.

### **125. West Allis—West Milwaukee, CESA 1 Academy of Learning**

Est. 2001

2450 South 68th Street, Suite 200  
West Allis, WI 53219-1904  
Heidi Thuli  
262-787-9545  
hthuli@cesa1.k12.wi.us

CESA 1, the West Allis—West Milwaukee School Board, and a consortium of CESA 1 school districts created an alternative educational program for at-risk students in grades 11 and 12. The program is a competency-based diploma program. Students significantly behind in credits and possessing a desire to graduate are targeted. Students obtain a high school diploma that opens doors to employment or further schooling.

The goal of the CESA 1 Academy of Learning is to equip students with academic knowledge and independent-living and job skills. The objective

West Allis School District  
Kurt Wachholz  
9333 West Lincoln Avenue  
West Allis, WI 53227-2395  
414-604-3005  
wilkes@wawm.k12.wi.us

of the program is to provide high school competency-based diplomas to students who do the following:

1. successfully acquire and demonstrate proficiency in the Wisconsin Model Academic Standards
2. participate in an individualized transition plan leading to the workplace, military, or postsecondary setting
3. demonstrate the citizenship skills necessary to become a contributing member of the community

## **126. Weyauwega–Fremont, Waupaca County Charter School**

Est. 1998

P.O. Box 457  
Weyauwega, WI 54983  
Michele Yates-Wickus  
920-867-4744  
yatesm@cesa5.k12.wi.us

Weyauwega-Fremont School District  
F. James Harlan  
P.O. Box 580  
Weyauwega, WI 54983-0580  
920-867-2148  
jharlan@wegafremont.k12.wi.us

The Waupaca County Charter School (WCCS) is a collaborative effort of six school districts, the Waupaca County Department of Human Services, and one of Wisconsin's cooperative educational service agencies, CESA 5. The school serves students in grades 6–12. The administrative relationship among WCCS participants is unique. Although the Weyauwega-Fremont School District holds the charter, the charter school is a noninstrumentality and is managed by CESA 5. CESA 5 employs all charter school personnel, including a coordinator who oversees daily operations and ensures that educational goals are attained.

## **127. Wisconsin Dells, Kilbourn Academy**

Est. 2000

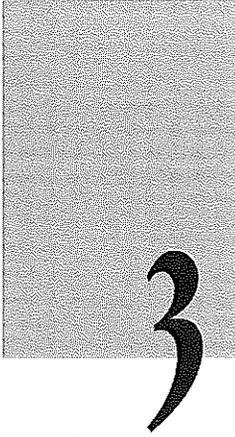
520 Race Street  
Wisconsin Dells, WI 53965-1844  
Troy Couillard  
608-253-1461  
tcouilla@sdwd.k12.wi.us

Wisconsin Dells School District  
Charles Whitsell  
811 County Road H  
Wisconsin Dells, WI 53965-9636  
608-254-7769  
cwhitsel@sdwd.k12.wi.us

Kilbourn Academy, Wisconsin Dells's charter school, opened in January 2000 as a school within a school. The academy serves eight at-risk high school students in grades 9–12. Kilbourn Academy provides an individualized learning environment for students who have been alienated from the traditional educational process, have exhibited a high rate of failure or truancy, or have dropped out of school. Broad goals of the academy include (1) motivating students to develop more positive attitudes toward school, (2) improving school attendance, (3) enhancing students' self-image, (4) providing career counseling, and (5) teaching job-seeking and job-keeping skills.

Kilbourn Academy provides students with nontraditional approaches to meet their high school graduation requirements. Academic development and the pursuit of a high school diploma are the primary components of the program. Students earn credits in core subjects using NovaNET's computer-based, online, self-paced, interactive curricula. Employability and work experience are secondary components of the program and are strongly encouraged. Students have the opportunity to work independently at their own pace.

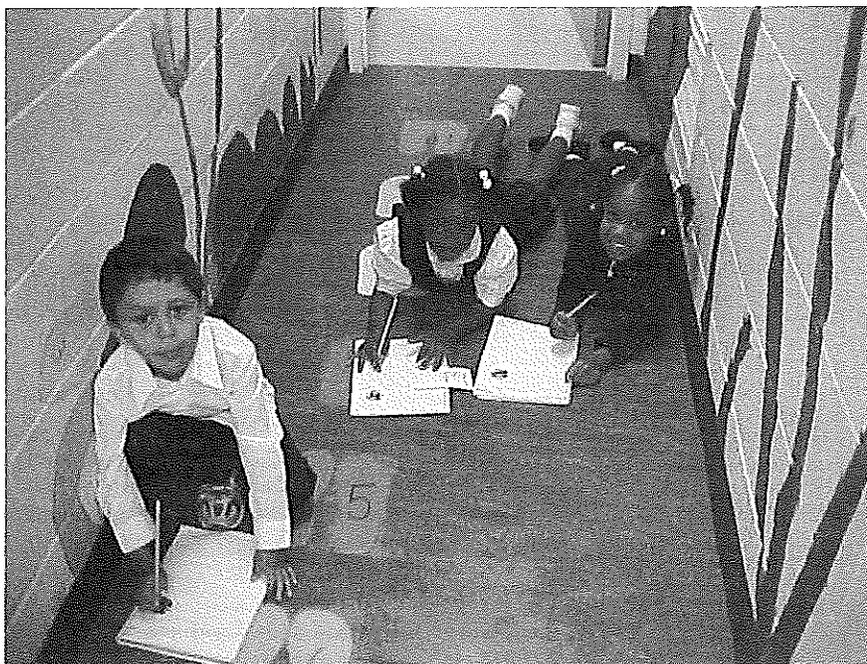
Students are working toward a high school diploma; Kilbourn Academy students receive a Wisconsin Dells High School diploma. Graduation requirements are currently the same as the regular high school.



# Wisconsin Charter Schools Opened in 2004

*(Alphabetized by location and then by chartering authority)*

1. Appleton, Dan Spalding Academy
2. Argyle Land Ethic Academy
3. Blair-Taylor, School of Science, Engineering and Technology
4. Clinton, Language Instruction for Tomorrow Charter School
5. Grantsburg Virtual Charter School
6. Kohler, Northeast Wisconsin Online Charter School
7. Madison, Nuestro Mundo Community School
8. Milwaukee, Academy of Language and Fine Arts (Academia de Lenguaje y Bellas Artes)
9. Milwaukee, Advanced Language and Academic Studies High School
10. Milwaukee, CITIES Project High School
11. Milwaukee, Community High School Charter School
12. Milwaukee, Community Trade and Business Center
13. Milwaukee, Genesis High School
14. Milwaukee, Hmong American Peace Academy
15. Milwaukee, Humboldt Park K-8 School
16. Milwaukee, Preparatory School for Global Leadership
17. Milwaukee, School of Entrepreneurship
18. Milwaukee, School of Humanities
19. Milwaukee, Truth Institute for Leadership and Service
20. University of Wisconsin-Milwaukee, Capitol West Academy
21. University of Wisconsin-Milwaukee, Woodlands Academy
22. Mukwanago, Eagleville Elementary Charter School
23. Neenah, Alliance Charter School
24. Oshkosh, Accelerated Alternative Learning Program
25. Oshkosh, Charter High School
26. Oshkosh, Journeys Project-Based School
27. Rhinelander, Northwoods Community Elementary School
28. Rhinelander, Northwoods Community Secondary School
29. Sparta Area Independent Learning Schools
30. Sparta, Montessori Charter School
31. Stevens Point, Jefferson School for the Arts
32. Stevens Point, The Roosevelt Instructional Differentiation for Educational Achievement School
33. Stevens Point, Washington Service-Learning Center
34. Waukesha, IQ Academies at Wisconsin
35. Waukesha Academy of Health Professions



## **1. Appleton, Dan Spalding Academy**

Est. 2004

P.O. Box 2019  
Appleton, WI 54912-2019  
LuAnn Coenen  
920-832-6136  
coenenluann@asds.k12.wi.us

Appleton Area School District  
Thomas G. Scullen  
P.O. Box 2019  
Appleton, WI 54912-2019  
920-832-6126  
scullenthomas@asds.k12.wi.us

The Dan Spalding Academy Charter School for Expelled/Withdrawn Students was developed during the 2003–2004 school year. This school provides a safe, structured environment for up to 15 middle and high school students (grades 7–12) who have been expelled or have withdrawn from their home schools.

The goal of providing post-expulsion services is to assist secondary students in advancing in school and social skills while under expulsion orders and/or withdrawal agreements. These students have the opportunity to work on academic growth, behavioral issues related to the complexities of their at-risk behaviors, and affective needs in an alternative school setting with a low student-to-staff ratio. Students gain credits toward graduation and meet district and state standards. School staff works closely with students, parents, and administrators to ensure that the students successfully transition back to their home schools at the end of the expulsion or withdrawal.

Post-expulsion services available to students who have been excluded from their traditional educational program placement include:

- an individualized plan for each withdrawn or expelled student
- referral and access to social services such as anger management and alcohol and/or other drug abuse counseling
- an Internet-based curriculum for academic credit and skill advancement
- individual tutoring
- highly trained and experienced staff
- parent outreach
- linkages between school, community agencies, and workplaces
- intensive counseling and monitoring

## 2. Argyle Land Ethic Academy

Est. 2004

P.O. Box 256  
Argyle, WI 53504-0256  
Jeff Eastlick  
608-543-3314  
jeffe@argyle.k12.wi.us

Argyle School District  
Kelly T. Burhop  
P.O. Box 256  
Argyle WI 53504-0256  
608-543-3318  
kellyb@argyle.k12.wi.us

The Argyle Land Ethic Academy believes that understanding place is indispensable to community, where and how a student learns is as vital as what a student learns, and respect is integral to learning. Natural resource literacy is the capacity to perceive and interpret the relative health of environmental systems and to take appropriate action to maintain, restore, or improve the health of those systems. At the Argyle Land Ethic Academy, this kind of natural resource grounding begins close to home, where the home, community, and school can encourage and provide connections between the student and the land.

The Argyle Land Ethic Academy provides an enriching project-based structure for high school students (grades 9–12) to develop and lead natural resource projects in meeting their academic goals. Students explore how principles such as climate, symbiosis, succession, niche, population, and community apply to the natural resource heritage of Argyle and its surrounding habitats.

Organized by a student learning plan, each charter school student proposes and follows through on natural resource projects. Integrative across subject areas, these natural resource projects, along with other research-based strategies, incorporate advanced and/or basic skills aligned with Wisconsin State Standards. Through guidance and instruction of Argyle Land Ethic Academy faculty, and, moreover, through partnering with experts in the field, each student's project provides an opportunity to explore a natural resource area in depth, while gaining important subject-area competencies.

Committed to civic responsibility, charter school students learn to build projects that balance the rights of individuals with the natural resource rights of place within the larger civic order. Because these projects are relevant to the community, and because students engage family, friends, and neighbors, an audience of accountability is created, exerting favorable pressure on student skills and abilities. Projects can include monitoring water quality on the nearby Pecatonica River and Yellowstone Lake, participating in long-term studies of local wildlife areas, or designing and creating sites to help with both runoff and aesthetics. Projects involve community members, local professionals, and other students and staff, thereby benefiting not just the charter school students, but also the community.

In effect, focusing on learning through the natural resources makes learning more experiential and therefore more powerful. Argyle Land Ethic Academy provides students with an ability to understand who they are and how they might be in the world. By understanding Argyle's natural resource heritage, students become more invested in that community and engage themselves as life-long learners to better themselves and the place they call home.

### **3. Blair-Taylor, School of Science, Engineering and Technology**

Est. 2004

219 South Main Street  
Blair, WI 54616  
Connie Biedron  
608-989-9835  
biedrc@btsd.k12.wi.us

Blair-Taylor School District  
Guy O. Leavitt  
P.O. Box 125  
Blair, WI 54616  
608-989-2881  
leavig@btsd.k12.wi.us

The vision of the School of Science, Engineering and Technology (SoSET) is to provide equal opportunity for all children to be involved in an innovative approach to their own learning. Each student develops an intrinsic sense of responsibility with guidance from family, community, and school. The charter school structure prepares students to be lifelong learners and positive contributors to society.

The Blair-Taylor School District implemented the School of Science, Engineering and Technology (SoSET) Charter School to provide for the unique needs of individual learners in grades 3–6 in the fall of 2004. Early learning opportunities will be provided through the expansion of the charter school to grades K–2 in the fall of 2005. Use of a multiage structure will enhance learning opportunities for students of all ability levels.

The SoSET Charter School provides a stimulating, nurturing, and innovative educational and social atmosphere. Students receive differentiated instruction in the core academic subject areas through thematically based curriculum, which is focused on science, engineering, and technology. Units emphasize interdisciplinary integration of subject matter, problem-based learning experiences, student-centered instruction, hands-on learning strategies, constructivist approaches, and self-directed learning. Assessment of learning is project- and performance-based. Rubrics and benchmarks are used in place of letter grades. Student self-assessment is an integral part of the evaluation process.

The school is designed to implement innovative methods essential to the development of the student's intellectual, physical, emotional, and social needs, while being sensitive to the unique qualities that each individual brings with her or him. Emphasis is on providing a sense of community by involving families and instilling in students a concern for others and the environment. An understanding of the community and a sense of appreciation of their own and others' abilities is also an integral part of the program.

The SoSET approach best meets a changing world where knowledge and experience in the application of science, engineering, and technology is vital, and where working cooperatively in groups and independently on individual initiatives are all important.

### **4. Clinton, Language Instruction for Tomorrow Charter School**

Est. 2004

301 East Street  
Clinton, WI 53525-9465  
Denise Wellnitz  
608-676-2223  
dwellnitz@clintonwisch.com

The LIFT school program was designed to meet the changing needs of the Clinton community. As a rural district with many new families speaking Spanish, it was determined by the planning committee that a proactive approach to the maintenance of a community could be accomplished, in part, with a dual-language school program.

The vision for the LIFT school was created in partnership with all of the early learning programs of the school and community: home-based day care, parents, community preschool, and the district's early childhood, four-year-old kindergarten, kindergarten, and first grade programs. Each program, whether public or private, is committed to the overall philosophy of quality learning environments that pursue this philosophy through its specific instructional features.

Clinton Community School District  
Rebecca A. Nodorft  
P.O. Box 566  
Clinton, WI 53525-0566  
608-676-5482  
bnodorft@clintonwisch.com

The LIFT school program provides English-speaking and Spanish-speaking students and their families opportunities to participate in a dual-language learning community that will grow with students through their elementary education. LIFT is partnering with community programs such as Many Voices, One Community (adult ESL services), the public library, Head Start, and a YMCA preschool to give students and Spanish-speaking families the opportunity to learn English and access community resources. In addition, Spanish instruction for school district staff is also offered to community members. The expertise of native English and Spanish speakers is utilized to further the goal of community.

Students began the LIFT program in 2004 in four-year-old kindergarten or kindergarten. The school will expand each year through fifth grade as these students advance. A governance council comprised of school, community, agency, and parent members operate the charter school. A lead teacher, combined with a team approach of all staff members, performs the day-to-day governance. The superintendent, curriculum director, pupil services director, and other district resources are available to support the charter leadership council. The governance council and the leadership team have the flexibility to make changes necessary to assure the success of the school within the confines of statute, board policy, and the grant.

The success of LIFT is measured through a variety of methods. With Early Childhood standards as a basis of instruction, increased student achievement based on Wisconsin Model Academic Standards is the goal. To that end, traditional measures of classroom achievement in literacy and numeracy are aggregated before and after the educational experience. In addition, measures of language acquisition, both English and Spanish, are gathered. It is anticipated that LIFT will become an integral program that will provide assistance in gaining a greater understanding of community and learning.

## 5. Grantsburg Virtual Charter School

Est. 2004

480 East James Avenue  
Grantsburg, WI 54840  
Stanley Marczak  
715-463-5165  
smarc@grantsburg.k12.wi.us

Grantsburg School District  
Joni Burgin  
480 East James Avenue  
Grantsburg, WI 54840-7959  
715-463-5499  
jburg@grantsburg.k12.wi.us

In order to realize the goal of educating *every* student in the district, especially those who are home-schooled or are credit-deficient, an alternative mode of learning was created. The Grantsburg Virtual School allows students to take control of their education and realize success. The vision of the school is success for everyone who desires to take virtual classes, ranging from the disenfranchised student who is credit-deficient and in danger of not graduating, to the average student who can become exceptional by creating his or her individualized program, to the gifted student who can earn national recognition in his or her areas of interest. Courses are aligned with Wisconsin standards, and mentors are available to the students for assistance with course work. For the 2004–2005 school year, the Grantsburg Virtual School is open to all students in grades 7–12, with expansion into the K–6 range anticipated in the future.

The main virtual classroom is located within the Grantsburg High School, with smaller “pods” located throughout the district. Students can also access their courses from their homes, public libraries, or anywhere with an Internet connection at any time of the day. Students participate in online courses taught by virtual teachers. In addition, students, with the assistance of mentors, create an individualized program of study in order to successfully meet graduation requirements set forward by the state and the district.

## 6. Kohler, Northeast Wisconsin Online Charter School

Est. 2004

595 Baeten Road  
Green Bay, WI 54304-5763  
Carol Conway-Gerhardt  
920-492-5960  
cgerhardt@cesa7.k12.wi.us

Kohler Public Schools  
Jeffrey P. Dickert  
333 Upper Road  
Kohler, WI 53044  
920-459-2920  
dickertj@kohler.k12.wi.us

The Northeast Wisconsin Online Charter School (NEWOCS) offers remedial, regular, and accelerated courses in a nontraditional learning environment. NEWOCS makes available to students and teachers alternative instructional delivery systems that can help them to achieve the goals emphasized in "No Child Left Behind" legislation. NEWOCS meets a demonstrated need for online instruction within the flexible administrative framework of a charter school—and NEWOCS serves as a model for the public school system in Wisconsin because it demonstrates the cost-effective synergy made possible through a collaborative northeastern Wisconsin partnership of three dozen neighboring school districts. NEWOCS harnesses the wealth of identified courses and resources accessible through the Internet.

Students enrolled in NEWOCS access Internet courses that are aligned with state and national academic standards. They are assisted by Wisconsin-licensed online teachers as well as personal/family coaches and are encouraged by local school mentors identified by the participating districts. Students go online through computers in their homes, in classrooms or computer centers at their school district buildings, or at public libraries. The nonthreatening atmosphere of these locations and the ability to exchange information around the clock with online teachers and fellow students help to assure an instructional strategy that creates a flexible and welcoming environment for learning.

NEWOCS enables students to participate in online course work at any hour of the day or night, allowing them to learn at their own pace. Online instructors can likewise offer unlimited office hours. Students may select from an array of courses taught by instructors from school districts within the CESA 7 region, as well as by additional providers within the state of Wisconsin. The flexibility inherent in online learning enables students to choose their courses based on academic interests, without concern for conflicting schedules or limited classroom space.

The learning community served by NEWOCS spans seven grade levels, from sixth through twelfth grade. Within those grade levels, NEWOCS serves students with insufficient credits for graduation, those interested in studying specialized courses that cannot be offered in their traditional schools, those seeking accelerated study through high school courses at advanced levels, those experiencing scheduling conflicts with home or employment responsibilities, those who have been expelled or are at risk of severe disciplinary action, and those facing medical challenges, as well as those who are seeking a full program at the high school level and need broader experiences to advance their knowledge and skills through available courses.

NEWOCS aims to serve students whose needs are currently not being met effectively in traditional instructional settings. For this reason, the online charter school provides targeted learners with an education that extends to them a common foundation for success shared with their peers and that helps to close the achievement gap, as described in "The New Wisconsin Promise." Also among those served by NEWOCS are high-achieving students who seek accelerated opportunities—the contrasting group of nontraditional learners. Students from the 36 participating school districts within CESA 7 who have attained grades 6–12 are eligible to apply for enrollment in the Northeast Wisconsin Online Charter School.

## 7. Madison, Nuestro Mundo Community School

Est. 2004

4201 Buckeye Road  
Madison, WI 53716-1638  
Gary Zehrbach  
608-204-1068  
gzehrbach@madison.k12.wi.us

Madison Metropolitan School District  
Art Rainwater  
545 West Dayton Street  
Madison, WI 53703-1967  
608-663-1607  
arainwater@madison.k12.wi.us

Nuestro Mundo Community School (NMCS) is the first public English/Spanish two-way immersion school in the Madison Metropolitan School District (MMSD). It began with a kindergarten in September 2004 and will add one grade each year to grow into a K-5 school. The goals of NMCS are to help all students learn to think, speak, read, and write in both Spanish and English; excel academically; develop positive cross-cultural relationships; and promote participation in multicultural communities. The school is open to English-dominant and Spanish-dominant speakers interested in this distinctive program. NMCS's curriculum is academically rigorous, community-based, child-centered, and multicultural.

At NMCS, learning is an interactive process among instructors, parents, community members, and learners, all committed to a mutually beneficial collaboration. Additive bilingualism and biculturalism are fully achieved through the two-way immersion program. The two-way immersion is a fundamentally different approach to bilingual education from that taken in traditional public schools in MMSD. Instead of including only children with limited English proficiency, NMCS educates children from both English- and Spanish-speaking homes in the same classroom, and in addition to learning English, these students learn to read and write in Spanish. Academically, the two-way immersion programming generates bilingual speakers who achieve high levels of academic success in Spanish and English. The multicultural, student-centered, and community-based curriculum helps students achieve high levels of formal and informal language proficiency and prepares them for participatory roles as active, global citizens.

The curriculum and instructional strategies reflect students' developmental levels in both cognitive and linguistic areas. Specifically, teachers plan academic instruction in accordance with students' language proficiencies. In kindergarten, students receive most of their instruction in Spanish. This early emphasis on Spanish instruction benefits both language groups. The proportion of English increases with each grade level. The dual immersion program at NMCS supports students' social and cultural growth as well. Stimulating learners' intellectual curiosity is of foremost concern among NMCS staff, as is helping learners discover, exercise, and refine their skills. Instruction is guided by a well-trained, experienced, bilingual staff that utilizes best teaching practices, including cooperative groups, experiential learning, and integrated units of study. They are aware that education is a tool for empowerment in a multicultural, democratic society.

The number of Spanish-speaking students in Madison schools is rapidly rising. Indeed, according to the Wisconsin DPI WINNS Web site, the number of predominantly Spanish-speaking students increased by more than a threefold margin between 1998 and 2003. The academic outcomes of these students continue to lag far behind their English-speaking peers. The limited bilingual offerings of MMSD are transitional in nature and open only to native Spanish speakers with little or no English skills.

There are currently no additional full-time language options provided to English speakers in the elementary grades. NMCS provides a valuable, research-based opportunity for students to achieve bilingualism, academic excellence, and strong cross-cultural relations. The school also functions as a community advocacy center, responding to the needs identified by the school's Site Leadership Council (SLC). Collaborating with local organizations to provide community services, the school offers an array of opportunities including but not limited to English as a Second Language classes, health education classes, family enrichment activities, and adult

## 14. Milwaukee, The Hmong American Peace Academy

Est. 2004

1418 South Layton Boulevard  
Milwaukee, WI 53215-1923  
Chris Her-Xiong  
414-383-4944  
chrisherxiong@hotmail.com

Milwaukee Public Schools  
William G. Andrekopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

The Hmong American Peace Academy (HAPA) is the first Hmong Charter School in Wisconsin, and it is the second Hmong school in the nation. HAPA is a noninstrumentality charter school of the Milwaukee Public Schools. HAPA is designed to serve students in the all-day four-year-old kindergarten program through eighth grade. During its first year of operation, 2004–2005, the Academy is enrolling students in four-year-old kindergarten through fifth grade with 225 seats available. As an open enrollment public school, the Academy plans to add students and grades each year as the school develops within the Hmong community. HAPA does not discriminate on the basis of race, color, sex, and national and ethnic origin in administration of educational services. HAPA serves as both a neighborhood and citywide school, which serves families in Milwaukee. Hence, any family that desires a quality and college preparatory education is welcomed. A long-term goal is to become the nation's first K–12 charter school authorized by the International Baccalaureate Organization (IBO).

Educators of the Hmong American Peace Academy (HAPA) collaborate with Milwaukee's Hmong families to emphasize five traditional Hmong values: respecting elders; placing family first to avoid shaming self and family; facing hardship with patience, silence, and perseverance; and avoiding shame. HAPA's educators and community members emphasize American values for practicing freedom: earning access to resources and collective power; and engaging in entrepreneurship for neighborhoods, Milwaukee, Wisconsin, and beyond. Educational programs throughout the week, after school, and on weekends build peacemaking skills for students' lives locally and beyond, within and among their classes as well as within and among their families, neighborhoods, and cultures. As an academy, our educators and families emphasize high standards for physical, intellectual, civic, and moral development by implementing the International Baccalaureate Program (IBO). The Hmong American Peace Academy contributes a safe, productive, world-class learning environment to the city of Milwaukee and beyond.

The Hmong American Peace Academy is an innovative school based on an integrated triangular learning framework. Hmong culture, language, and history are the components of one side of the triangle. Side two of the triangle is the curriculum component, which is standards-based academics. The third side of the triangle is the community action/peace education component. HAPA's innovation of transforming a triangle to form a world-class school focused around three essential questions: (1) What is being taught? (2) How will teaching and learning take place? (3) What are the attitudes, perceptions, expectations, and resources of the school community? HAPA develops internal (e.g., educational commitment, values, and social competencies) and external (e.g., support, empowerment, boundaries, and expectations) assets of the students. HAPA is committed to documenting and monitoring students' academic progress. HAPA uses the standardized tests, classroom assessments, and service-learning portfolios to measure progress. To ensure success, students, parents, and teachers collaborate to set individual goals for each child and monitor progress. HAPA and the entire community are dedicated to educating the whole person—mind, body, and will—for peace and fullness of life.

## 15. Milwaukee, Humboldt Park K-8 School

Est. 2004

3230 South Adams Avenue  
Milwaukee, WI 53207-2700  
Kristi Cole  
414-294-1700  
coleky@mail.milwaukee.k12.wi.us

Milwaukee Public Schools  
William G. Andrekopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

The focus of Humboldt Park K-8 School as an instrumentality charter school of Milwaukee Public Schools (MPS) is on high standards of academic excellence for all students. Humboldt Park School currently serves 580 students in four-year-old kindergarten through eighth grade. Humboldt Park School is truly a school of world cultures. Humboldt Park's diverse student population is currently comprised of 33 percent Hmong, 30 percent Caucasian, 17 percent African American, 14 percent Hispanic, and 6 percent other ethnic groups. Humboldt Park offers students and parents a unique, culturally diverse school experience grounded in traditional values. Humboldt Park K-8 School administration, teachers, staff, parents, and community partners support the school as an instrumentality charter of MPS based on the following eight points:

1. to advance Humboldt Park's educational vision
2. to have more freedom over organizational, personnel, and/or governance matters
3. to meet the educational needs of its global student population
4. to attract students and parents to a unique school experience with traditional values
5. to expand parent involvement in and ownership of the Humboldt Park K-8 School mission
6. to have greater control over local school funds in order to focus on what the local community feels is the greatest need
7. to sustain the purest form of Direct Instruction (DI) implementation
8. to expand community partnerships with Journey House and the Indochinese Learning Center to meet the educational, cultural, and social needs of the school community

The focus of Humboldt Park K-8 School is on high standards of academic and social excellence for all students. Humboldt Park K-8 School has a comprehensive four-year-old kindergarten through eighth grade model of Direct Instruction in the core academic areas of reading, language arts, and math, with additional corrective DI reading support for at-risk, special education, and English language learner (ELL) students. The curriculum is aligned and coordinated with MPS learning targets along with the Wisconsin Model Academic Standards and enables all students to meet challenging content and performance standards. In addition to the DI model of language arts, Humboldt Park K-8 School has also incorporated 6+1 Trait Writing framework and assessment school-wide. Humboldt Park K-8 School staff has made significant progress over the past four years in student standardized assessment gains. To sustain this academic achievement and continue its goal of proficiency for all students, student assessment data is the focus of all curriculum and instructional practices. Integrating technology across the curriculum to advance Humboldt Park School's mission is also an integral component of the instrumentality charter implementation. Humboldt Park K-8 School offers students and parents a unique, culturally diverse school experience grounded in traditional values. Mastery of core content learning targets aligned with Wisconsin State Standards is a clear expectation.

Great value is placed on enhancing and expanding existing community partnerships with Journey House and the Indochinese Learning Center

along with all parents and students currently attending Humboldt Park K-8 School. The goals of the Indochinese Learning Center and Journey House and Humboldt Park K-8 School are to develop the abilities and skills of the individual and thereby strengthen the family and community. The long-term goal is to help students attain self-sufficiency and become productive members of the community. The desire that all parents have for their children to succeed and become successful adults is what has driven the instrumentality charter status to become reality with the 2004-2005 school year.

## **16. Milwaukee, Preparatory School for Global Leadership**

Est. 2004

1916 North Fourth Street  
Milwaukee, WI 53212-3612  
Angela Dye  
ejuc8r@aol.com

Milwaukee Public Schools  
William G. Andrekopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

Preparatory School for Global Leadership (PSGL) operates as a vehicle for world change and serves students in the sixth grade. The school's purpose is to cause a major revolution in the achievement, mindset, and quality of life in Milwaukee's urban community. In return, there will be an interchange between Milwaukee's citizens and world institutions that will create a global community of economic and social prosperity.

The program is multidimensional in that it not only works to educate students but it also works to build various partnerships to enhance leadership development. PSGL strategically uses social systems (family, peers, media, etc.) found in the lives of students. Through curriculum and instruction, these systems are turned into working partnerships that are focused, cohesive, and effective in building leaders.

PSGL's educational program includes:

- Small school environment—there is a 1:15 teacher-to-student ratio.
- Individual development—students are trained to think, communicate, and act effectively.
- Project-based learning—learning is interactive, student-led, and hands on.
- Service learning—the real world becomes the classroom for learning.
- Yearly themes—each year, students work to improve a different social institution.
- Leadership portfolio—students present evidence of their leadership and learning.
- College preparation—with a strong academic focus, students are prepared for postsecondary learning.
- Multiple assessment methods—social change readiness is developed through authentic assessments, portfolios, and high-stakes testing.
- Teacher-driven management—caring for students and learning is priority; therefore, teachers are leaders and have a voice in daily operations.
- Lifelong learner staff members—teachers, staff, families, and community partners model leadership in the class and in the community and continuously set goals for personal and professional development.

The learning goals of PSGL derive straight from its mission to build individuals equipped to lead. Graduates will have the intellectual, individual, and social strengths necessary for change agency. Upon graduation, students will be prepared for college enrollment, entrepreneurship, social ingenuity, or more.

## 17. Milwaukee School of Entrepreneurship

Est. 2004

6914 West Appleton Avenue  
Milwaukee, WI 53216-2732  
John Polczynski  
414-438-5200  
polczyjt@mail.milwaukee.k12.wi.us

Milwaukee Public Schools  
William G. Andreopoulos  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001  
560@mail.milwaukee.k12.wi.us

Milwaukee School of Entrepreneurship (MSE) has completed nine successful years as an innovative high school, which now serves 180 eleventh and twelfth grade students. The cornerstone of MSE's highly effective educational program is a business-centered and post-secondary preparatory curriculum that builds student capacity for excellence by coordinating learning targets with standards-based classroom instruction methods and assessments. Students thrive in MSE's small, safe, student-centered learning environment.

Students will graduate once they have completed 22 credits of specific core curriculum and elective courses and have successfully completed a portfolio for graduation. This portfolio will focus on each of the content areas (English, Math, Social Studies, Science, and Technology) as well as job skills, community and business leadership, teamwork, employability skills, responsible citizenship, personal finance, and the ability to form and sustain a successful business.

The main components of this unique academic opportunity include vast opportunities for parents and community to collaborate with staff in developing an MSE professional learning community and implementing a shared decision-making model. Other components include:

- business partnerships, job shadowing, and mentoring
- work experience (school-to-career/on-the-job training (OJT))
- preparation for college and the college application process
- opportunity to earn college credits through matriculation with Milwaukee Area Technical College (MATC) and Waukesha County Technical College (WCTC) and afternoon Advanced Placement courses
- school-based business/career simulations and hands-on learning opportunities
- guest speakers (business, community, and parent leaders)

Students interested in applying for admission to the MSE Charter School must have a serious desire to participate in the rigorous and rewarding academic and business-centered curriculum. In addition, all students must have earned a minimum of ten high school credits prior to application. Students must also provide the guidance department with a complete transcript, complete an application for admission, and participate in a mandatory orientation interview with MSE staff and the applicant's guardian.

Once accepted, students participate in entrepreneurship training through classroom sessions, guest speakers, and business sector mentorships, as well as practical and interactive entrepreneurship simulations and projects. Students attend academic classes daily from 8:00 A.M. until 12:30 P.M. and agree to be employed in the afternoons for 15 to 25 hours per week. Students must provide necessary paperwork for the entire school year in fulfillment of the school-to-career curriculum requirement. All students have opportunities to participate in extra course work in the afternoon and summer sessions to make up missed credits or experience higher-level academic challenges. A graduation portfolio that ensures proficiency in all content area as well as business skills will also be completed.

MSE Charter School represents the best in educational innovation by providing all qualified students with excellent opportunities to develop essential business and academic skills that are necessary for successful participation in today's economy, society, and higher education.

University of Wisconsin--Milwaukee  
Robert Kattman  
P.O. Box 413  
Milwaukee, WI 53201  
414-229-4682  
rkattman@uwm.edu

Capitol West Academy will serve children in grades K4-8. In fall 2004 the school will open grades K5-3 and add additional grades each year in order to ensure permanence and continuity for students. The maximum enrollment per grade is 20 to 22 children. The teachers, students, and instructional aide remain together for two academic years.

The academic focus of Capitol West Academy is to effectively and proactively educate children in the core academic areas with an emphasis on a positive educational environment and adaptation to different learning styles. The staff believes that each child can learn and that it is their challenge to find ways in which he or she can best learn. Research concludes that a structured instructional program with a focus on basic skills and a strong emphasis on parental involvement are critical to both academic and social success. The program's curriculum emphasizes not only academic growth, but personal growth as well. The fundamental goals of Capitol West Academy are to:

- Create a safe, student-centered environment with a high expectation for academic achievement in the areas of reading, language arts, math, social decision-making, and science that will assist students in exceeding Wisconsin proficiency levels.
- Provide an environment in which all teachers foster academic, social, and emotional growth, and effectively and efficiently integrate alternative learning styles to meet the learning needs of each child.
- Create a learning environment that focuses on academics through curriculum integration of Mel Levine's "Schools Attuned" model and the emphasis on attending to students' differences in learning.
- Create a learning environment that focuses on the readiness gap through the integration of Stimulating Maturity Through Accelerated Readiness Training (SMART).
- Create a positive school climate through a strength-based behavior model based on principles of positive reinforcement and the philosophies of "catch them being good."
- Nurture a strong linkage and mutual accountability between family, school, and community that involves parents as partners to increase the child's positive academic and social development.
- Actively incorporate strong accountability measures to assess the success of each child and provide quantitative measures to guide continuous improvement.
- Create a culture that values diversity, respects the individual, and values learning as a lifelong source of self-mastery, joy, and meaning.
- Develop each child academically, personally, and socially with an understanding of citizenship in the United States.

The learning community of Capitol West Academy believes in the strength and determination of the human spirit. The community also believes in hope, in the will of the individual, and most importantly that a quality education can help to overcome obstacles of poverty, family instability, and community disorganization. Teamwork is promoted, and high expectations are established for each student, teacher, parent, staff member, and community member. Staff recruitment and training are predicated on beliefs and philosophy. The learning community including parents, staff, students, and administrators must value these core beliefs. The entire learning community will be educated to meet the needs of students and to value their culture, language, and learning styles.

## 21. University of Wisconsin–Milwaukee, Woodlands Academy

Est. 2004

5510 West Bluemound Road  
Milwaukee, WI 53208-3012  
Maureen Sullivan  
414-475-1600  
principal@woodlands-school.org

University of Wisconsin–Milwaukee  
Robert Kattman  
P.O. Box 413  
Milwaukee, WI 53201  
414-229-4682  
rkattman@uwm.edu

Woodlands School is a grades K4–8 charter school that offers an innovative educational program of excellence for the whole child in a multicultural environment that prepares the child for lifelong learning in a rapidly changing society. The school, under the chartering authority of the University of Wisconsin–Milwaukee, has enrolled 225 students for its first year of operation in 2004–2005. Woodlands aims to serve the richly diverse racial, ethnic, and socioeconomic populations of the city of Milwaukee. In the 2004–2005 school year, 43 percent of its students are white, 26 percent are Hispanic, 26 percent are African American, and 5 percent are Asian and Native American; approximately 40 percent are eligible for subsidized meals.

Students, teachers, and parents share the responsibility for learning at Woodlands. The school's core curriculum consists of language arts, mathematics, hands-on science, and social studies. Students are grouped in multiaged classrooms with an average of 20 students, one teacher, and one teaching assistant. Learning is driven by students' curiosity and is focused through a project-based interdisciplinary approach, with students sometimes working independently and other times on cooperative learning projects with partners or small groups. Students in all grades take specialty classes in music, art, physical education, library studies, and French language, which are also integrated into the core curriculum to deepen the educational experience. A "Time for Living" curriculum allows teachers and students to focus on their rights and responsibilities to one another, the community, and the world. It includes student service projects with disadvantaged populations in the community. Student learning assessment focuses on teacher-written evaluations, student-designed portfolios, and standardized tests that measure progress toward academic goals and mastery of local and Wisconsin standards. Parents are closely involved in all dimensions of the school. Each family makes a commitment of 20 hours of voluntary service upon enrollment.

In addition to its formal curriculum, Woodlands has several special characteristics that enhance the educational experience for students and their families. They include a before- and after-school extension program for children to engage in supervised structured play or to complete homework in a supportive environment; an after-school enrichment program with on-site private music and voice lessons and group classes in art, dance, wellness, and forensics; participation in the Milwaukee Symphony Orchestra's Arts in Community Education (ACE) program; and an after-school sports program in soccer and basketball.

## 22. Mukwonago, Eagleville Elementary Charter School

Est. 2004

5101 W34511 Hwy L0  
Eagle, WI 53119  
Lynn Furey  
262-363-6258  
fureyev@wi.rr.com

Mukwonago Area School District  
Paul A. Strobel  
423 Division Street  
Mukwonago, WI 53149-1294  
262-363-6304  
strobp@ukwonago.k12.wi.us

The Eagleville Elementary Charter School aim is clear—nurture students in a creative, community-spirited atmosphere that imbues children with a respect for the past and a deep regard and responsibility for their environment and its future.

The Eagleville Elementary Charter School is a grades 1–5 charter school conversion in the Mukwonago Area School District and is located in a rural setting next to Eagle Spring Lake in the southeastern portion of Waukesha County, in Eagle, Wisconsin. Eagleville Elementary School, currently with approximately 100 students, has been in existence since 1849 when it began as a small country schoolhouse, much like those that were common in Wisconsin at the turn of the last century. A dedicated team of parents and educators has worked to develop a charter school by enhancing the existing curriculum with the following key features:

- an environmental focus and environmental stewardship
- integrated curriculum opportunities
- whole school thematic approach
- commitment to character development
- place-based/project-based learning emphasis
- foreign language instruction
- community awareness, involvement, and responsible citizenship
- before- and after-school program available for our families
- joint governance by teachers, parents, community members, and administration

Eagleville School is unique in its long historical commitment to academic excellence and close ties to the community. Its essence is the family-like extension of the home. Eagleville Elementary Charter School offers a richness of educational opportunities that can best be found in a small, rural setting and takes full advantage of the unique natural surroundings, which include the Mukwonago River, Jericho Creek, Eagle Spring Lake, wooded areas, wetlands, and natural prairie. The charter school builds upon the high levels of support that have been ingrained through the history of the area. Together, a community of learners is developing an appreciation of its history and the environment, with a strong commitment to character development and academic achievement.

## 23. Neenah, Alliance Charter School

Est. 2004

215 East Forest Avenue  
Neenah, WI 54956-2765  
Kim Benson  
920-751-6970  
kbenson@neenah.k12.wi.us

Alliance Charter School is a parent-initiated elementary charter school beginning with four multiaged grades K–1 and 2–3 classrooms, with an enrollment of approximately 80 students. It utilizes a hands-on, individualized, and student-centered Montessori and project-based learning approach. This multiage classroom structure, in addition to a well-prepared environment with many hands-on learning materials and uninterrupted blocks of work time, enhances in-depth study of topics, individual learning rates, different interests, and individual needs.

This Alliance approach to learning builds strong partnerships between the school and community and encourages active investigation, exploration, and collaborative problem solving. Various project- and theme-based opportunities bring the entire school community together.

Alliance builds excellence in all core academics and provides early learning opportunities in Spanish and piano keyboarding instruction for

Neenah Joint School District  
James M. Wiswall  
410 South Commercial Street  
Neenah, WI 54956-2593  
920-751-6800  
jwiswall@neenah.k12.wi.us

all grades. Students are assessed using formal and informal methods with an emphasis on performance-based assessment. Parent-teacher conferences, a quarterly progress report based on learning benchmarks, and virtual communication between home and school are used to inform parents about their children's progress in the curriculum. Parents have an opportunity to take a very active role in their child's education by volunteering in and outside of the classroom, participating in a variety of school activities, and being part of the site advisory council. At Alliance, staff believes that by working together with minds, hearts, and hands, not only will students gain the most academically from their education but they will grow together and be strengthened as a community.

## 24. Oshkosh, Accelerated Alternative Learning Program

Est. 2004

108 West New York Avenue  
Oshkosh, WI 54901-3795  
Shelly Muza  
920-424-0349  
shelly.muza@oshkosh.k12.wi.us

Oshkosh Area School District  
Ronald A. Heilmann Jr.  
P.O. Box 3048  
Oshkosh, WI 54903-3048  
920-424-0160  
ron.heilmann@oshkosh.k12.wi.us

ALPs (Accelerated Alternative Learning Program) School is designed to serve 50 students in grades K-8. The primary goal of ALPs is to prevent or ameliorate at-risk behavior by providing grades K-8 students with an alternative to the traditional school environment. The ALPs School creates an optimal match between the curriculum, emotional/social expectations and support, and the student's abilities and needs. The Accelerated Alternative Learning Program School provides an educational, social, and emotional environment that is appropriately suited to the unique needs of grades K-8 students whose academic, intellectual, and creative abilities place them at risk, and whose needs cannot reasonably be met by the traditional school program.

- The pace of instruction and learning is much more rapid and in-depth than could be expected in the regular classroom setting.
- Grade placement is irrelevant in terms of the students' curricular expectations. All learning is based on student needs, abilities, interest, and motivation.
- The teachers and students, based on learning and social/emotional needs of the students, exchange traditional schedules in favor of project-based and theme-based timelines that allow for flexibility and are managed.
- Community integration and interaction are hallmarks of this school program, as the direct application of the academic and social/emotional benefits of community service are an important aspect of the ALPs experience.
- ALPs utilizes a specialized guidance curriculum that increases students' social skills and decreases their sense of isolation or separation. The school-within-a-school design allows interaction with same-age peers during recess, lunch, and some specialist classes such as physical education and music for maximum social and emotional development.

It is essential that ALPs students spend time during the school day with other ALPs students who think, learn, and feel as they do. It is also important for ALPs students to be integrated with their age peers for a portion of the day, so that they can practice and apply their social and adaptive learning skills. Because Oshkosh has several grades K-8 facilities, it is possible to integrate ALPs students for a portion of their day, while still preserving the essential Charter Mission of providing an optimal match between the students' needs and the academic and social programs that will help them fulfill their true potential.

## 25. Oshkosh, Charter High School

Est. 2004

405 Washington Avenue  
Oshkosh, WI 54901  
Ronald A. Heilmann Jr.  
920-424-0160  
ron.heilmann@oshkosh.k12.wi.us

Oshkosh Area School District  
Ronald A. Heilmann Jr.  
P.O. Box 3048  
Oshkosh, WI 54903-3048  
920-424-0160  
ron.heilmann@oshkosh.k12.wi.us

The primary goal of the Charter High School is to offer students who are at risk the opportunity to achieve their high school diplomas in a nontraditional educational setting that is focused on career development and exploration. Many of the students are behind their peer group in credits needed to graduate. The Charter High School staff works with students in grades 9–12 in mapping out their educational needs. Together they develop a plan to implement accelerated course work that is career focused and based on standards and benchmarks so that students will meet the requirements of graduation in a timely fashion. Many of these students are at risk due to truancy or credit deficiency, or because they are parents or have social/emotional issues and/or substance abuse problems.

- The Charter High School learning environment is focused on individual students' post-secondary career goals, and on assisting the student to achieve the 22 credits required to attain an Oshkosh Area School District high school diploma.
- Curriculum options offered to all students include: technology-based core classes, work experience, community service learning, and community-based learning opportunities.

The school provides flexible scheduling to accommodate the needs of at-risk students. Charter High School is staffed from 7:00 A.M. until 5:00 P.M.

## 26. Oshkosh, Journeys Project-Based School

Est. 2004

405 Washington Avenue  
Oshkosh, WI 54901  
Ralph A. Thiel  
920-236-8719  
ralphthiel@rds.net

Oshkosh Area School District  
Ronald A. Heilmann Jr.  
P.O. Box 3048  
Oshkosh, WI 54903-3048  
920-424-0160  
ron.heilmann@oshkosh.k12.wi.us

Journeys Project-Based School provides students in grades 7–12 and their families with an alternative to the traditional school environment. At a project-based school, learning is student-directed. There are no courses, no bells, and no teachers delivering lessons to classrooms of students. Rather than taking traditional courses, students complete eleven standards/performance-based projects each year. The teachers/advisors counsel and guide the projects to help all students master the required Wisconsin Model Academic Standards and Oshkosh Area School District Benchmarks in the core subject areas. The completed projects also show mastery of the Standards and Benchmarks in elective areas. Technology is an important and integrated educational tool. Students use technology such as video conferencing, digital imaging, and presentation software to access and share information. Computers are available for student research, data storage, and creative design. Basic skills are acquired with one-on-one assistance, when necessary, and in small groups when more effective and efficient. All groupings are flexible and outcome-driven, not time-driven. To be awarded credits, students are required to demonstrate proficiency as applied to the standards. Seniors are required to present a major research project involving community experts. Journeys students are awarded an Oshkosh Area School District diploma upon graduation.

This charter school initiative is rooted in community partnerships that enhance project-based learning philosophy and practice. The school has a close affiliation with the University of Wisconsin–Oshkosh and the Fox Valley Writing Project, as well as community resources such as the Grand Opera House, the Paine Art Center, the Oshkosh Public Museum, the Chamber of Commerce, the Experimental Aircraft Association, and others. Parents are key to the success of this school and are active partners with staff in its successful operation.

## **27. Rhinelander, Northwoods Community Elementary School**

Est. 2004

9086 County Road K  
Harshaw, WI 54529-9731  
Kelli Jacobi  
715-282-8200  
jacobikel@rhinelander.k12.wi.us

Rhinelander School District  
Roger Erdahl  
315 South Oneida Avenue  
Rhinelander, WI 54501-3422  
715-365-9750  
erdahrog@rhinelander.k12.wi.us

Northwoods Community Elementary School (NCES) is a school that creates a variety of project-based learning opportunities for its grades K–5 students to achieve academic success and deepen community roots. By establishing strong and collaborative student, teacher, parent, and community partnerships, a Northwoods Elementary student learns, from an early age, how lifelong learning is building knowledge with others.

The work of the small rural school is no longer to emulate the urban or suburban school, but to rightfully attend to its own place. Northwoods Community Elementary School has a rich history of education at its rural site. Located in a region of Wisconsin's northern lake and woodland countryside, NCES projects reflect the small farms, forestry practices, and tourist recreation economy, all of which are centered on the natural resources abundant at the students' doorsteps. The project-based pedagogy takes full advantage of the surrounding area for students to develop an understanding of home: its social structure, its history, its economy, its music, its art, and its ecology. In short, community projects and field study opportunities abound.

Integrating schooling with the day-to-day life of the community provides students with an opportunity to be a part of society now rather than at some time in the distant future. This powerful learning goes far toward reducing the growing alienation among young people as civically responsible citizens.

By studying the watershed, building park benches, raising and caring for animals, designing and sustaining a productive garden, interviewing elders about the cultural heritage of home, and helping to serve the needs of others, these students are engaged both academically and socially in the life of the community. Likewise, central to NCES are academic basic skills mastery and technology literacy, evident in every classroom, and applied in a wide assortment of projects.

Governance and parental involvement round out the highlighted differences of this elementary charter school. A unique collaborative governing council attends to the daily operations of the Northwoods Community Elementary School. Democratic decision making and deliberative consultation guides the council as it leads the school in its project-based, community-benefiting mission.

## **28. Rhinelander, Northwoods Community Secondary School**

Est. 2004

511 South Pelham Street  
Rhinelander, WI 54501-3316  
Janet Bontz  
715-365-9720  
bontzjan@rhinelander.k12.wi.us

NCSS offers an innovative choice for students attending grades 6–12 to become part of a smaller learning community in a technology-enriched environment distinctive for its rigorous project-based curriculum, assessment techniques, shared school governance, and dynamic community-enhanced learning opportunities. This environment strives to combine high expectations and a meaningful course of study with powerful, sustained involvement of caring adults who mentor, advise, and support students throughout their educational careers.

Northwoods Community Secondary School is the School District of Rhinelander's first secondary charter school, providing choices that meet the educational needs of all its students. This includes creating a learning environment that expects students to learn challenging, interesting, and

Rhineland School District  
Roger Erdahl  
315 South Oneida Avenue  
Rhineland, WI 54501-3422  
715-365-9750  
erdahrog@rhineland.k12.wi.us

relevant standards-based material. It also provides a standards-based virtual alternative for students who are currently educated at home.

Northwoods Community Secondary School provides a choice for students to be members of a project-based learning community, with an opportunity to make meaningful contributions to economic and natural resource projects. By upholding the mission of the School District of Rhineland to "provide challenging opportunities for each student to succeed in a changing world," this innovative charter school demonstrates the district-held belief that "families, students, schools, and communities are responsible for empowering all students to achieve their greatness."

Encompassing a standards-based, project-oriented curriculum benefiting the community, Northwoods Community Secondary School engages students as scholars, active citizens, friends and neighbors, and, above all, learners who make the Rhineland community the focus of serious study. By integrating academics with the daily life of the community, students have an opportunity to be a part of society now, rather than at some time in the distant future. This experiential learning involves students in the struggle to analyze, address, and solve complex issues that are important in their community. As such, powerful learning results due to the partnership between academic and community purposes.

## 29. Sparta, Montessori Charter School

Est. 2004

*Wisdom begins in wonder.*

—Socrates

900 East Montgomery Street  
Sparta, WI 54656-1450  
Michael Roddick  
608-269-8133  
mroddick@spartan.org

*The whole art of teaching is only the art of awakening the natural curiosity of young minds for the purpose of satisfying it afterwards.*

—Anatole France

Sparta Area School District  
John Hendricks  
506 North Black River Street  
Sparta, WI 54656-1548  
608-269-3151  
jhendricks@spartan.org

The Sparta Montessori Charter School offers an achievement-oriented, student-driven educational choice to kindergarten, first, second, and third grade students, and their parents. The Montessori Charter School provides a learning community, teachers, and classrooms in keeping with the vision of the Montessori educational model. The school nurtures the whole student with daily, specific activities that facilitate growth in the physical, emotional, social, aesthetic, and cognitive domains. The openness of the learning community is strengthened by its focus on nurturing sensitivity for living things: plants, animals, and each other. Cognitive success is assured as each student advances at his or her own pace while studying music, language/reading, mathematics, science, art, history, geography, and foreign language. Student-directed learning allows students to advance academically as fast and far as they desire, or to work slowly with a more gentle increase in challenge. Teachers receive intensive training in the Montessori philosophy and methods. This rigorous training creates a unified philosophy of education, consistent application of instructional methods and use of materials, and observational skills that facilitate struggling students' understanding of missing links to success.

The Sparta Montessori Charter School readily invites and involves parents and community members in the educational process. Parents and community members serve on the Site Council, thereby having direct control over the direction, accountability, and future of the Montessori Charter School. They are taught about the specifics of Montessori education, child development, and social, emotional, physical, and cognitive changes they might expect to see as their child grows and develops within the context of

the Montessori educational setting. They participate in their child's educational experience as well as the management and global evaluation of the Montessori School.

Parent feedback and satisfaction measures are but one component of accountability that is employed. Students participate in academic (reading/language arts, mathematics, Wisconsin Knowledge and Concepts Exams) and non-academic assessments (anecdotal notes, work samples, and informal testing). Teachers also utilize standardized testing, observation records, work samples, and developmental checklists to track the development of independence, problem-solving skills, and respect for self, others, and the environment.

The Sparta Montessori Charter School includes the components of Montessori educational philosophy and instructional practices, well-trained teachers, high accountability in multiple developmental domains, and involved parents and community members. These components, coupled with strong administrative and Site Council leadership and an open, positive relationship with the chartering authority, provide an exceptional educational choice for Sparta students and their families.

### **30. Sparta, Sparta Area Independent Learning School**

Est. 2004

506 North Black River Street  
Sparta, WI 54656-1548  
Amy Winger  
608-269-2107  
awinger@spartan.org

Sparta Area School District  
John Hendricks  
506 North Black River Street  
Sparta, WI 54656-1548  
608-269-3151  
jhendricks@spartan.org

The Sparta Area Independent Learning School (SAILS) provides an educational journey for at-risk high school learners (grades 9–12) and those ages 18 to 20 who are in danger of not graduating or who did not graduate due to lack of sufficient credits. For students who struggle academically, a school with a low teacher-student ratio, individualized instruction and testing, and high social support can provide an atmosphere in which typically unsuccessful students feel safe enough to take the risks that true learning requires. SAILS provides a learning community in which students can be honest about their abilities and past efforts and have the necessary time, support, and resources to learn academic, social, and employment skills that many of their same-age peers learned years earlier. Furthermore, SAILS provides a community where students take responsibility for their learning. Their credit deficiencies are accepted; their life circumstances, learning styles, and needs are accepted. However, at SAILS these situations and shortcomings are no longer accepted as reasons not to succeed. Instead, students and teachers develop customized education plans for which students take full responsibility. Students are now in school to master subjects they have chosen and to graduate. This approach to core academics of math, reading, writing, and technology literacy is paired with a focus on employability skills, social skills, coping skills, lifetime wellness, and life planning.

SAILS embraces the challenge of increased accountability. Students' basic skills are evaluated using Nova Net Basic Skills Inventory (BASI), competency-based classroom testing, Read 180 reading assessments, and Wisconsin Knowledge and Concepts Exams. Higher-order academic skills are assessed through yearlong projects presented to review panels of teachers, peers, and experts in the field of study. The review panel evaluates projects and provides feedback to students. Employability skills and habits are assessed through weekly written evaluations by a work-site supervisor. In the areas of wellness and goal setting, students develop short- and long-term plans with input and assistance from teachers and their family members. Students experience both internal and external evaluations. This approach maintains traditional academic accountability, adds real-life work and peer evaluation, and is complemented by the opportunity for students to demonstrate their learning to outside evaluators.

### 31. Stevens Point, Jefferson School for the Arts

Est. 2004

1800 East Avenue  
Stevens Point, WI 54481-3799  
David Lockett  
715-345-5418  
dlockett@wisp.k12.wi.us

Stevens Point Area School District  
David Schuler  
1900 Polk Street  
Stevens Point, WI 54481-5875  
715-345-5444  
dschuler@wisp.k12.wi.us

The mission of the Jefferson School for the Arts (JSFA) is to immerse students in an integrated arts charter school to enrich their development and growth, and to provide arts programs to promote school success and exposure to ideas, concepts, and experiences that may otherwise be limited by low socioeconomic status. Our school seeks to create experiences in theater, drama, visual and musical arts, adventure education, and community performances to allow children to express themselves and encourage a positive self-concept focused upon divergent experiences. The goal of JSFA is to integrate arts concepts and enrichment activities to enhance, expand, and modernize the academic delivery model.

The JSFA is designed to allow students the opportunity to develop mentally, physically, and academically through the utilization of current science-based research linking the arts programming and enrichment studies to academic performance. The underlying philosophy and method of instruction consists of performance-based programming, brain-based learning, multiple intelligence theory, and specific arts integration programs, which are aligned with state academic objectives identified in Wisconsin Model Curriculum arenas.

The JSFA serves a diverse population of 282 students in a grades K-6 neighborhood school. Over 50 percent of students in the attendance area are from families of low socioeconomic status and are by definition at risk for academic challenges. The walk-in nature of the school with its close proximity and relationship with the UW-Stevens Point (UWSP) Fine Arts Department and the Conservatory for Creative Expression make JSFA a desirable match for an arts concept charter school.

Presently, several school district and community programs are engaged in the creation of the program. The Conservatory for Creative Expression and the UWSP Arts and Physical Education Department are active partners in the planning of JSFA. The UWSP dance program has already promised graduate students in their modern dance curriculum to work with grades K-6 students to enhance the academic and arts experience. Dr. Susan Gin-grasso from the UWSP dance program is very interested in the integration and teaching of geometry through dance, specifically utilizing the Laban Alphabet. The UWSP Physical Education Department has a new minor in experiential and adventure education and has committed human assets in the form of student practicum and field experience hours to the program. The Central Wisconsin Community Theatre and the Central Wisconsin Symphony Orchestra as well as Sentry Theatre are potential collaborative partners from the community.

The basic premise/mission of the JSFA is two fold: First, the school creates an umbrella of creative opportunity in the form of theatre, drama, visual and musical arts experiences, adventure education, and community performances. These programs are offered to children before school and after school. JSFA already sponsors a lighted schoolhouse and latch-key program. These components of the school will be expanded and enriched, making those opportunities already available to students more accessible, more focused, and of greater depth and variety. Students engage in creation, marketing, logistics, and actual productions that can be directly linked to the specific skills needed for task success, but also directly reinforcing identified concepts in the academic curriculum. A fifth and sixth grade community production involves creation of brochures, marketing to the public, group management skills, financial planning, and creative process all blended into a multimodal project. All productions are designed and evaluated with identified curriculum objectives as the academic objectives for the project.

In essence, all programs are designed to do double duty and to provide real-life opportunities for students to apply what they have learned in class. Second, the school builds upon an already solid academic model and seeks to use current enrichment studies, specifically those focused upon integrated curriculum to modernize the academic program. Use of music to enhance mood, use of peripherals, linking all subject areas together throughout the day, and connecting grade-level units together from a grades K–6 perspective is a primary focus of the school.

### **32. Stevens Point, The Roosevelt Instructional Differentiation for Educational Achievement School**

Est. 2004

2200 Wisconsin Avenue  
Plover, WI 54467-9355  
Pamela Bork  
715-345-5425  
pbork@wisp.k12.wi.us

Stevens Point Area School District  
David Schuler  
1900 Polk Street  
Stevens Point, WI 54481-5875  
715-345-5444  
dschuler@wisp.k12.wi.us

The Roosevelt Instructional Differentiation for Educational Achievement School (IDEA) is a grades K–6 school with approximately 365 students located in the Stevens Point School District. The charter school concept of differentiated instruction seeks to bridge the achievement gap between the low-achieving students and the balance of the student population within the school. Differentiated instruction is often promoted for the gifted learners; however, educational research and literature supports tailored learning for all students. The underlying premise of the charter school for differentiated instruction guarantees that each student will be assessed and provided instruction at the appropriate level. It is not a one-size-fits-all model—the traditional “cookbook” approach to education. The goal for developing the charter school is to follow this education model: Assess, Instruct, Deliver, and Extend (AIDE) opportunities for students. Using the AIDE format, teachers implement evidence-based practices, which result in optimal academic and social competences for all students.

### **33. Stevens Point, Washington Service-Learning Center**

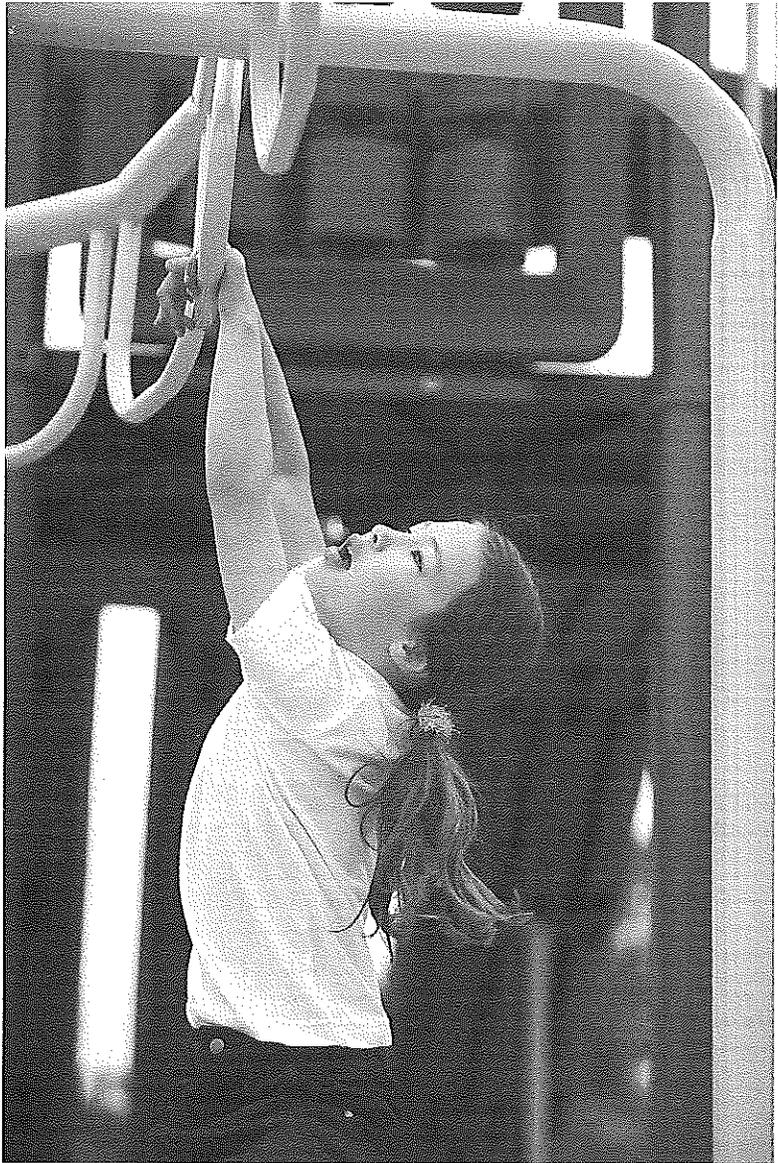
Est. 2004

3500 Prais Street  
Stevens Point, WI 54481-2298  
William Carlson  
715-345-5610  
bcarlson@wisp.k12.wi.us

Stevens Point Area School District  
David Schuler  
1900 Polk Street  
Stevens Point, WI 54481-5875  
715-345-5444  
dschuler@wisp.k12.wi.us

Washington Service-Learning Center (WSLC) is a grades K–6 center where students learn by planning and implementing service-learning projects. At WSLC strategies that produce academic learning and engage students in meaningful service to their school and community are taught by carefully integrating established curriculum. Having students achieve high levels of academic success and become responsible, caring, and engaged citizens are the two main goals. The WSLC is defined by four key characteristics that are part of every service-learning project developed and implemented.

1. Clear learning objectives that are tied to standards and curriculum. Students increase proficiency in learning objectives and standards defined by the curriculum.
2. Genuine school or community need. With guidance and support of staff, parents, and community volunteers, students identify a genuine community need and develop and implement a service-learning project to meet that need.
3. Systematic reflection. Structured opportunities for reflection assist students in relating their community service-learning experience to course content and identified objectives. Reflection logs and rubrics help students assess and evaluate their own work and project outcomes.
4. Youth voice. Allowing students a voice in the selection of the project promotes ownership in learning. Students have a sense of belonging and take responsibility for improving the community.



# 4

## Appendixes

- A. Teaching Requirements for Charter Schools
- B. Wisconsin Charter School Law 118.40
- C. Wisconsin Charter Schools
- D. Charter School Closures
- E. Resources

### Appendix A

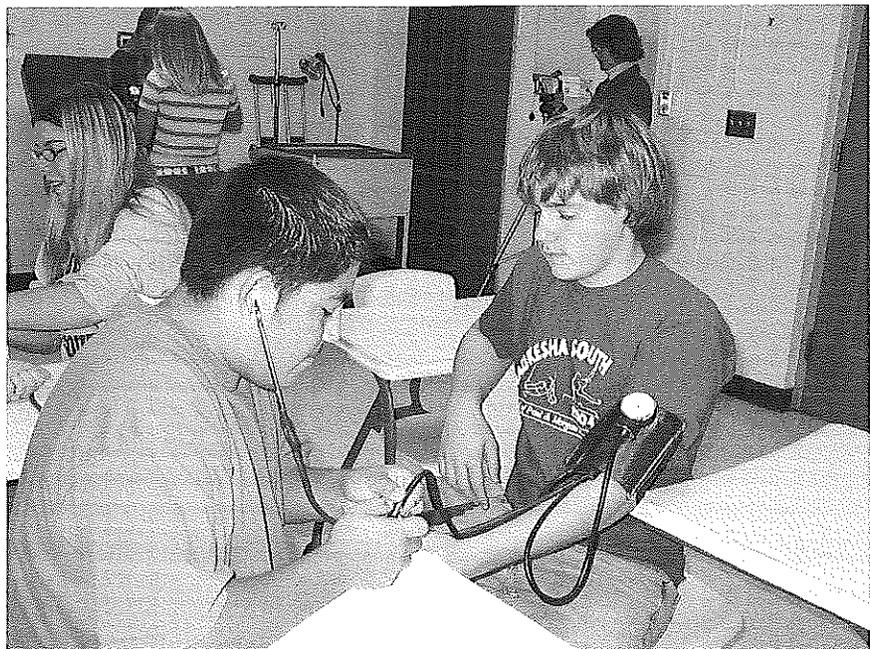
Teaching Requirements for Charter Schools

*Wisconsin Administrative Code, PI 34.34(1) and (2).*

#### (10) CHARTER SCHOOL INSTRUCTIONAL STAFF LICENSE AND PERMIT.

(a) *Charter school instructional staff license.*

1. A charter school instructional staff license may be issued to an individual who holds a valid license issued by the department and shall have the same renewal interval as the existing license. A license issued under this paragraph authorizes the holder to perform any instructional duty in a charter school established under § 118.40, Stats.



2. The district administrator or a designated official of the employing school district may request that a license be issued under this paragraph on behalf of the individual receiving the license.
- (b) *Charter school instructional staff permit.*
1. An individual who does not hold a current license or permit issued by the department to teach in a specific subject area or grade level or does not hold a charter school instructional staff license under par. (a) may be employed as a member of the instructional staff in a charter school if he or she obtains a charter school instructional staff permit from the department. A 1-year permit under this paragraph may be issued if all of the following apply:
    - a. A district administrator or designated official of the employing school district requests the permit following a search for a qualified, licensed individual.
    - b. The individual receiving the permit has a bachelor's degree in the subject that he or she is assigned to teach or in a related field, or has formal proof of mastery in a trade that he or she is assigned to teach.
    - c. Except as specified under subpar. d., the individual receiving the permit receives 6 credits of training or the equivalent each school year that he or she is employed in a charter school. These credits shall be part of an approved license program in the assigned teaching area.
    - d. An individual who holds a terminal degree in his or her field and who is a full time employee of an approved teacher preparation institution in Wisconsin or an individual who has formal proof of mastery in a trade and who is a full time employee of a Wisconsin technical college district board is exempt from the requirement under subpar. c.
    - e. A permit holder's practice shall be coordinated, directed and inspected by a person who is licensed by the department to teach the subject or trade that the permit holder is teaching.
  2. An individual may renew a permit under this paragraph if he or she meets the requirements under subd. 1.

## Appendix B

### Wisconsin Charter School Law 118.40

Note: February 1 provision applies only to non-school board sponsored charters.

**118.40 Charter schools.** (1) NOTICE TO STATE SUPERINTENDENT. Whenever a school board intends to establish a charter school, it shall notify the state superintendent of its intention. Whenever one of the entities under sub. (2r) (b) intends to establish a charter school, it shall notify the state superintendent of its intention by February 1 of the previous school year. A notice under this subsection shall include a description of the proposed school.

(1m) PETITION.

(a) A written petition requesting the school board to establish a charter school under this section may be filed with the school district clerk. The petition shall be signed by at least 10% of the teachers employed by the school district or by at least 50% of the teachers employed at one school of the school district.

(b) The petition shall include all of the following:

1. The name of the person who is seeking to establish the charter school.
2. The name of the person who will be in charge of the charter school and the manner in which administrative services will be provided.

3. A description of the educational program of the school.
4. The methods the school will use to enable pupils to attain the educational goals under s. 118.01.
5. The method by which pupil progress in attaining the educational goals under s. 118.01 will be measured.
6. The governance structure of the school, including the method to be followed by the school to ensure parental involvement.
7. Subject to sub. (7) (a) and (am) and ss. 118.19 (1) and 121.02 (1) (a) 2., the qualifications that must be met by the individuals to be employed in the school.
8. The procedures that the school will follow to ensure the health and safety of the pupils.
9. The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the school district population.
10. The requirements for admission to the school.
11. The manner in which annual audits of the financial and programmatic operations of the school will be performed.
12. The procedures for disciplining pupils.
13. 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.
14. A description of the school facilities and the types and limits of the liability insurance that the school will carry.
15. The effect of the establishment of the charter school on the liability of the school district.

(2) PUBLIC HEARING; GRANTING OF PETITION.

(a) Within 30 days after receiving a petition under sub. (1m) the school board shall hold a public hearing on the petition. At the hearing, the school board shall consider the level of employee and parental support for the establishment of the charter school described in the petition and the fiscal impact of the establishment of the charter school on the school district. After the hearing, the school board may grant the petition.

(b) A school board may grant a petition that would result in the conversion of all of the public schools in the school district to charter schools if all of the following apply:

1. At least 50% of the teachers employed by the school district sign the petition.
2. The school board provides alternative public school attendance arrangements for pupils who do not wish to attend or are not admitted to a charter school.

Note: The denial process applies only to Milwaukee.

(c) The school board of the school district operating under ch. 119 shall either grant or deny the petition within 30 days after the public hearing. If the school board of the school district operating under ch. 119 denies a petition, the person seeking to establish the charter school may, within 30 days after the denial, appeal the denial to the department. The department shall issue a decision within 30 days after receiving the appeal. The department's decision is final and not subject to judicial review under ch. 227.

(2m) SCHOOL BOARD INITIATIVE.

(a) A school board may on its own initiative contract with a person to operate a school as a charter school. The contract shall include all of the provisions specified under sub. (1m) (b) and may include other provisions agreed to by the parties.

(am) At least 30 days before entering in a contract under this subsection that would convert a private school to a charter school or that would establish a charter school that is not an instrumentality of the school district, the school board shall hold a public hearing on the contract. At the hearing, the school board shall consider the level of employee and parental support

for the establishment of the charter school and the fiscal impact of the establishment of the charter school on the school district.

(b) A school board may not enter into a contract under par. (a) that would result in the conversion of all of the public schools in the school district to charter schools unless the school board complies with sub. (2) (b) 2.

(2r) OTHER INITIATIVES.

(a) In this subsection, "instructional staff" has the meaning given in the rules promulgated by the department under s. 121.02 (1) (a) 2. (b).

1. All of the following entities may establish by charter and operate a charter school or, on behalf of their respective entities, may initiate a contract with an individual or group to operate a school as a charter school:

- a. The common council of the city of Milwaukee.
- b. The chancellor of the University of Wisconsin–Milwaukee.
- c. On a pilot basis, the chancellor of the University of

Wisconsin–Parkside.

- d. The Milwaukee Area Technical College district board.

2. A charter shall include all of the provisions specified under sub. (1m) (b) 3. to 14. A contract shall include all of the provisions specified under sub. (1m) (b) 1. to 14. and shall specify the effect of the establishment of the charter school on the liability of the contracting entity under this paragraph. The contract may include other provisions agreed to by the parties. The chancellor of the University of Wisconsin–Milwaukee or of the University of Wisconsin–Parkside may not establish or enter into a contract for the establishment of a charter school under this paragraph without the approval of the board of regents of the University of Wisconsin System.

3. If the chancellor of the University of Wisconsin–Parkside contracts for the establishment of a charter school, the contract shall also provide that the charter school must be operated by a governing board and that the chancellor or his or her designee must be a member of the governing board. In addition, if the contract provides that the instructional staff of the charter school shall consist of employees of the board of regents of the University of Wisconsin System, the contract shall also include provisions that do all of the following:

- a. Delegate to the governing board of the charter school the board of regents' authority to establish and adjust all compensation and fringe benefits of instructional staff, subject to the terms of any collective bargaining agreement under subch. V of ch. 111 that covers the instructional staff. In the absence of a collective bargaining agreement, the governing board may establish and adjust all compensation and fringe benefits of the instructional staff only with the approval of the chancellor of the University of Wisconsin–Parkside.

- b. Authorize the governing board of the charter school to perform specified duties for the board of regents with respect to the instructional staff. This authorization may include duties related to supervising the instructional staff, taking disciplinary actions with respect to the instructional staff, recommending new hires or layoffs, collective bargaining, claims, complaints, or benefits and records administration.

(bm) The common council of the city of Milwaukee, the chancellor of the University of Wisconsin–Milwaukee, and the Milwaukee Area Technical College district board may only establish or enter into a contract for the establishment of a charter school located in the school district operating under ch. 119. The chancellor of the University of Wisconsin–Parkside may only establish or enter into a contract for the establishment of a charter school located in a unified school district that is located in the county in which the University of Wisconsin–Parkside is situated or in an adjacent county.

(c) 1. Except as provided in subd. 3., only pupils who reside in the school district in which a charter school established under this subsection is located may attend the charter school.

2. A pupil may attend a charter school established in the school district operating under ch. 119 under this subsection only if one of the following applies or, for the Woodlands School, only if one of the following or subd. 3. applies:

3. applies:

a. In the previous school year, the pupil was enrolled in the school district operating under ch. 119.

b. In the previous school year, the pupil was attending a private school under s. 119.23.

c. In the previous school year, the pupil was enrolled in grades kindergarten to 3 in a private school located in the city of Milwaukee other than under s. 119.23.

d. In the previous school year, the pupil was not enrolled in school.

e. In the previous school year, the pupil was enrolled in a charter school under this subsection.

3. A pupil may attend Woodlands School, a charter school established in the school district operating under ch. 119 under this subsection, regardless of the pupil's school district of residence, if any of the following applies:

a. The pupil attended Woodlands School in the 2003–04 school year and, beginning in the 2005–06 school year, in the previous school year.

b. A member of the pupil's family who resides in the same household as the pupil attended Woodlands School in the 2003–04 school year.

(cm) The chancellor of the University of Wisconsin–Parkside may establish or enter into a contract for the establishment of only one charter school under this subsection, which may not operate high school grades and which may not accommodate more than 400 pupils.

(d) The chartering or contracting entity under par. (b) shall do all of the following:

1. Ensure that all instructional staff of charter schools under this subsection hold a license or permit to teach issued by the department.

2. Administer the examinations under ss. 118.30 (1r) and 121.02 (1) (r) to pupils enrolled in charter schools under this subsection.

(e) 1. From the appropriation under s. 20.255 (2) (fm), the department shall pay to the operator of the charter school an amount equal to the sum of the amount paid per pupil under this subdivision in the previous school year and the increase in the per pupil amount paid to private schools under s. 119.23 (4) (b) 2. in the current school year as compared to the previous school year, multiplied by the number of pupils attending the charter school. The amount paid per pupil may not be less than the amount paid per pupil under this subdivision in the previous school year. The department shall pay 25% of the total amount in September, 25% in December, 25% in February, and 25% in June. The department shall send the check to the operator of the charter school.

2. If the chancellor of the University of Wisconsin–Parkside establishes or contracts for the establishment of a charter school under this subsection, in March the department shall pay to the unified school district in which the charter school is located, from the appropriation under s. 20.255 (2) (fm), an amount equal to the amount of school aid per pupil to which the unified school district is eligible in the current school year multiplied by the number of pupils attending the charter school who were previously enrolled in the unified school district.

(f) If the chancellor of the University of Wisconsin–Parkside establishes or contracts for the establishment of a charter school under this subsection,

biennially the chancellor shall submit a report to the legislature under s. 13.172 (2). The report shall include information on the academic performance of the pupils who attend the charter school and on the success of the governance structure of the charter school.

(3) CONTRACT.

(a) If the school board grants the petition under sub. (2), the school board shall contract with the person named in the petition under sub. (1m) (b) 1. to operate the school as a charter school under this section. The contract shall include all of the provisions specified in the petition and may include other provisions agreed to by the parties.

(b) A contract under par. (a) or under subs. (2m) or (2r) may be for any term not exceeding 5 school years and may be renewed for one or more terms not exceeding 5 school years. The contract shall specify the amount to be paid to the charter school during each school year of the contract.

(c) A school board may not enter into a contract for the establishment of a charter school located outside the school district, except that if 2 or more school boards enter into an agreement under s. 66.0301 to establish a charter school, the charter school shall be located within one of the school districts, and if one or more school boards enter into an agreement with the board of control of a cooperative educational service agency to establish a charter school, the charter school shall be located within the boundaries of the cooperative educational service agency. A school board may not enter into a contract that would result in the conversion of a private, sectarian school to a charter school.

(d) A school board or an entity under sub. (2r) (b) shall give preference in awarding contracts for the operation of charter schools to those charter schools that serve children at risk, as defined in s. 118.153 (1) (a).

(4) CHARTER SCHOOL DUTIES AND RESTRICTIONS.

(a) Duties.

A charter school shall do all of the following:

1. If the charter school replaces a public school in whole or in part, give preference in admission to any pupil who resides within the attendance area or former attendance area of that public school.

2. Be nonsectarian in its programs, admissions policies, employment practices and all other operations.

(b) Restrictions. A charter school may not do any of the following:

1. Charge tuition.

2. Discriminate in admission or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional or learning disability.

(5) CHARTER REVOCATION.

A charter may be revoked by the school board or the entity under sub. (2r) (b) that contracted with the charter school if the school board or, if applicable, the entity under sub. (2r) (b) finds that any of the following occurred:

(a) The charter school violated its contract with the school board or the entity under sub. (2r) (b).

(b) The pupils enrolled in the charter school failed to make sufficient progress toward attaining the educational goals under s. 118.01.

(c) The charter school failed to comply with generally accepted accounting standards of fiscal management.

(d) The charter school violated this section.

(6) PROGRAM VOLUNTARY.

No pupil may be required to attend a charter school without his or her approval, if the pupil is an adult, or the approval of his or her parents or legal guardian, if the pupil is a minor.

(7) LEGAL STATUS; APPLICABILITY OF SCHOOL LAWS.

(a) Except as provided in par. (am), the school board of the school district in which a charter school is located shall determine whether or not the charter school is an instrumentality of the school district. If the school board determines that the charter school is an instrumentality of the school district, the school board shall employ all personnel for the charter school. If the school board determines that the charter school is not an instrumentality of the school district, the school board may not employ any personnel for the charter school.

(am) 1. Except as provided in subds. 2. and 3., if a charter school is established under sub. (2m) and located in the school district operating under ch. 119, the school board of that school district shall determine whether or not the charter school is an instrumentality of the school district. If the school board determines that a charter school is an instrumentality of the school district, the school board shall employ all personnel for the charter school. If the school board determines that a charter school is not an instrumentality of the school district, the school board may not employ any personnel for the charter school.

2. A charter school established under sub. (2r) or a private school located in the school district operating under ch. 119 that is converted to a charter school is not an instrumentality of any school district and no school board may employ any personnel for the charter school. If the chancellor of the University of Wisconsin–Parkside contracts for the establishment of a charter school under sub. (2r), the board of regents of the University of Wisconsin System may employ instructional staff for the charter school.

3. Notwithstanding subd. 2., if the city of Milwaukee contracts with an individual or group operating for profit to operate a school as a charter school, the charter school is an instrumentality of the school district operating under ch. 119 and the board of the school district operating under ch. 119 shall employ all personnel for the charter school.

(ar) Nothing in this subsection affects the rights of personnel of a charter school that is an instrumentality of the school district in which it is located to engage in collective bargaining pursuant to subch. IV of ch. 111.

(b) Except as otherwise explicitly provided, chs. 115 to 121 do not apply to charter schools.

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History: 1993 Acts 16, 490; 1995 Acts 27 ss.3983m to 3992m, 9145(1); 1997 Acts 27, 238, 252; 1999 Act 9; 1999 Act 150 s.672; 2001 Act 16, 105; 2003 Act 33, 156.

## Appendix C

### Wisconsin Charter Schools

<i>Chartering Authority</i>	<i>Charter School</i>
<b>Appleton Area School District</b> Thomas G. Scullen District Administrator P.O. Box 2019 Appleton, WI 54912-2019 920-832-6126	<b>Appleton Central Alternative School</b> Est. 1996 LuAnn Coenen P.O. Box 2019 Appleton, WI 54912-2019 920-832-6136 coenenluann@asd.k12.wi.us
	<b>Appleton Community Learning Center</b> Est. 2000 LuAnn Coenen P.O. Box 2019 Appleton, WI 54912-2019 920-832-6136 coenenluann@asd.k12.wi.us
	<b>Appleton eSchool</b> Est. 2002 Ben Vogel 2121 Emmers Drive Appleton, WI 54915-3802 920-832-6212 radtkeconstanc@asd.k12.wi.us
	<b>Classical Charter School</b> Est. 1999 Constance Ford 3310 North Durkee Street Appleton, WI 54911 920-832-4968 classicalcharter@aol.com
	<b>Dan Spalding Academy*</b> Est. 2004 LuAnn Coenen P.O. Box 2019 Appleton, WI 54912-2019 920-832-6136 coenenluann@asd.k12.wi.us
	<b>Odyssey-Magellan Charter School</b> Est. 2000 Judith Baseman 225 North Badger Avenue Appleton, WI 54914-3898 920-832-6226 basemanjudith@asd.k12.wi.us
	<b>Renaissance School for the Arts</b> Est. 2000 Chad Welch 610 North Badger Avenue Appleton, WI 54914-3448 920-832-6219 welchchad@asd.k12.wi.us

<sup>a</sup>Non-instrumentality

\*New school for 2004–2005 school year

**Tesla Engineering Charter School**  
Est. 2002  
Becky Walker  
2121 Emmers Drive  
Appleton, WI 54915-3802  
920-832-6210  
walkerbeckym@asds.k12.wi.us

**Valley New School**  
Est. 2003  
David Debbink  
10 College Avenue, Suite 225  
Appleton, WI 54911  
920-993-7037  
debbinkdavid@asds.k12.wi.us

**Wisconsin Connections Academy**  
Est. 2002  
Nicole Schweitzer  
P.O. Box 2019  
Appleton, WI 54912-2019  
920-832-4800  
schweitzermich@asds.k12.wi.us

**Argyle School District**  
Kelly T. Burhop  
District Administrator  
P.O. Box 256  
Argyle WI 53504-0256  
608-543-3318

**Argyle Land Ethic Academy\***  
Est. 2004  
Jeff Eastlick  
P.O. Box 256  
Argyle, WI 53504-0256  
608-543-3314  
jeffe@argyle.k12.wi.us

**Lafayette County Community Charter School<sup>1</sup>**  
Est. 2003  
Jeanetta Kirkpatrick  
1300 Industrial Drive  
Fennimore, WI 53809-9702  
608-822-3276  
jkirkpatrick@cesa3.k12.wi.us

**Beaver Dam School District**  
Brian Busler  
District Administrator  
705 McKinley Street  
Beaver Dam, WI 53916-1941  
920-885-7309

**Beaver Dam Charter School**  
Est. 1995  
Donald R. Smith  
400 East Burnett Street  
Beaver Dam, WI 53916-1902  
920-885-7312  
smithd@beaverdam.k12.wi.us

**Beloit School District**  
Bette Lang  
District Administrator  
1633 Keeler Avenue  
Beloit, WI 53511-4799  
608-361-4017

**Synectics Middle School**  
Est. 2003  
Margaret Thomas  
1859 Northgate Drive  
Beloit, WI 53511-2699  
608-361-3626  
mathomas@sdb.k12.wi.us

**Blair-Taylor School District**  
Guy O. Leavitt  
District Administrator  
P.O. Box 125  
Blair, WI 54616  
608-989-2881

**School of Science, Engineering and Technology\***  
Est. 2004  
Connie Biedron  
219 South Main Street  
Blair, WI 54616  
608-989-9835  
biedrc@btsd.k12.wi.us

**Clinton Community School District**  
Rebecca A. Nodorft  
District Administrator  
P.O. Box 566  
Clinton, WI 53525-0566  
608-676-5482

**Language Instruction for Tomorrow Charter School\***  
Est. 2004  
Denise Wellnitz  
301 East Street  
Clinton, WI 53525-9465  
608-676-2223  
dwellnitz@clintonwisch.com

**Colfax School District**  
Lee P. Bjurquist  
District Administrator  
601 University Avenue  
Colfax, WI 54730-9773  
715-962-3773

**Academic Center—High School**  
Est. 1998  
Dennis Geissler  
601 University Avenue  
Colfax, WI 54730  
715-962-3155  
geissler@colfax.k12.wi.us

**Crandon School District**  
Richard C. Peters  
District Administrator  
9750 US Highway 8 West  
Crandon, WI 54520-8499  
715-478-3339

**Crandon Alternative Resource School**  
Est. 2000  
John Gruber  
9750 US Highway 8 West  
Crandon, WI 54520-8499  
715-478-3713  
grubejoh@crandon.k12.wi.us

**Deerfield Community School District**  
Ruthann Faber  
District Administrator  
300 Simonson Boulevard  
Deerfield, WI 53531-9543  
608-764-8261

**Life Education and Preparation Program**  
Est. 1996  
Barbara Callahan  
300 Simonson Boulevard  
Deerfield, WI 53531-9543  
608-764-5431  
callahanb@deerfield.k12.wi.us

**Denmark School District**  
Tony Klaubauf  
District Administrator  
450 North Wall Street  
Denmark, WI 54208-9416  
920-863-2176

**Denmark Empowerment Charter School**  
Est. 2001  
Steve Pasono  
450 North Wall Street  
Denmark, WI 54208-9416  
920-863-3450  
pasonos@denmark.k12.wi.us

**Drummond Area School District**  
Henry Lamkin  
District Administrator  
P.O. Box 40  
Drummond, WI 54832-0040  
715-739-6669

**Ascend Academy<sup>n</sup>**  
Est. 2001  
Al Gillberg  
P.O. Box 40  
Drummond, WI 54832-0040  
715-739-6669  
agillberg@logger.dasd.k12.wi.us

**Eau Claire Area School District**  
William Klaus  
District Administrator  
500 Main Street  
Eau Claire, WI 54701-3770  
715-852-3002

**Chippewa Valley Montessori Charter School**  
Est. 2002  
Holly Hart  
400 Cameron Street  
Eau Claire, WI 54703-5101  
715-852-3101  
hhart@ecasd.k12.wi.us

**Chippewa Valley Technology Charter School**  
Est. 1999  
Holly Hart  
400 Cameron Street  
Eau Claire, WI 54703-5101  
715-852-3101  
hhart@ecasd.k12.wi.us

**McKinley Charter School**  
Est. 1995  
Holly Hart  
1266 McKinley Road  
Eau Claire, WI 54703-2220  
715-852-6910  
hhart@ecasd.k12.wi.us

**Elkhorn Area School District**  
Gregory A. Wescott  
District Administrator  
3 North Jackson Street  
Elkhorn, WI 53121-1905  
262-723-3160

**Walworth County Educational Consortium Alternative High School**  
Est. 1999  
Jerry Hawver  
400 County Road H  
Elkhorn, WI 53121-2046  
262-741-8352  
hawverj@gtc.edu

**Flambeau School District**  
William I. Pfalzgraf  
District Administrator  
P.O. Box 86  
Tony, WI 54563-0086  
715-532-3183

**Flambeau Charter School**  
Est. 2003  
Linda Michek  
N4540 County I  
Tony, WI 54563  
715-532-5559  
lmichek@flambeau.k12.wi.us

**Gilman School District**  
Drew Johnson  
District Administrator  
325 North Fifth Avenue  
Gilman, WI 54433  
715-447-8216

**School District of Gilman Charter School**  
Est. 2001  
Dawn Randall  
325 North Fifth Avenue  
Gilman, WI 54433  
715-447-8211  
drandall@gilman.k12.wi.us

**Glenwood City School District**  
Timothy J. Emholtz  
District Administrator  
P.O. Box 339  
Glenwood City, WI 54013-0339  
715-265-4757

**Transitional Skills Center**  
Est. 2000  
Linda Maitrejean  
P.O. Box 339  
Glenwood City, WI 54013-0339  
715-265-4266  
maitrlin@gcsd.k12.wi.us

**Grantsburg School District**  
Joni Burgin  
District Administrator  
480 East James Avenue  
Grantsburg, WI 54840-7959  
715-463-5499

**Grantsburg Virtual Charter School\***  
Est. 2004  
Stanley Marczak  
480 East James Avenue  
Grantsburg, WI 54840  
715-463-5165  
smarc@grantsburg.k12.wi.us

**Greendale School District**  
William H. Hughes  
District Administrator  
5900 South 51st Street  
Greendale, WI 53129-2699  
414-423-2700

**Time 4 Learning Charter School**  
Est. 2003  
Theresa A. West  
5900 South 51st Street  
Greendale, WI 53129-2699  
414-423-2750  
twest@greendale.k12.wi.us

**Hamilton School District**  
Kathleen M. Cooke  
District Administrator  
W220N6151 Town Line Road  
Sussex, WI 53089-3999  
262-246-1973

**Passage Middle School, Wauwatosa<sup>n</sup>**  
Est. 2000  
Tanya Fredrich  
9501 West Watertown Plank Road  
Wauwatosa, WI 53226-3552  
414-476-2122  
hthuli@cesa1.k12.wi.us

**Hayward Community School District**  
Michael Cox  
District Administrator  
P.O. Box 860  
Hayward, WI 54843-0860  
715-634-2619

**Hayward Center for Individualized Learning<sup>n</sup>**  
Est. 2003  
Kathryn Hexum  
P.O. Box 860  
Hayward, WI 54843-0860  
715-865-3107  
elegraph@cheqnet.net

**Waadookodaading**  
Est. 2001  
Cathy Begay  
P.O. Box 860  
Hayward, WI 54843-0860  
715-634-2619  
cbegay@hayward.k12.wi.us

**Hurley School District**  
Christopher Patriitto  
District Administrator  
5503 West Range View Drive  
Hurley, WI 54534-9000  
715-561-4900

**Dr. Joseph Lalich Charter School**  
Est. 2000  
Elizabeth Jorgensen  
5503 West Range View Drive  
Hurley, WI 54534-9000  
715-561-4900  
jorgense@hurley.k12.wi.us

**Janesville School District**  
Thomas Evert  
District Administrator  
527 South Franklin Street  
Janesville, WI 53548-4779  
608-743-5050

**Rock River Charter School**  
Est. 1998  
Stephanie Filter  
31 West Milwaukee Street  
Janesville, WI 53548-2911  
sfilter@janesville.k12.wi.us

**Jefferson School District**  
Michael Swartz  
District Administrator  
206 South Taft Avenue  
Jefferson, WI 53549-1453  
920-675-1000

**Jefferson County Alternative  
School-Watertown<sup>n</sup>**  
Est. 2000  
Shannon Mooney  
700 West Milwaukee Street  
Jefferson, WI 53549-1498  
920-675-1100  
mooneys@jefferson.k12.wi.us

**Kenosha School District**  
R. Scott Pierce  
District Administrator  
P.O. Box 340  
Kenosha, WI 53141-0340  
262-653-6320

**The Brompton School**  
Est. 1997  
Patricia Jones  
7951 36th Avenue  
Kenosha, WI 53142-2119  
262-942-2193  
pjones@kUSD.edu

**Dimensions of Learning Academy**  
Est. 2000  
Diana Pearson  
6218 25th Avenue  
Kenosha, WI 53143  
262-605-6849  
dpearson@kUSD.edu

**Paideia Charter School Academy**  
Est. 1997  
Ellen Becker  
5821 10th Avenue  
Kenosha, WI 53140-4011  
262-658-4540  
ebecker@kUSD.edu

**University of Wisconsin-Parkside**  
Paul Haubrich  
District Administrator  
9000 Wood Road, 286 Talent Hall  
Kenosha, WI 53140  
414-350-1153

**The 21st Century Preparatory School**  
Est. 2002  
Karen Noble  
1220 Mound Avenue  
Racine, WI 53404  
262-598-0026  
knoble@21stprepschool.org

**Kewaunee School District**  
Barbara Lundgren  
District Administrator  
915 Second Street  
Kewaunee, WI 54216-1698  
920-388-3230

**Lakeshore Alternative High School**  
Est. 2000  
Michael Holtz  
915 Second Street  
Kewaunee, WI 54216  
920-388-2951  
mholtz@kewaunee.k12.wi.us

**Kiel Area School District**  
Phil Ertl  
District Administrator  
P.O. Box 201  
Kiel, WI 53042-0201  
920-894-2266

**Kiel's Integrated Electronic Learning  
Charter School**  
Est. 2002  
Phil Ertl  
P.O. Box 201  
Kiel, WI 53042-0201  
920-894-2266  
pjertl@kiel.k12.wi.us

**Kohler Public Schools**  
Jeffrey P. Dickert  
District Administrator  
333 Upper Road  
Kohler, WI 53044  
920-459-2920

**Northeast Wisconsin Online Charter School\***  
Est. 2004  
Carol Conway-Gerhardt  
595 Baeten Road  
Green Bay, WI 54304-5763  
920-492-5960  
cgerhardt@cesa7.k12.wi.us

**La Crosse School District**  
Gerald R. Kember  
District Administrator  
807 East Avenue South  
La Crosse, WI 54601  
608-789-7628

**Alternative Education Charter School**  
Est. 2000  
Doug Leclair  
1500 Ranger Drive  
La Crosse, WI 54603-2700  
608-789-7706  
dleclair@sdlax.k12.wi.us

**Coulee Montessori**  
Est. 2000  
Harvey G. Witzenburg  
901 Caledonia Street  
La Crosse, WI 54603-2616  
608-789-7685  
hwitzenb@mail.sdlax.k12.wi.us

**School of Technology and Arts**  
Est. 1995  
Jacque D. Durnford  
1307 Hayes Street  
La Crosse, WI 54603-1949  
608-789-7760  
jdurnfor@sdlax.k12.wi.us

**School of Technology and Arts II**  
Est. 1997  
Penny A. Reedy  
1900 Denton Street  
La Crosse, WI 54601-5816  
608-789-7672  
preedy@sdlax.k12.wi.us

**Ladysmith Hawkins School District**  
James Schuchardt  
District Administrator  
1700 Edgewood Avenue East  
Ladysmith, WI 54848-3005  
715-532-5277

**Ladysmith-Hawkins Alternative Program II**  
Est. 2002  
James Schuchardt  
1700 Edgewood Avenue E  
Ladysmith, WI 54848-3005  
715-532-5277  
jschuchardt@lhds.k12.wi.us

**Lake Geneva-Genoa City UHS District**  
James Gottinger  
District Administrator  
208 East South Street  
Lake Geneva, WI 53147-2436  
262-348-1000

**Badger Career Campus**  
Est. 2000  
Mark Pienkos  
208 South Street  
Lake Geneva, WI 53147-2436  
262-348-2000  
mark.pienkos@badger.k12.wi.us

**Lodi School District**  
Michael J. Shimshak  
District Administrator  
115 School Street  
Lodi, WI 53555-1046  
608-592-3851

**Lodi Charter School**  
Est. 2000  
Kim Amidon  
1100 Sauk Street  
Lodi, WI 53555-1098  
608-592-3853  
amidoki@lodi.k12.wi.us

**Madison Metropolitan School District**  
Art Rainwater  
District Administrator  
545 West Dayton Street  
Madison, WI 53703-1967  
608-663-1607

**James C. Wright Middle School**  
Est. 1995  
Nancy Evans  
1717 Fish Hatchery Road  
Madison, WI 53713-1244  
608-204-1340  
nevans@madison.k12.wi.us

**Nuestro Mundo Community School\***  
Est. 2004  
Gary Zehrbach  
4201 Buckeye Road  
Madison, WI 53716-1638  
608-204-1068  
gzehrbach@madison.k12.wi.us

**Maple School District**  
Gregg H. Lundberg  
District Administrator  
P.O. Box 188  
Jim LeeMaple, WI 54854-0188  
715-363-2431

**Richard I. Bong Memorial Academy-Poplar<sup>rn</sup>**  
Est. 2000  
618 Beaser Avenue  
Ashland, WI 54806-2751  
715-682-2363  
jjml@cesa12.k12.wi.us

**Marshall School District**  
Dean Gorrell  
District Administrator  
P.O. Box 76  
Marshall, WI 53559-0076  
608-655-3466

**The Fifth Dimension**  
Est. 1998  
Barb Sramek  
P.O. Box 76  
Marshall, WI 53559-0076  
608-655-3466  
barb\_sramek@marshall.k12.wi.us

**Mauston School District**  
John D. Kammerud  
District Administrator  
510 Grayside Avenue  
Mauston, WI 53948-1952  
608-847-5451

**Mauston Alternative Resource School**  
Est. 1998  
Tom Reisenauer  
508 Grayside Avenue  
Mauston, WI 53948-1921  
608-847-6603  
tom\_reisenauer@fc.mauston.k12.wi.us

**Menasha Joint School District**  
J. Michael Thompson  
District Administrator  
P.O. Box 360  
Menasha, WI 54952-0360  
920-967-1401

**The School on the Lake**  
Est. 2000  
Bev Sturke  
1600 Midway Road  
Menasha, WI 54952-1228  
920-967-1605  
sturkeb@mjsd.k12.wi.us

**Menomonie Area School District**  
Jesse Harness  
District Administrator  
215 Pine Avenue NE  
Menomonie, WI 54751-1511  
715-232-1642

**Lucas Charter School**  
Est. 1998  
Thomas Schmelzle  
N5639 200th Street  
Menomonie, WI 54751-5256  
715-232-1790  
tom\_schmelzle@msd.k12.wi.us

**Middleton-Cross Plains School District**

William Reis  
District Administrator  
7106 South Avenue  
Middleton, WI 53562-3263  
608-829-9004

**City of Milwaukee**

Howard Fuller  
District Administrator  
200 East Wells Street, Room 606  
Milwaukee, WI 53202  
414-286-3850

**Milwaukee Public Schools**

William G. Andrekopoulos  
District Administrator  
P.O. Box 2181  
Milwaukee, WI 53201-2181  
414-475-8001

**Middleton Alternative Senior High**

Est. 1995  
Jill Gurtner  
2429 Clark Street  
Middleton, WI 53562-2619  
608-829-9640  
jillg@mcpasd.k12.wi.us

**Academy of Learning and Leadership**

Est. 2003  
M. Camille Mortimore  
1530 West Center Street  
Milwaukee, WI 53206-2101  
414-372-3942  
cmortimore@all-milwaukee.org

**Central City Cyberschool**

Est. 1999  
Christine Faltz  
4301 North 44th Street  
Milwaukee, WI 53216  
414-444-2330  
cfaltz@cyberschool-milwaukee.org

**The Darrell L. Hines College  
Preparatory Academy of Excellence**

Est. 2002  
Barbara P. Horton  
7151 North 86th Street  
Milwaukee, WI 53224  
414-358-3542  
bhorton@dlha.org

**Downtown Montessori Academy**

Est. 1999  
Virginia Flynn  
2319 East Kenwood Avenue  
Milwaukee, WI 53211  
414-332-8214  
dmontessori@wi.rr.com

**Academy of Language and Fine Arts\***

Est. 2004  
Brenda Martinez  
1515 West Lapham Boulevard  
Milwaukee, WI 53204-3236  
414-902-8323  
brendapez2002@yahoo.com

**Advanced Language and Academic  
Studies High School\***

Est. 2004  
Linda Peters  
971 West Windlake Avenue  
Milwaukee, WI 53204-3822  
414-902-7300  
peterslm@mail.milwaukee.k12.wi.us

**Audubon Technology and  
Communication Center**  
Est. 2001  
Katrice Cotton  
3300 South 39th Street  
Milwaukee, WI 53215-4099  
414-902-7800  
cottonkm@mail.milwaukee.k12.wi.us

**Bruce Guadalupe Community School<sup>n</sup>**  
Est. 2000  
Mary Beth Kuxhause  
1028 South 9th Street  
Milwaukee, WI 53224  
414-643-6441  
marybethk@united.org

**Carter Charter School of Excellence<sup>n</sup>**  
Est. 2003  
Debra Kenner Klepp  
2001 West Vliet Street  
Milwaukee, WI 53205-1943  
414-933-4044  
debrakenner@aol.com

**CITIES Project High School<sup>\*n</sup>**  
Est. 2004  
Joseph O'Shea  
700 West Michigan Street  
Milwaukee, WI 53233  
414-732-4561  
joe@citiesprojecthighschool.org

**Community High School Charter  
School\***  
Est. 2004  
Mark Jabir  
234 West Galena Street  
Milwaukee, WI 53212-3955  
414-212-3122  
milwaukeecommunityhigh@yahoo.com

**Community Trade and Business  
Center<sup>\*n</sup>**  
Est. 2004  
Robert L. Brown Jr.  
2760 North 1st Street  
Milwaukee, WI 53212-2402  
414-267-0018  
rlbnavi@aol.com

**Fairview School**  
Est. 2001  
Jacqueline Scudder  
6500 West Kinnickinnic River Parkway  
Milwaukee, WI 53219-3099  
414-546-7700  
scuddejx@mail.milwaukee.k12.wi.us

**Genesis High School\***

Est. 2004  
Kathelyne Dye  
1011 West Center Street  
Milwaukee, WI 53206-3262  
414-267-5003  
dyewrkd@mail.milwaukee.k12.wi.us

**Gustav A. Fritsche Middle School**

Est. 1999  
Robin Kitzrow  
2969 South Howell Avenue  
Milwaukee, WI 53207-2093  
414-294-1000  
kitzrora@mail.milwaukee.k12.wi.us

**Highland Community School<sup>1a</sup>**

Est. 1996  
Kathy Ronco  
3030 West Highland Boulevard  
Milwaukee, WI 53208  
414-342-1412  
hcommunityschl@wi.rr.com

**Hmong American Peace Academy\*<sup>tn</sup>**

Est. 2004  
Chris Her-Xiong  
1418 South Layton Boulevard  
Milwaukee, WI 53215-1923  
414-383-4944  
chrisherxiong@hotmail.com

**Humboldt Park K-8 School\***

Est. 2004  
Kristi Cole  
3230 South Adams Avenue  
Milwaukee, WI 53207-2700  
414-294-1700  
colekyl@mail.milwaukee.k12.wi.us

**I.D.E.A.L. Charter School**

Est. 2001  
Barbara Ernest  
4965 South 20th Street  
Milwaukee, WI 53221-2859  
414-304-6200  
babernie@hotmail.com

**La Causa Charter School<sup>1a</sup>**

Est. 2003  
Rose Martin  
1643 South Second Street  
Milwaukee, WI 53204-2905  
414-902-1660  
rosem@lacausa.org

**Learning Enterprise Vocational Training  
Institute<sup>1a</sup>**

Est. 2001  
Kathy A. Harrell-Patterson  
8920 West Brown Deer Road  
Milwaukee, WI 53224  
414-362-9710  
kharre8210@mail.milwaukee.k12.wi.us

**Malcolm X Academy**

Est. 2002

Lonnie Anderson

2760 North 1st Street

Milwaukee, WI 53212-2402

414-267-8600

anderslj@milwaukee.k12.wi.us

**Milwaukee Leadership Training  
Center<sup>n</sup>**

Est. 2001

Leslie Seib

2360 North 52nd Street

Milwaukee, WI 53210-2701

414-874-8588

seibla@mail.milwaukee.k12.wi.us

**Milwaukee School of  
Entrepreneurship\***

Est. 2004

John Polczynski

6914 West Appleton Avenue

Milwaukee, WI 53216-2732

414-438-5200

polczyjt@mail.milwaukee.k12.wi.us

**New Hope Institute of Science and  
Technology<sup>n</sup>**

Est. 2003

Rosella Tucker

1501 South Layton Boulevard

Milwaukee, WI 53215

414-383-4200

mendel100@hotmail.com

**Northern Star School**

Est. 2002

Valerie Benton-Davis

8135 West Florist Avenue

Milwaukee, WI 53218

414-393-6183

vbenton@wi.rr.com

**Phoenix Charter School**

Est. 2001

Michael Endress

3620 North 18th Street

Milwaukee, WI 53206-2399

414-875-6438

endresme@mail.milwaukee.k12.wi.us

**Preparatory School for Global  
Leadership\*<sup>n</sup>**

Est. 2004

Angela Dye

1916 North Fourth Street

Milwaukee, WI 53212-3612

ejuc8r@aol.com

**Professional Learning Institute**

Est. 2003  
Stafford Kramer  
4965 South 20th Street  
Milwaukee, WI 53221-2859  
414-304-6180  
kramersj@mail.milwaukee.k12.wi.us

**School of Humanities\***

Est. 2004  
Darrell Terrell  
1011 West Center Street  
Milwaukee, WI 53206-3262  
414-267-5001  
terreld@mail.milwaukee.k12.wi.us

**Siefert Charter School**

Est. 2001  
Janel Howard-Hawkins  
1547 North 14th Street  
Milwaukee, WI 53205-2109  
414-935-1500  
howardjl@mail.milwaukee.k12.wi.us

**Solomon Juneau Business High School**

Est. 2001  
Myron Cain  
6415 West Mount Vernon Avenue  
Milwaukee, WI 53213-4099  
414-256-8200  
juneauhighschool@yahoo.com

**Truth Institute for Leadership and Service\***

Est. 2004  
Sharnissa Dunlap-Parker  
1011 West Center Street  
Milwaukee, WI 53206-3262  
414-267-4978  
dunlapst@mail.milwaukee.k12.wi.us

**The Veritas High School<sup>n</sup>**

Est. 2001  
Marcia Spector  
3025 West Oklahoma Avenue  
Milwaukee, WI 53215  
414-389-5575  
mspector@seedsofhealth.org

**Walker International Middle School**

Est. 2000  
Connie Govani  
1712 South 32nd Street  
Milwaukee, WI 53215-2104  
414-902-7506  
govanicr@mail.milwaukee.k12.wi.us

**Westside Academy I/II**

Est. 2000  
James Sonnenberg  
1945 North 31st Street  
Milwaukee, WI 53208-1902  
414-934-5000  
dobersle@mail.milwaukee.k12.wi.us

**Whittier Elementary School**

Est. 2001  
Robin Kitzrow  
4382 South 3rd Street  
Milwaukee, WI 53207-4999  
414-294-1400  
fosterma@milwaukeepublic.k12.org

**Wings Academy<sup>n</sup>**

Est. 2002  
Dani LaPorte  
1501 South Layton Boulevard  
Milwaukee, WI 53215  
414-431-1356  
wingsofmilwaukee@hotmail.com

**Wisconsin Career Academy<sup>n</sup>**

Est. 2000  
Tarik Celik  
4801 South 2nd Street  
Milwaukee, WI 53207  
414-483-2117  
celik@wiscca.org

**University of Wisconsin–Milwaukee**

Robert Kattman  
District Administrator  
P.O. Box 413  
Milwaukee, WI 53201  
414-229-4682

**Capitol West Academy\***

Est. 2004  
Donna Niccolai-Weber  
3939 North 88th Street  
Milwaukee, WI 53222-2748  
414-465-1355  
dweber@cwacademy.org

**Milwaukee Academy of Science**

Est. 2000  
Tracey Sparrow  
2000 West Kilbourn Avenue  
Milwaukee, WI 53233  
414-933-0302  
tsparrow@milwaukee.edisonschools.com

**Milwaukee College Preparatory School  
of Wisconsin**

Est. 2002  
Robert Rauh  
2449 North 36th Street  
Milwaukee, WI 53210-3040  
414-445-8020  
rrauh@milwcollegeprep.com

**School for Early Development and Achievement**

Est. 2001  
Gena Stezala  
1905 West Wisconsin Avenue  
Milwaukee, WI 53233  
414-342-4008  
gstezala@mcfi.net

**Urban League Academy of Business and Economics**

Est. 2001  
Crista Sanders  
3814 West North Avenue  
Milwaukee, WI 53208  
414-615-3915  
crisander@milwaukee2.edisonschools.com

**Woodlands Academy\***

Est. 2004  
Maureen Sullivan  
5510 West Bluemound Road  
Milwaukee, WI 53208-3012  
414-475-1600  
principal@woodlands-school.org

**YMCA Young Leaders Academy**

Est. 2002  
Ronn Johnson  
1350 West North Avenue  
Milwaukee, WI 53205-1257  
414-374-9400  
rjohnson.ns@ymcamke.org

**Monona Grove School District**

Gary Schumacher  
District Administrator  
5301 Monona Drive  
Monona, WI 53716-3126  
608-221-7660

**Monona Grove Alternative High School**

Est. 1998  
Paul Brost  
4400 Monona Drive  
Monona, WI 53716-1097  
608-221-7666  
paul\_brost@mononagrove.org

**Monroe School District**

Edward Van Ravenstein  
District Administrator  
925 16th Avenue, Suite 3  
Monroe, WI 53566-1763  
608-328-7171

**Monroe Alternative Charter School**

Est. 1998  
Daniel Bauer  
1220 16th Avenue  
Monroe, WI 53566-1763  
608-328-7128  
dan.bauer@monroe.k12.wi.us

**Monroe Independent Education Charter School**

Est. 2003  
Daniel Bauer  
1220 16th Avenue  
Monroe, WI 53566-1763  
608-328-7128  
dan.bauer@monroe.k12.wi.us

**Mukwonago Area School District**

Paul A. Strobel  
District Administrator  
423 Division Street  
Mukwonago, WI 53149-1294  
262-363-6304

**Neenah Joint School District**

James M. Wiswall  
District Administrator  
410 South Commercial Street  
Neenah, WI 54956-2593  
920-751-6800

**Neillsville School District**

John Gaier  
District Administrator  
614 East 5th Street  
Neillsville, WI 54456-2026  
715-743-3323

**New Lisbon School District**

Jon Turnell  
District Administrator  
500 South Forest Street  
New Lisbon, WI 53950-0205  
608-562-3700

**New London School District**

Bill Fitzpatrick  
District Administrator  
901 West Washington Street  
New London, WI 54961-1698  
920-982-8530

**Northern Ozaukee School District**

William R. Harbron  
District Administrator  
401 Highland Drive  
Fredonia, WI 53021-9499  
262-692-2489

**Oconto Falls School District**

David C. Polashek  
District Administrator  
200 North Farm Road  
Oconto Falls, WI 54154-1221  
920-848-4471

**Eagleville Elementary Charter School\***

Est. 2004  
Lynn Furey  
S101 W34511 Hwy LO  
Eagle, WI 53119  
262-363-6258  
fureyev@wi.rr.com

**Alliance Charter School\***

Est. 2004  
Kim Benson  
215 East Forest Avenue  
Neenah, WI 54956-2765  
920-751-6970  
kbenson@neenah.k12.wi.us

**Clark County Alternative Charter School<sup>n</sup>**

Est. 1998  
Kelly Timmons  
1115 West 4th Street, Suite A  
Neillsville, WI 54456  
715-743-7443  
ktimmons@cesa10.k12.wi.us

**Juneau County Charter School<sup>n</sup>**

Est. 1999  
Michele Yates-Wickus  
N11003 17th Avenue  
Necedah, WI 54646  
608-742-8811  
yatesm@cesa5.k12.wi.us

**CASTLE Learning Center**

Est. 2002  
Randy Marsh  
1700 Klatt Road  
New London, WI 54961-8603  
920-982-8420  
rmarsh@newlondon.k12.wi.us

**The Wisconsin Virtual Academy**

Est. 2003  
Daniel Hanrahan  
401 Highland Drive  
Fredonia WI 53021-9499  
262-692-3988  
dhanrahan@k12.com

**Oconto Falls Alternative Learning Site**

Est. 1998  
David Picard  
320 Central Avenue  
Oconto Falls, WI 54154  
920-848-4455  
davpicar@oncontofalls.k12.wi.us

**Spruce School**

Est. 1998  
Thomas Menor  
7904 County A West  
Lena, WI 54139  
920-829-5204  
tommenor@mail.ocontofalls.k12.wi.us

**Omro School District**

Paul Amundson  
District Administrator  
455 Fox Trail  
Omro, WI 54963-1198  
920-685-5666

**Enterprise Charter School<sup>1a</sup>**

Est. 2000  
Carol Zarske  
8389 Liberty School Road  
Omro, WI 54963-9607  
920-685-7410  
czars@omro.k12.wi.us

**Oshkosh Area School District**

Ronald A. Heilmann Jr.  
District Administrator  
P.O. Box 3048  
Oshkosh, WI 54903-3048  
920-424-0160

**Accelerated Alternative Learning Program\***

Est. 2004  
Shelly Muza  
108 West New York Avenue  
Oshkosh, WI 54901-3795  
920-424-0349  
shelly.muza@oshkosh.k12.wi.us

**Charter High School\***

Est. 2004  
Ronald A. Heilmann Jr.  
405 Washington Avenue  
Oshkosh, WI 54901  
920-424-0160  
ron.heilmann@oshkosh.k12.wi.us

**EAA and Oshkosh Schools Third-Grade Aviation Charter School**

Est. 2001  
Kirby Schultz  
1225 North Oakwood Road  
Oshkosh, WI 54904-8456  
920-424-0164  
kirby.schultz@oshkosh.k12.wi.us

**Journeys Project-Based School\***

Est. 2004  
Ralph A. Thiel  
405 Washington Avenue  
Oshkosh, WI 54901  
920-236-8719  
ralphthiel@tds.net

**Oakwood 4th and 5th Grade Environmental Education Charter School**

Est. 2003  
Kirby Schultz  
1225 North Oakwood Road  
Oshkosh, WI 54904-8456  
920-424-0315  
kirby.schultz@oshkosh.k12.wi.us

**Parkview School District**  
Gary Reineck  
District Administrator  
P.O. Box 250  
Orfordville, WI 53576-0250  
608-879-2717

**Parkview Charter School**  
Est. 1999  
Tracy Walczak  
P.O. Box 250  
Orfordville, WI 53576-0250  
608-879-2352  
walcztra@parkview.k12.wi.us

**Portage Community School District**  
Daniel Pulsfus  
District Administrator  
904 De Witt Street  
Portage, WI 53901-1726  
608-742-4879

**Portage Academy of Achievement**  
Est. 1999  
Marc Eckmann  
2600 Woodcrest Drive  
Portage, WI 53901-1262  
608-742-1409  
eckmannm@portage.k12.wi.us

**River Crossing Environmental Charter School**  
Est. 2002  
Victoria Dahlby  
191 East Slifer Street  
Portage, WI 53901-1297  
608-742-3764  
river@portage.k12.wi.us

**Prairie du Chien Area School District**  
James P. O'Meara  
District Administrator  
420 Wacouta Avenue  
Prairie du Chien, WI 53821-1924  
608-326-8451

**Eastman Community Home Organization Elementary School**  
Est. 2000  
James P O'Meara  
202 South Main Street  
Eastman, WI 54626  
608-326-8451  
jomeara@pdc.k12.wi.us

**Racine Unified School District**  
Thomas Hicks  
District Administrator  
2220 Northwestern Avenue  
Racine, WI 53404-2597  
262-631-7064

**McKinley Middle Charter School**  
Est. 2000  
Keith Mosley  
2326 Mohr Avenue  
Racine, WI 53405-2645  
262-664-6150  
kmosley@racine.k12.wi.us

**The REAL School**  
Est. 2000  
Robert Holzem  
5915 Erie Street  
Racine, WI 53402-1963  
262-664-6250  
bholzem@racine.k12.wi.us

**Rhineland School District**  
Roger Erdahl  
District Administrator  
315 South Oneida Avenue  
Rhineland, WI 54501-3422  
715-365-9750

**Northwoods Community Elementary School\***  
Est. 2004  
Kelli Jacobi  
9086 County Road K  
Harshaw, WI 54529-9731  
715-282-8200  
jacobikel@rhineland.k12.wi.us

**Northwoods Community Secondary School\***

Est. 2004  
Janet Bontz  
511 South Pelham Street  
Rhineland, WI 54501-3316  
715-365-9720  
bontzjan@rhineland.k12.wi.us

**Rice Lake Area School District**

Paul A. Vine  
District Administrator  
700 Augusta Street  
Rice Lake, WI 54868-1996  
715-234-9007

**Barron County Alternative School<sup>a</sup>**

Est. 2001  
Paul A. Vine  
1725 South Main Street  
Rice Lake, WI 54868  
715-234-9007  
vinep@ricelake.k12.wi.us

**Richland School District**

Rachel L. Schultz  
District Administrator  
26221 Starlight Lane, Suite A  
Richland Center, WI 53581-4048  
608-647-6106

**Comprehensive Learning Center**

Est. 2000  
Rachel Schultz  
678 South Park Street  
Richland Center, WI 53581-2748  
608-647-6106  
rschultz@richland.k12.wi.us

**River Falls School District**

Boyd C. McLarty  
District Administrator  
852 East Division Street  
River Falls, WI 54022-2599  
715-425-1800

**Renaissance Alternative Charter School**

Est. 1999  
Carole Mottaz  
211 North Freemont Street  
River Falls, WI 54022-2568  
715-425-7687  
mottaz@presenter.com

**River Falls Montessori Charter Academy**

Est. 2002  
Melina Papadimitriou  
211 North Freemont Street  
River Falls, WI 54022-2148  
715-425-7645  
mepapa@rfsd.k12.wi.us

**South Milwaukee School District**

David Ewald  
District Administrator  
901 15th Avenue  
South Milwaukee, WI 53172  
414-766-5000

**Connects Learning Center**

Est. 2001  
Lisa Kujawa  
6201 South Barland Avenue  
Cudahy, WI 53110-2951  
414-768-6176  
l.kujawa@oakcreek.k12.wi.us

**Sparta Area School District**

John Hendricks  
District Administrator  
506 North Black River Street  
Sparta, WI 54656-1548  
608-269-3151

**Montessori Charter School\***

Est. 2004  
Michael Roddick  
900 East Montgomery Street  
Sparta, WI 54656-1450  
608-269-8133  
mroddick@spartan.org

**Sparta Area Independent Learning  
Schools\***

Est. 2004  
Amy Winger  
900 East Montgomery Street  
Sparta, WI 54656-1450  
608-269-2107  
awinger@spartan.org

**Sparta Charter Preschool**

Est. 2000  
Michael Roddick  
201 East Franklin Street  
Sparta, WI 54656-1548  
608-269-3151  
mroddick@spartan.org

**Sparta High Point School**

Est. 2002  
Mathew Toetz  
506 North Black River Street  
Sparta, WI 54656-1548  
608-366-3456  
mtoetz@spartan.org

**Stevens Point Area School District**

David Schuler  
District Administrator  
1900 Polk Street  
Stevens Point, WI 54481-5875  
715-345-5444

**Concerned About Reaching Everyone**

Est. 2000  
Cornie Negaard  
2000 Polk Street  
Stevens Point, WI 54481-5872  
715-345-5620  
cnegaard@wisp.k12.wi.us

**Education for Sustainable Development**

Est. 1998—Inactive 2004  
Vic Akemann  
1201 North Point Drive  
Stevens Point, WI 54481  
715-345-7312  
vakemann@wisp.k12.wi.us

**Jackson Environmental Discovery  
Center**

Est. 2002  
Carl Coffman  
1900 West Zinda Drive  
Stevens Point, WI 54481-3412  
715-345-5417  
ccoffman@wisp.k12.wi.us

**Jefferson School for the Arts\***

Est. 2004  
David Lockett  
1800 East Avenue  
Stevens Point, WI 54481-3799  
715-345-5418  
dlockett@wisp.k12.wi.us

**McDill Academies**

Est. 2002  
Dennis Raabe  
2516 School Street  
Stevens Point, WI 54481-6100  
715-345-5420  
draabe@wisp.k12.wi.us

**McKinley Center**

Est. 1994  
John Blader Sr.  
2926 Blaine Street  
Stevens Point, WI 54481  
715-345-5421  
jblader@wisp.k12.wi.us

**The Roosevelt Instructional Differentiation for Educational Achievement School\***

Est. 2004  
Pamela Bork  
2200 Wisconsin Avenue  
Plover, WI 54467-9355  
715-345-5425  
pbork@wisp.k12.wi.us

**Washington Service-Learning Center\***

Est. 2004  
William Carlson  
3500 Prais Street  
Stevens Point, WI 54481-2298  
715-345-5610  
bcarlson@wisp.k12.wi.us

**Wisconsin River Academy**

Est. 2002  
Mary Pfeiffer  
1201 North Point Drive  
Stevens Point, WI 54481-1114  
715-345-5401  
mpfeiffe@wisp.k12.wi.us

**Sturgeon Bay School District**

Robert E. Grimmer  
District Administrator  
1230 Michigan Street  
Sturgeon Bay, WI 54235-1498  
920-746-2801

**Door County Charter School**

Est. 2001  
Randy Watermolen  
827 North 8th Avenue  
Sturgeon Bay, WI 54235-1103  
920-746-2803  
watermol@sturbay.k12.wi.us

**Sun Prairie Area School District**

Tim R. Culver  
District Administrator  
501 South Bird Street  
Sun Prairie, WI 53590-2803  
608-834-6502

**Sun Prairie Alternative High School**

Est. 2000  
Paul Keats  
220 Kroncke Drive  
Sun Prairie, WI 53590-2900  
608-834-6717  
pekeats@spasd.k12.wi.us

**Trevor Grade School District**  
George Steffen  
District Administrator  
26325 Wilmot Road  
Trevor, WI 53179-9701  
262-862-2356

**Trevor Accelerated Program**  
Est. 1998  
Barbara Sander  
26325 Wilmot Road  
Trevor, WI 53179-9701  
262-862-2356  
bsander@trevor.k12.wi.us

**Verona Area School District**  
Bill Conzemius  
District Administrator  
700 North Main Street  
Verona, WI 53593-1153  
608-845-4310

**Core Knowledge Charter School**  
Est. 1996  
Robert McNallie  
740 North Main Street  
Verona, WI 53593  
608-845-4133  
mcnallir@verona.k12.wi.us

**New Century School**  
Est. 1995  
Tim Bubon  
420 Church Street  
Verona, WI 53593  
608-845-4910  
bubont@verona.k12.wi.us

**Viroqua Area School District**  
David Johnston  
District Administrator  
115 North Education Avenue  
Viroqua, WI 54665-1318  
608-637-1187

**Laurel High School**  
Est. 1999  
William Tourdot  
100 Blackhawk Drive  
Viroqua, WI 54665-1315  
608-637-1605  
btourdot@viroqua.k12.wi.us

**Vernon County Area Better Futures High School**  
Est. 2000  
William Tourdot  
100 Blackhawk Drive  
Viroqua, WI 54665-1315  
608-637-1605  
btourdot@viroqua.k12.wi.us

**Waukesha School District**  
David Schmidt  
District Administrator  
222 Maple Avenue  
Waukesha, WI 53186-4725  
262-970-1012

**Harvey Philip Alternative Charter School**  
Est. 2000  
James P. Haessly  
621 West College Avenue  
Waukesha, WI 53186  
262-970-1102  
jhaessly@waukesha.k12.wi.us

**iQ Academies at Wisconsin\***  
Est. 2004  
Kristine Diener  
222 Maple Avenue  
Waukesha, WI 53186-4725  
262-970-1074  
kdiener@waukesha.k12.wi.us

**Project Change---A Recovery School**

Est. 2002

James P. Haessly

222 Maple Avenue

Waukesha, WI 53186-4725

262-970-1102

jhaessly@waukesha.k12.wi.us

**Waukesha Academy of Health Professions\***

Est. 2004

Linda Farina

401 East Roberta Avenue

Waukesha, WI 53186-6637

262-970-3775

lfarina@waukesha.k12.wi.us

**Waupun School District**

Lloyd McCabe

District Administrator

950 Wilcox Street

Waupun, WI 53963-2242

920-324-9341

**Waupun Alternative High School**

Est. 2000

Diane Koehler

801 East Lincoln Street

Waupun, WI 53963

920-324-5591

dkoehler@waupun.k12.wi.us

**West Allis School District**

Kurt Wachholz

District Administrator

9333 West Lincoln Avenue

West Allis, WI 53227-2395

414-604-3005

**CESA 1 Academy of Learning<sup>1</sup>**

Est. 2001

Heidi Thuli

2450 South 68th Street, Suite 200

West Allis, WI 53219-1904

262-787-9545

hthuli@cesa1.k12.wi.us

**Weyauwega-Fremont School District**

F. James Harlan

District Administrator

P.O. Box 580

Weyauwega, WI 54983-0580

920-867-2148

**Waupaca County Charter School<sup>1</sup>**

Est. 1998

Michele Yates-Wickus

P.O. Box 457

Weyauwega, WI 54983

920-867-4744

yatesm@cesa5.k12.wi.us

**Wisconsin Dells School District**

Charles Whitsell

District Administrator

811 County Road H

Wisconsin Dells, WI 53965-9636

608-254-7769

**Kilbourn Academy**

Est. 2000

Troy Couillard

520 Race Street

Wisconsin Dells, WI 53965-1844

608-253-1461

tcouilla@sdwd.k12.wi.us

## Appendix D

### Closed Charter Schools

	Charter Authorizer	Charter Name	Year Opened	Year Closed	School Type	Grades Served
1	Antigo Unified School District	Chrysalis Elementary	1999	2002	Gen/Lib Arts	7-12
2	Antigo Unified SD	Chrysalis Family	1998	2002	Gen/Lib Arts	7-12
3	Antigo Unified SD	Lily Community	2000	2002	Gen/Lib Arts	K-6
4	Beloit SD	Knights Academy	1999	2003	Gen/Lib Arts	K-8
5	Blackhawk SD	E*X*C*E*L*	1999	2003	Gen/Lib Arts	5-12
6	Colfax SD	Academic Center— Middle School	1999	2004	At-Risk	6-8
7	Eau Claire SD	Health Occupations	2002	2003	Thematic	11-12
8	Fond du Lac SD	“Charter Products, Inc.”	1998	2000	At-Risk	9-12
9	Glidden SD	Glidden Charter	1998	1999	At-Risk	6-8
10	La Crosse SD	Medical Partnership at Lincoln Middle	2000	2004	Math/Science	7-8
11	Lac du Flambeau SD #1	Leadership Academy	1999	2002	Gen/Lib Arts	4-8
12	Ladysmith-Hawkins SD	Evening Alternative School	1997	2002	Math/Science	7-8
13	Ladysmith-Hawkins SD	Project Learning!	2001	2004	Gen/Lib Arts	1-12
14	Lancaster Community SD	Lancaster Academy	1997	2002	Gen/Lib Arts	7-12
15	Madison Metropolitan SD	Affiliated Alternatives	1995	2003	Gen/Lib Arts	7-12
16	City of Milwaukee	Khamit Institute	1998	2004	Gen/Lib Arts	K4-8
17	City of Milwaukee	YWCA Global Career City Academy	1999	2003	Gen/Lib Arts	K-4
18	Milwaukee Public Schools	Afro Urban Institute	2002	2004	At-Risk	11-12
19	North Crawford SD	Kickapoo River Institute	1997	1998	At-Risk	10-12
20	St. Francis SD	Horizon Academy	1998	2004	At-Risk	9-12
21	Sun Prairie SD	Dane Co. Transition School	1998	2004	At-Risk	9-12
22	Wausau SD	Star Bright Charter	2000	2003	At-Risk	K-4
23	Wisconsin Rapids SD	River Cities High School	2000	2003	Gen/Lib Arts	9-12
24	Woodruff SD	Nature & Technology Charter School	1998	1999	At-Risk	10-12

## Appendix E

### Resources

Wisconsin laws governing charter schools:

<http://www.legis.state.wi.us/statutes/Stat0118.pdf>

Search for Statute 118.40 Charter Schools; also 115–121, which apply to public schools.

DPI Charter Web page:

<http://www.dpi.state.wi.us/dpi/dfm/sms/csindex.html>

To learn about charter schools in general, please visit:

[http://www.uscharterschools.org/pub/uscs\\_docs/index.htm](http://www.uscharterschools.org/pub/uscs_docs/index.htm)

For specific information about starting a new charter school, please go to:

[http://www.uscharterschools.org/cs/r/view/uscs\\_rs/1699](http://www.uscharterschools.org/cs/r/view/uscs_rs/1699)

For national resources, Web sites, and research, please visit:

<http://www.ncrel.org/sdrs/timely/inet.htm>

Library of Charter School Authorizer Resources:

<http://www.charterauthorizers.org/pubnacsa/library/index.php>

Wisconsin Charter School Association, association and advocacy for charter schools, please visit the website:

<http://www.wicharterschools.org/home.cfm> or contact Association Secretary, Senn Brown at [sennb@charter.net](mailto:sennb@charter.net)

Institute for the Transformation of Learning, Marquette University:

<http://www.itlmuonline.org>

Other grant funds:

“eSchool News School Funding Center”

Information on up-to-the-minute grant programs, funding sources, and technology funding:

<http://www.eschoolnews.com/erc/funding/>

“Philanthropy News Digest-K-12 Funding Opportunities”

K-12 funding opportunities with links to grant seeking for teachers, learning technology, and more:

<http://fdncenter.org/funders/>

“School Grants”

A collection of resources and tips to help K-12 educators apply for and obtain special grants for a variety of projects:

<http://www.schoolgrants.org/>

**"Federal Resources for Educational Excellence" (FREE)**

More than 30 federal agencies formed a working group in 1997 to make hundreds of federally supported teaching and learning resources easier to find. The result of that work is the FREE Web site:

<http://www.ed.gov/free/>

**"Fundsnet Online Services"**

A comprehensive Web site dedicated to providing nonprofit organizations, colleges, and universities with information on financial resources available on the Internet:

<http://www.fundsnet.com/>

For guidance on principles and standards for quality authorizing, please download a copy of:

<http://www.charterauthorizers.org/files/nacsa/BECSA/Quality.pdf>

