

From: oeo@uwsa.edu
To: [Office of Educational Opportunity](#)
Subject: New RFP Phase 1 submission from Phase I Application: Prospectus
Date: Friday, August 16, 2019 2:04:30 PM

Name of Organization

Lake Country Classical Academy

Year Founded

2,018

First and Last Name of Primary Applicant

Kristina Vourax

Address

W330S3235 Bryn Mawr Rd.
Dousman, WI 53118
[Map It](#)

Email

kristinavourax@hotmail.com

Phone

(262) 888-9435

Provide the names, professional affiliation (current job), and role in the proposed school for all school leaders and board members.

Name	Professional Affiliation	Role in Proposed School
Kristina Vourax	Public Relations & Marketing Specialist	Founder & Board Governance
Bart Williams	Senior Audit Leader (CIA, CISA & CCSA)	Founder & Board Governance
Jason Heckencamp	Mechanical Engineer/SQL Developer	Founder & Board Governance
Heidi Brookes	Instructional Design & Human Resources Professional	Founder & Board Governance
Jason Heinen	Attorney	Founder & Board Governance
Taryn Whipple	Professional Singer & Musician	Founder & Board Governance
Lynda Daniel	Human Resources Professional	Board Governance
William Hughes	Education Administrator/Foundation Program Director	Founder & Strategic Advisor
Mitzi Keel	Development & Fundraising Specialist	Development & Fundraising Advisor

Purpose and brief history of organization (For instance, is this a new non-profit created for this proposed school, or is it an existing non-profit seeking to expand or replicate its portfolio?)

Lake Country Classical Academy, a new non-profit created for the purpose of this school, addresses the real need for tuition-free, high quality, teacher-led education, K-12. There is a desire among many families in Lake Country (northwestern Waukesha County) for a classical education experience that challenges students academically with a focus on the liberal arts and sciences and an emphasis on strong character development. We believe that all students should have access to this option, regardless of their zip code, socioeconomic status, primary language, or race.

LCCA was accepted as an affiliate school of the Barney Charter School Initiative (BCSI), an outreach of Hillsdale College, in February 2019. BCSI works as a curricular advisor to 20 existing charter schools across the U.S. and has a complete set of curricular and resource recommendations from Kindergarten through 12th grade. BCSI will provide the architecture for LCCA's academic program and will provide guidance during the founding process and beyond.

Evidence of Wisconsin Incorporation and IRS 501(c)(3) status

- [LCCA-Articles-of-Incorporation.pdf](#)

Do you currently operate a school?

No

Is your proposal a

Fresh Start Campus (Totally new school)

Where would the school be located?

Lake Country (northwestern Waukesha County)

When would students first enroll?

Academic Year 2020-2021

Are you applying for a charter with any other authorizers this year? If yes, please list the authorizer(s).

The LCO Ojibwa Community College

Have you applied for authorization of this concept before?

Yes

What was the outcome?

We were told that although our prospectus adequately addressed all required questions, our concept didn't align with some elements of the OCS mission. In particular, we were told the UW-Milwaukee OCS is focusing on opening charter schools within Milwaukee County and that Waukesha County is too far out of their authorization zone.

Who was the authorizer?

UW-Milwaukee Office of Charter Schools/Adrienne Woods

When was the application?

February 2019

Has your proposal been changed since the last application, and if so how?

In addition being outside of Milwaukee County, UW-Milwaukee OCS felt that we didn't supply compelling evidence for the need for such a school in our designated community. The OCS felt the students in northwestern Waukesha County already have access to high-quality education and that we wouldn't be serving enough of the at-risk population. In response to this concern, we have made some additions to our prospectus highlighting the real need for traditional, content-rich, teacher-led classrooms, as the

existing public school district in the area is abandoning this type of education in favor of digital, self-directed learning as the main mode of instruction. In addition, we have addressed ways that we can reach and serve the at-risk students in the City of Waukesha, where the majority of low-income families are located within our area.

Application

- [LCCA-Prospectus_PartB_for-UW-Madison-OEO.pdf](#)

Attachments

- [LCCA-Att-J_5-Year-Budget-2019-2023.pdf](#)
- [LCCA-Att-I_Family-Survey.pdf](#)
- [LCCA-Att-H_LCCA-Family-Database.pdf](#)
- [LCCA-Att-G_Development-Strategy.pdf](#)
- [LCCA-Att-F_-Conflict-of-Interest-Policy.pdf](#)
- [LCCA-Att-E_LCCA-Bylaws.pdf](#)
- [LCCA-Att-D_U.S.-Census-Bureau-Waukesha.pdf](#)
- [LCCA-Att-C_Evidence-of-Digital-Learning.pdf](#)
- [LCCA-Att-B_Waukesha-homeschool.pdf](#)
- [LCCA-Att-A_Marketing-PR-plan.pdf](#)

PROSPECTUS PART B REQUIREMENTS

Please complete this prospectus in 20 pages or less, convert it to a PDF when complete, and submit the completed PDF and any related attachments. Any submission submitted after 5:00 p.m. on the last day of the application cycle will be rejected. A prospectus has not been officially submitted until you receive confirmation of a successful submission. These questions supplement the Prospectus questions found on the Office of Educational Opportunity's website.

1. Mission/Vision Statement for the Charter School

- a. What is the mission of the school?

The mission of Lake Country Classical Academy (LCCA) is to develop students in mind and character through a classical, content-rich curriculum that emphasizes the principals of virtuous living, traditional learning, and civic responsibility.

- b. In one sentence, what makes the school different from existing tuition free, public options?

LCCA will offer a K-12 classical education that is not available at any public school in the state of Wisconsin, providing a curriculum in the core subjects of literature, history, science and mathematics within a traditional, teacher-led environment that will challenge students to excel not only academically but also in character development.

- c. Five years after opening, what does success look like?

Five years after opening, LCCA is continuing to provide high-quality, meaningful learning and reliably high student academic achievement for all students regardless of initial ability, any type of individual challenge(s) or circumstance(s), zip code, family income, background, etc. Students in all grades are outperforming the state averages for all content/subject areas tested by at least 10%. All grades earn at least an "Exceeds Expectations" rating on the state report card, and several grades are in the highest (i.e., "Significantly Exceeds Expectations") rating. LCCA has stepped up its student outreach efforts even further, particularly in recruiting economically disadvantaged students as well as those with special needs. The positive culture of good student conduct (e.g., safe, orderly, respectful), ethics and civics education, school uniforms, written student-parent-teacher contracts for actions and consequences, no cell phones, etc., is now so ingrained in LCCA's culture that all of it is truly an integral part of who and what LCCA is. Enrollment has more than doubled since LCCA opened. It is now a highly sought-after classical public charter school, and despite significant building expansion to accommodate all the new students, a full-compliance student enrollment lottery may need to be held for the next school year since LCCA has hit its enrollment capacity.

At LCCA's inception as a K-9 school five years ago, we have since added one high school grade each year, and we are now a fully thriving K-12 institution. Students perform and test at or above grade level in all core academic areas. High school class offerings have been expanded in all core academic areas (e.g., students can choose from multiple upper-level science and math courses and from a menu of AP options). Art class offerings now include advanced art classes (i.e., Appreciation of the Renaissance Masters, contemporary art, ceramics, digital arts, and AP Art History). The music department offers a full orchestra, band, and vocal music ensemble, as well as a full-year Introduction to Original Music Composition class. Several business class electives have been added, as well two other world languages (i.e., German and Japanese) in addition to Latin (required), French, and Spanish. Chess, debate, math, athletic, cheerleading, and other teams compete against similar-sized schools in the conference. This past year, 97% of LCCA's first senior class graduated on time (i.e., within four years of first enrolling in 9th grade).

LCCA's seven-member board is now composed entirely of non-founding members, after an orderly transition and staggered (i.e., over the course of the last three years) roll-off of the original (founding) members. The board holds a special three-hour meeting every other quarter to review 50% of LCCA's programs, outcomes/results, and direction each time to proactively guard against mission drift and reaffirm LCCA's mission. Stakeholders, including parents in particular, are especially invited to these semi-annual meetings in the interest of total transparency and allowing the public to hold LCCA and its board accountable to LCCA's mission. LCCA's board is a good steward of the financial resources entrusted to LCCA by the taxpayers, as demonstrated by LCCA's proven ability to operate effectively on 88% of the average funding level provided to similar public schools. All program areas, including those receiving federal Title funds, are in full compliance. An annual, independent financial audit is conducted each year, and for each of the past five years, the CPA firm involved has been able to issue a "clean" (i.e., unqualified) audit opinion. A separate but highly supportive LCCA Foundation has been in existence for five years, holds regular fundraisers, consistently and publicly advocates for LCCA, and through a lot of hard work, persistence, and prudent investing, has been able to build up a sizeable endowment fund to financially help LCCA when needed.

LCCA has managed to retain 70% of its original faculty while hiring the most qualified additional teachers through a rigorous, merit-based selection process that includes appropriate, valid, and reliable content-area testing, several interviews, and a thorough background check for each final candidate prior to the extension of a position offer. Teacher collaboration is highly encouraged, and school weeks are structured to allow this on a regular basis. Professional development is encouraged and supported by at least five days of meaningful in-service training each year. A noticeable and genuine spirit of collegiality, mutual respect, and teamwork exists within the faculty and between teachers

and administrators. Teachers continue to personally lead each class primarily through direct instruction, and technology is used in a secondary role to support the primary, teacher-led instruction. Phonics, actually working through mathematics problems, the scientific method, truth/fact-based and logical inquiry and reasoning, meaningful field trips, the use of physical books and workbooks (including classical books as well as textbooks), etc., are some of the key research-based, proven instructional methods and materials that form the foundation of LCCA's cumulative, sequential, coordinated, innovative, and rigorous curriculum in all areas. A reasonable but not excessive number of academic, one-on-one tutors are utilized frequently to help keep each student on track with her/his academic goals. Two instructional coaches each (i.e., a total of six) are also assigned to the elementary, middle, and high school grades to constantly support the teachers and their instruction of students. These instructional coaches are also cross-trained as substitute teachers, which contributes to continuity/stability of instruction and relationships and helps minimize the need for and cost of using outside substitute teachers.

- d. How would the school increase educational equity, incubate innovations, and/or increase the use of underutilized best educational practices?

The educational program and curriculum by their very nature increases the use of underutilized best education practices because they return to an education methodology which has stood the test of time and has proven successful for generations, which has fallen into disuse over the last century. Because these tried and true practices have become so rare in contemporary public education, re-implementing them is in fact innovative and will serve to reach students who may not be experiencing success or reaching their full potential under current standard practices. A focus on systematic phonics and grammar instruction, teacher-led traditional instruction, and the content rich subject areas addressed by the Core Knowledge Sequence has been shown to increase educational equity by improving the performance of disadvantaged populations. This discovery drove the development of the Core Knowledge Sequence, and data supporting this claim can be found in, among other resources, Cultural Literacy, The Making of Americans: Democracy and our Schools, and The Schools We Need by E.D. Hirsch, Jr., as well as performance data from the thousands of schools nationwide implementing this program with great success.

For further detail on how we plan to increase educational equity, please see "Serving at-risk/low-income communities" under "characteristics of the school" under the following question (pages 6-7).

2. Description of the school/program.

a. Age range(s) and grades to be taught:

If authorized, LCCA's first year will begin with kindergarten through 9th grade. Students will advance through 12th grade, and LCCA will continue as a K-12 institution.

b. Projected number of students, pupil teacher ratios and general staffing patterns:

Following are our student enrollment projections for the first three years of operation:

Grade:	1st school yr: 2020 - 2021 (a)	2nd school yr: 2021-2022 (b)	3rd school yr: 2022-2023 (c)
5K	34	35	36
1st	32	39	39
2nd	31	37	43
3rd	31	36	41
4th	31	36	40
5th	28	36	40
6th	37	32	40
7th	42	43	35
8th	45	48	47
9th	29	52	53
10th	0	33	57
11th	0	0	36
12th	0	0	0
TOTAL:	340	427	507

c. How students will be recruited and general admission policy:

LCCA will be open and accessible to all families who desire a content-rich, classical education. The LCCA board and planning team will promote enrollment and generate overall awareness of LCCA by reaching target audiences via media relations and grassroots efforts (see Attachment A, Marketing & PR plan, for how we intend to reach these families). Specific targets include:

- At risk students living in low-income communities within Waukesha County.
- Families who don't qualify for the school choice/voucher program AND don't have the surplus income to afford private school. LCCA wants to provide an alternative for any family that prefers a classical curriculum for their children.
- Homeschooling families in Waukesha County. According to the Wisconsin

Department of Public Instruction (see Attachment B), there were an estimated 1,267 students, K-12, homeschooled in Waukesha County during the 2017-2018 school year.

d. Special issues or characteristics of the school:

- (1) **Innovative curriculum:** If authorized, LCCA will be the only tuition-free, public school in our area, K-12, offering a classical curriculum. LCCA's classical curriculum is innovative because it's different than what is being offered at all nearby main-stream public schools. These schools are moving away from what has been considered traditional, teacher-led learning and instead favoring "student-centered" or "competency-based" digital learning with less direct student/teacher engagement. (See "overview" in Attachment C for evidence of this digital learning trend, K-12, at one prominent nearby school district). LCCA will offer a traditional learning environment in which all lessons and content are delivered by teachers, challenging students to excel not only academically but also in character development. At LCCA, technology may be used as a tool to supplement classroom instruction, but it will never replace traditional teacher-led instruction.

Other differences that characterize LCCA's unique classical nature include:

- All students in grades four and five will be introduced to Latin and Greek roots which have been demonstrated to improve reading comprehension and vocabulary and bolster performance in all subjects. Formal study of Latin will begin in grade six.
- Upper level students will study history mainly through primary source documents to foster analytical skills and essential insight into their culture and heritage.
- All students will be trained in study skills such as time management, organization, and note taking that are essential for building stamina for further academic pursuits. In addition, they will have hard deadlines and will not have the opportunity to retake a test until they pass, as is often the case with the "competency-based" learning concept.
- The program will introduce and seek to instill virtues of character in the lower grades through the pillars of character education: responsibility, respect, perseverance, cooperation, courage, honesty, integrity, and citizenship. Instruction in the classical virtues (prudence, justice, temperance, and fortitude) will be introduced in the upper grades as a continuance of the elementary character program and a necessary support of the classical curriculum.

(2) **Serving at-risk/low-income communities:** We anticipate that the location of LCCA will be about 10-15 miles northwest of the City of Waukesha where, according to the U.S. Census Bureau (see Attachment D), 10.6% of the total population is living at or below poverty level. We will reach out to these low-income families to provide information about LCCA and will offer the following services:

- Community outreach:
 - We will spread the word about LCCA and open enrollment among the at-risk audience via advertising in local community papers, posters/fliers/yard signs throughout community, and electronic communication (LCCA website and social media).
 - LCCA board members will provide a meeting/pizza party at a community center serving low income areas, such as the Waukesha YMCA, where we can provide enrollment and general information about LCCA to low income families. We will have a translator who speaks Spanish present at this meeting. We will gather contact information from interested families and add them to our e-newsletter database so they can receive news and updates from LCCA.
 - We will work with local homeless shelters, food pantries, youth groups, churches, and other community groups and facilities to identify additional ways to reach out to and help local youth by offering them a tuition-free, high-quality education.
 - After opening our doors, LCCA will continue these community outreach efforts and will also include free family festivals at LCCA for all interested families, providing a fun evening for kids with information sessions for parents on how to register children for school, find affordable housing, locate the nearest public library, parks, and other community resources.
- Partnership with Family Promise: LCCA will provide enrollment information to the local nonprofit, Family Promise, that helps homeless families in Waukesha County regain their independence. If these families are interested in enrolling their children at LCCA, we will arrange transportation for these children to and from LCCA from the home office in Wales.
- Transportation: Depending on the interest/demand among these families who would like to send their children to LCCA, we will provide bus transportation to and from school for the at-risk students living in the City of Waukesha. The bus will pick up elementary, middle and high school students at 7 a.m. and will depart LCCA after school at 4:30 p.m., following an after-school Learning Lab.
- Learning Lab: The Learning Lab program will allow at-risk students to receive help on homework from tutors (until 4:30 p.m., or earlier if the students' parents are

picking them up). This will provide the extra help these students may need to succeed academically, and it will give volunteer tutors (teachers, parents, & community members) an opportunity to participate at LCCA in meaningful way.

- Free breakfast & lunch: LCCA will also provide a nutritious free breakfast and free lunch to all students who qualify based on Federal and state program requirements.

(3) **Staggered start and end times:** LCCA will not have the financial means to provide busing service for the majority of its students. To ensure a smooth carpooling system, we will stagger the start and end times for elementary and middle and high school students. The middle and high school students (grades 6-9) will start 30 minutes earlier (8 a.m.) than the elementary (K-5) students (8:30 a.m.). Pick-up will be staggered in the same fashion (middle and high school classes will end at 3 p.m., and elementary students will end at 3:30 p.m.). For families who will be picking up and dropping off children who are in various grade levels, LCCA will provide early morning child care (8-8:30 a.m.) for elementary students, and an after school Learning Lab (3-3:30 p.m.) for middle and high school students. If parents are unable to pick up their children until 4:00 p.m., all grade levels are welcome to participate in Learning Lab until 4:00 p.m.

(4) **Vocational training & home economics:** In addition to strong academics, LCCA recognizes the importance of teaching students real life skills. With the number of skilled craftsmen declining in the workforce, LCCA believes in the importance of supporting the vocational trades and will offer mechanical and industrial arts classes as an elective for all high school students. In addition, a semester of home economics (cooking and sewing) as well as a semester of industrial arts will also be required of all middle school students.

(5) **Student dress code:** Students will be required to be in uniform at school and at most school-related functions. A dress code has several functions: to enhance self-discipline by encouraging students to view their attire as an aspect of their work; to eliminate potential self-consciousness and social competition caused by fashion trends; and to foster a sense of school identity among the students. No student will be denied uniforms or any components thereof if his/her family cannot afford them. These uniforms would then be provided by LCCA.

4. Philosophy of this school in relation to organization, curriculum and instructional strategies:

Lake Country Classical Academy addresses the real need for tuition-free, high quality, teacher-led education, K-12. There is a desire among many families in Lake Country for a classical education experience that challenges students academically with a focus on the liberal arts and sciences and an emphasis on strong character development. We believe that all students should have access to this option, regardless of their zip code, socioeconomic status, primary language, or race.

LCCA was accepted as an affiliate school of the Barney Charter School Initiative (BCSI), an outreach of Hillsdale College, in February 2019. BCSI works as a curricular advisor to 20 existing charter schools across the U.S. and has a complete set of curricular and resource recommendations from Kindergarten through 12th grade. BCSI will provide the architecture for LCCA's academic program and will provide guidance during the founding process and beyond.

Classical Education upholds a standard of excellence and has proven itself over the course of time. We believe LCCA's high standards and research-based curriculum will provide students with a traditional education that will challenge them to excel not only in learning but also in character development. At LCCA, high academic achievement, personal discipline, ethics, and responsibility will be consistently reinforced through the study of subjects in the classical tradition. Students will graduate from LCCA highly literate and ethical citizens who are well-prepared to advance into any life endeavor and to inspire others.

Strong character development is a cornerstone of classical education. The academic environment at LCCA will reinforce clear expectations of self-discipline, responsibility, and high achievement. Surrounding our students with examples of goodness, truth, and beauty from history and literature will enable them to make good judgments in their own lives. Learning to know, to imitate, and to seek excellence will enable our students to become productive, responsible, caring citizens, able to function well in a diverse society.

5. The curricular focus and instructional strategies that will define the nature of the school:

Curricular focus:

The basis of the LCCA curriculum is a collaboration between the school and BCSI. LCCA will adopt a curriculum with a core focus on science, math, English language arts, and history. Second to these four cores, though integral to the curriculum, are the subjects of art, music, and foreign language. In high school, LCCA will also include government, economics, and moral philosophy as classes that are integral complements to the four core areas of study.

The basis of that curriculum in K-8 is the Core Knowledge Sequence, prepared by the Core Knowledge Foundation and used widely across the United States for well-over twenty years. Following BCSI recommendations, LCCA will supplement the Core Knowledge Sequence with systematic, synthetic phonics program that uses the Orton-Gillingham research on language and cognition that has been developed by Access Literacy, LLC. LCCA will supplement the Core Knowledge Sequence in mathematics by using the Singapore Math curriculum from grades K-7. LCCA will also include instruction in Latin, beginning on a formal basis in 6th grade, preceded by the teaching of Latin and Greek roots in grades 4 and 5. The Well-Ordered Language curriculum will be the basis for formal grammar instruction in the upper elementary grades. In high school, LCCA will follow the BCSI course sequence. This includes four and a half years of history; four years of literature, math, and science; three years of foreign language; one year of composition, and a semester each of government, economics, and moral philosophy.

Instructional Strategies:

LCCA will use time-tested instructional approaches with proven track records of success. These methods are the cornerstone of classical education and support mastery of the State Standards. They are as follows:

- **Explicit and Systematic Phonics Instruction:** Through the direct teaching of lettersound relationships through a specified sequence, the foundation for literacy is established and provides students the ability to decode the printed word. Scientific research supports this method (Source: K.K. Stuebing, A.E. Barth, P.T. Cirino, D.J. Francis, and J.M. Fletcher, “A response to recent re-analyses of the National Reading Panel report: Effects of systematic phonics instruction are practically significant,” *Journal of Educational Psychology*, 100(1), 2008: 123-134).
- **Explicit English Grammar Instruction:** Using tools such as diagramming and the study of root words, students will be equipped to speak and write with a high degree of communicative competence. As students learn to identify parts of speech and seek to develop syntax, they are able to communicate more clearly on all levels. The more they learn about the English language and its structure, their ability to easily and fluently express more complex thoughts becomes evident.
- **Singapore Math:** By using a three-step learning process — concrete, pictorial and abstract — students are taught to learn and master fewer mathematical concepts in greater detail. In the concrete step, students use hands-on learning using concrete objects such as bottle caps, dice or pennies. This is followed by having the students draw pictorial representations of these mathematical concepts. Students then use numbers and symbols to solve mathematical problems in an abstract manner.
- **Ability Groupings:** Instructional supports and strategies are most effective through the use of flexible Ability Groupings in the core subjects of reading, writing and math. To best

differentiate instruction, providing individualized supports for all learners while maintaining the same expectations of outcome, ability groupings will allow LCCA to tailor instructional techniques and class time to meet the needs of all students. Students will be placed into Ability Groupings upon admission using initial assessments that indicate strengths and weaknesses. Students will be moved across groupings as additional assessments suggest. Students are responsible for mastery of the same skills and concepts and are required to take the same assessments regardless of grouping. Using differentiated instructional strategies will enable teachers to optimize the learning of all students.

- Utilization of Primary Source Documents: Primary sources are materials that were created by those who participated in or witnessed the events of the past. They can include letters, reports, photographs, drawings, sound recordings, motion pictures, and artifacts, as well as books. Although sometimes life lessons (e.g., motives, ethics, and “cause and effect”) are not necessarily obvious or easy to define, primary sources can bring them to life. They reflect events and experiences that actually occurred and introduce students to the individuals who lived them.
- Teaching of Study Skills: Time management, organizing, memory techniques, note taking, and outlining will be emphasized throughout LCCA and integrated throughout the curriculum to equip students for higher learning. Developing stamina for challenging and complex work is imperative for the promotion of a strong work ethic.
- The Socratic Method: The use of direct, intentional questions to guide students’ understanding of problems and their solutions will be a fundamental part of instruction, particularly in literature and history courses.

6. Methodology by which this program improves the educational opportunities and outcomes for students. What evidence exists that suggests this model has demonstrated positive achievement outcomes?

LCCA’s curriculum was selected specifically to meet the needs of the target population, and we expect a student body from diverse backgrounds and with diverse learning abilities. Our curriculum is time-tested, innovative and research-based, and has been successfully implemented for students from academically, socially, and economically varied backgrounds. As an example, at South Bronx Classical, where 86% of students are economically disadvantaged, the school’s performance on the 2017-2018 state tests was among the best in the city, with over twice the proficiency rate as district schools and about five times the proficiency rate of District 12 and District 7, where South Bronx Classical Charter Schools I and II are located, respectively.

Classical education, from a research base, is most closely aligned with Cognitivist learning theories. These theories postulate that children generate knowledge and meaning through

sequential development of an individual's cognitive abilities, such as the mental processes of recognize, recall, analyze, reflect, apply, create, understand, and evaluate. The Cognitivists' (e.g. Piaget, Bruner, Vygotsky) learning process is adoptive learning of techniques, procedures, organization, and structure to develop internal cognitive structure that strengthens synapses in the brain. The learner requires assistance to develop prior knowledge and integrate new knowledge. The purpose in education is to develop conceptual knowledge, techniques, procedures, and algorithmic problem solving using Verbal/Linguistic and Logical/Mathematical intelligences. The learner requires scaffolding to develop schema and adopt knowledge from both people and the environment. The educators' role is pedagogical in that the instructor must develop conceptual knowledge by managing the content of learning activities.

More than a pattern of learning, classical education is language-focused: learning is accomplished through words — written and spoken — rather than through images. Image-learning allows one's mind to be passive, whereas language-learning requires one's mind to work harder resulting in better understanding and retention. For example, when reading the brain is forced to translate a symbol (words on the page) into a concept, which requires more mental muscle. Images, such as those in videos or on television, allow the mind to not work nearly as hard. A language-focused classical education follows a specific three-part pattern: the mind must be first supplied with facts and images, then given the logical tools for organization of facts, and finally equipped to express conclusions. Riggs Institutes' reading program, The Writing & Spelling Road to Reading & Thinking, is a brain-based approach with multisensory instruction that addresses all learning styles. Riggs began with Dr. Samuel Orton, a neuroscientist who researched the functioning of the human brain in learning language skills. In collaboration with teachers, he combined his multisensory techniques with classical and Socratic instructional approaches to teaching. Riggs is an "explicit" phonics approach as defined and recommended in a Federal Compilation of Reading Research: Becoming a Nation of Readers, 1985.

Use of Singapore Math: For grades K-7, math will be taught using the U.S. edition of Singapore Math, an English equivalent to the national mathematics curriculum used in Singapore. Singapore is the world leader in mathematics achievement, according to at least two major longitudinal studies. According to the Trends in International Mathematics and Science Study (TIMSS), an international comparative study designed to measure achievement at the fourth and eighth grades, Singapore ranked in the top three countries in both 4th and 8th grades in every year the study was conducted (1995, 1999, 2003, 2007, 2011, and 2015). The Programme for International Student Assessment (PISA), a triennial international survey that evaluates OECD (Organisation for Economic Co-operation and Development) countries by testing the skills and knowledge of 15-year-old-students, has also consistently ranked Singapore highest in mathematics. The PISA survey has ranked Singapore in the top two countries for mathematics in 2009, 2012, and 2015 (2018 scores are not yet available). Singapore Math was developed in



1981 by the Curriculum Planning and Development Institute of Singapore. Educators in the United States began implementing Singapore Math in 2000. Topics are taught to a mastery level with detail and consistency, and the textbooks are designed to build a deeper understanding of mathematical concepts as opposed to offering simply definitions and formulas. Professional development accompanies Singapore programs so teachers are better prepared to facilitate lessons. Singapore Math has a consistent emphasis on problem solving and model drawing, with a focus on in-depth understanding of the essential math skills recommended in the National Council of Teachers of Mathematics Curriculum Focal Points, the National Mathematics Advisory Panel. Students using Singapore Math learn math concepts thoroughly, but they also master essential math skills more quickly, and it has been reported that by the end of sixth grade, students have mastered multiplication and division of fractions and are able to complete difficult multistep word problems comfortably, ensuring they are well prepared to complete Algebra 1 in middle school (Source: John Hoven and Barry Garelick, “Singapore Math: Simple or Complex?”).

Use of Phonics:

According to the National Reading Panel (NRP) report (Teaching Children to Read An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction, 2000), the panel concluded that phonemic awareness and phonics instruction are the two best indicators of success in reading. The NRP came to the following conclusions:

- Systematic (planned) phonics instruction produces significant benefits for all students in kindergarten through sixth grade, especially for children having a difficult time learning to read. First graders who were taught phonics were better able to decode and spell and had better ability to comprehend printed material. Older students who were taught systematic phonics were better able to decode and spell, but their comprehension was not greatly improved.
- Systematic phonics benefits students with learning disabilities and low-achieving students who are not disabled.
- Systematic phonics instruction was significantly more effective in improving low economic status, children’s alphabetic knowledge, and word-reading skills than instructional methods that were less focused on phonemic awareness.
- The early reading success of children in the kindergarten and first grades indicate that phonics instruction should be implemented at these grades and age levels.

Use of Latin:

In addition to boosting SAT scores (college-bound seniors who took Latin had a mean score of 685 in critical reading and 682 in writing; data taken from College Board SAT Total Group Report, 2016), Latin provides a bridge to improving students’ reading, writing, vocabulary and grammar.

Latin is the root tongue for 60% of English words (90% of words over two syllables) and 80% of Spanish. Greek and Latin equip a person with the strongest single foundation for mastering the romantic languages of French, Italian, Portuguese, Romanian, and Spanish. In addition, a Latin student's awareness of the ancient cultures of Greece and Rome promotes tolerance and understanding of the different customs and values of other people today.

7. The proposed governance structure for this school and how educators, students, families, and community leaders will participate in a meaningful way:

LCCA governance structure:

The LCCA Board will consist of a maximum of 9 directors who will govern the school. It will have three officers – President, Secretary and Treasurer. It will include a minimum of three standing committees: Governance, Audit and Risk Management Oversight. The board will delegate management of the school to the school principal who will report directly to the board and will be responsible for the daily operation of the school.

The founding board is made up of respected and accomplished members of the community who are deeply committed to providing parents a choice in how their children are educated. Our founding board brings a wide variety of skills and talents, including education, human resources, finance, accounting, PR and marketing, fundraising/development, and law.

All current board directors will transition into the Board of Trustees at the time that the charter is awarded. Board members have already demonstrated their commitment to the success of LCCA, through their dedicated work over the past eight months. Three board members have already attended BCSI board training at Hillsdale College, and the remaining board members will attend the same training this fall. These board members have lent their professional talents and personal connections to the cause of ensuring that LCCA has a firm foundation and strong ongoing support. If chartered, they will be accountable to the charter, authorizer, and mission of the school.

Upon receiving authorization, the LCCA board will hold an organizational meeting within the first month to officially vote on the Board of Trustees. The board will engage in a training on Robert's Rules of Order and a review of open meeting laws to ensure that board meetings moving forward are in full compliance with Wisconsin open meeting statutes. Board bylaws clearly identify the processes involved in voting on new directors, removing directors, term limits, powers of the board, meeting schedule, and how decisions are made and recorded (see Attachment E). The board Conflict of Interest Policy (see Attachment F) will be followed to protect the interests of LCCA.

LCCA board directors will be directly involved in recruitment of families and students, as well as community outreach and development. We hope to add additional community members to the board that provide diversity in knowledge and skills which allow LCCA to serve its students well and to be an asset to the Lake Country community.

How educators, students, families and community leaders can participate in a meaningful way:

LCCA will work with and for parents. As a classical school, authority over children will be delegated to us from parents who have enlisted us to help them in their educational task. This means that teachers will serve the parents by listening carefully to their feedback and forge true relationships with parents in order to best understand and educate their children. Parents will be welcome in the classroom, meaning that parents will take their responsibility seriously by reviewing and helping with homework, encouraging their children to be disciplined and diligent, and generally supporting teachers and staff of LCCA. There will also be opportunities for parents to be involved at LCCA through various volunteer opportunities - both in and outside of the classroom - as well as with the Parent Teacher Organization.

In an effort to solicit parental feedback ensuring that LCCA is meeting families' needs and exceptions as best as possible, we will conduct a bi-annual family satisfaction survey (every December & May). Survey results will be shared with the governing board and presented to the community during regular scheduled board meetings.

LCCA will also provide the following to establish a strong home-to-school connection with families:

- Orientation: After the lottery has been conducted (if needed) and families are notified of their acceptance, families will be encouraged to sign up for orientation. While students are being tested to establish a baseline of their knowledge in the literacy and mathematics, parents will have the opportunity to meet with the principal to ask questions and seek any clarification on school expectations and tour the school.
- All-school BBQ: Before school begins, families will have the opportunity to meet other LCCA families and staff at an all-school BBQ the summer prior to the start of school.
- Open House: Approximately two weeks prior to opening, LCCA families will be invited to attend an open house at school during which the students can bring in school supplies, meet their teachers, and turn in any remaining registration paperwork.

In addition, parents and members of the community may support LCCA's mission by sponsoring or volunteering their time at school events and fundraisers. Students and parents will also be encouraged to further LCCA's mission in the community by participating in regular "LCCA Good Citizen Club" volunteer opportunities that will expose them to new people and experiences and help them develop a respect for all people and the environment. Ideas include fostering an

understanding for sustainable agriculture by helping harvest crops at a nearby farm; partnering with a local assisted living community to help fulfill residents' social and emotional needs/ mental dexterity (students might make crafts or play board games with the residents); and preparing meals for the homeless at the Hope Center in Waukesha.

8. The financial capability of the organization seeking the charter and the relationship between the charter school and the host organization:

In an effort to ensure that LCCA has the necessary revenue to provide an excellent academic program, the LCCA board and founding team will play an integral role in raising the needed funds for the school during the planning and implementation phase and on an ongoing basis once LCCA opens its doors. LCCA's professional fundraising and development advisor, Mitzi Keel, has created a development strategy for LCCA, targeting a giving stream including projected gifts from individuals (80%), foundations (10%) and corporations (10%) to raise the needed \$210,000 needed to help us bridge funding for expenses incurred prior to receiving state aide and federal grants. (See Attachment G for details on the Development Strategy.)

9. The potential location of the school:

We are working with a local commercial real estate broker to identify existing buildings in the Lake Country area that can be renovated (approx. 60,000 sq. ft.) or a piece of land (ideally 10 acres) that is zoned as institutional for new construction. We have identified a few rental properties in particular that would fit our needs, and as soon as we receive authorization, we will move forward to secure a lease agreement by March 2020.

Of the families who filled out our estimated enrollment form (see Attachment H), 85 families also filled out our family survey (see Attachment I), providing us with more detail on where they currently enroll their children. The majority of these families (48%) currently enroll their children in the Kettle Moraine School district, 35% enroll their children in other Waukesha County school districts, 15% enroll their children in private school, and 6% currently homeschool their children.

10. Evidence of support from the community:

In an effort to provide hard estimated enrollment numbers as evidence of demand, we created a website, www.lakecountryclassical.com, and an estimated enrollment form earlier this year to gather information and create a database of potential LCCA families (see Attachment H). Based on the initial interest, feedback and more than 1,000 views of one of our LCCA Facebook posts,

we are confident that if we receive authorization, we will easily fill at least two sections of K-9.

11. Business plan for school development and first-year operation:

LCCA is committed to maintaining strong fiscal health and implementing best financial management practices in its business operations. LCCA board president, Bart Williams, is a Certified Internal Auditor (CIA) and Certified Information Systems Auditor (CISA), has a Master's degree in Accounting and a Bachelor's degree in Finance, taught auditing and cost accounting for years at a local university, and has over 20 years of business and financial leadership and management experience. This includes years of budgeting, financial analysis, fiscal oversight, and audit leadership and management experience. See Attachment J for a five-year budget, which includes the current year (2018-2019), the full planning year (2019-2020), and LCCA's first three operational years serving students as a public charter school.

12. Potential subcontracts that might be part of the school's operation:

LCCA will likely subcontract with reputable (and local, whenever possible) providers of back-office support such as a payroll/benefits services provider, an independent CPA firm for the annual financial audit, local legal counsel specializing in school-related legal matters, and a professional web design firm. Other significant contracts would be bid, scrutinized, and awarded to qualified, reputable, and experienced providers that offer the following services: busing, food, telecommunications, Internet, substitute teachers, and other services as needed.



Corporations Bureau

Form 102-Nonstock Corporation Articles of Incorporation

Name of Corporation

Name of Corporation: Lake Country Classical Academy, Inc.

Principal Office

Mailing Address: P.O. Box 252

City: Wales

State: WI

Zip Code: 53183

Registered Agent

Registered Agent Individual: Bart Williams

Name of Entity:

Street Address: 2420 Skyline Drive

City: West Bend

State: WI

Zip Code: 53090

Select Statement

Select one statement: The corporation will NOT have members

Is this corporation authorized to make distributions under the statute?: No

This document was drafted by: Jason J. Heinen

Incorporator

Name: Heidi Brookes

Street Address: P.O. Box 252

City: Wales

State: WI

Zip Code: 53183

Name: Melissa Smiley

Street Address: P.O. Box 252

City: Wales

State: WI

Zip Code: 53183

Name: Jason Heckenkamp

Street Address: P.O. Box 252

City: Wales

State: WI

Zip Code:	53183
Name:	Jason Heinen
Street Address:	14170 West Greenfield Avenue
City:	Brookfield
State:	Wisconsin
Zip Code:	53005
Name:	William H. Hughes
Street Address:	P.O. Box 252
City:	Wales
State:	WI
Zip Code:	53183
Name:	Kristina Vourax
Street Address:	P.O. Box 252
City:	Wales
State:	WI
Zip Code:	53183
Name:	Bart Williams
Street Address:	2420 Skyline Drive
City:	West Bend
State:	WI
Zip Code:	53090
Name:	Taryn Whipple
Street Address:	P.O. Box 252
City:	Wales
State:	WI
Zip Code:	53183

Incorporator Signature

I understand that checking this box constitutes a legal signature:	Yes
Incorporator Signature:	Jason J. Heinen

Optional Articles

The purpose(s) for which the corporation is incorporated:	Purpose: Lake Country Classical Academy, Inc., is a Wisconsin nonprofit corporation organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future federal tax code. Lake Country Classical Academy, Inc., exists to provide a “classical education” that is content-rich across four disciplines: math, science, literature and history, followed by attention to music, art and foreign languages. Lake Country Classical Academy will put teachers back on the
---	---

stage, making them the heart of the classroom as they convey real knowledge to students using traditional teaching methods. Classroom technology will never replace the role of teacher-delivered instruction. Operational Limitations: Notwithstanding any other provisions of these articles, Lake Country Classical Academy, Inc., shall not carry on any other activities not permitted to be carried on (1) by a corporation exempt from federal income tax under 501(c)(3) of the Internal Revenue code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law), or (2) by a corporation, contributions to which are deductible under 170(c)(2), as amended (or the corresponding provision of any future United States Internal Revenue Law). Dissolution Clause: Upon the dissolution of the corporation, the board of directors shall, after paying or making provisions for the payment of all the corporations liabilities, dispose of all the corporation's assets exclusively for the purpose of the corporaiton to one or more organizations with a focus on classical education, in such manner as the board of directors shall determine, or to such organization or organizations organized and operated exclusively for charitable, education, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3)

Delayed Effective date:

Directors

Name:	Heidi Brookes
Street Address:	P.O. Box 252
City:	Wales
State:	WI
Zip Code:	53183
Name:	Melissa Smiley
Street Address:	P.O. Box 252
City:	Wales
State:	WI
Zip Code:	53183
Name:	Jason Heckenkamp
Street Address:	P.O. Box 252
City:	Wales
State:	WI
Zip Code:	53183
Name:	Jason Heinen

Street Address: 14170 West Greenfield Avenue

City: Brookfield

State: Wisconsin

Zip Code: 53005

Name: William H. Hughes

Street Address: P.O. Box 252

City: Wales

State: WI

Zip Code: 53183

Name: Kristina Vourax

Street Address: P.O. Box 252

City: Wales

State: WI

Zip Code: 53183

Name: Bart Williams

Street Address: 2420 Skyline Drive

City: West Bend

State: WI

Zip Code: 53090

Name: Taryn Whipple

Street Address: P.O. Box 252

City: Wales

State: WI

Zip Code: 53183

Optional Contact Information

Name: Jason J. Heinen

Address: 14170 WEST GREENFIELD AVENUE

City: BROOKFIELD

State: WI

Zip Code: 53005

Phone Number: 2627859000

Email Address: attyheinen@knutsonlawfirm.com

Endorsement

FILED

Received Date: 01/25/2019



LCCA Prospectus Attachment A: Marketing and PR Plan

The LCCA board and planning team will promote enrollment and generate overall awareness of LCCA by reaching target audiences via media relations and grassroots efforts.

Target Audiences (all within Waukesha County):

Preschools/child care centers

Churches (with preschools and/or large youth groups, and/or parochial schools)

Homeschooling groups/families

Community based organizations

Public libraries

Social media

Community newspapers (print & online) and local TV & radio

Strategy 1: Prior to authorization (March - August 2019), generate overall awareness and support of LCCA among target audiences via social media, website, e-newsletter and other grassroots efforts. Measure success via increase in website traffic, social media engagement and growth in LCCA family database.

Tactics:

- Branding: Create LCCA logo in effort to provide give LCCA a brand identity in marketing venues: website, e-newsletter and social media sites.
- Marketing subcommittee: Promote need for volunteers to help with LCCA marketing efforts on LCCA Facebook page, website and e-newsletter. Meet with subcommittee and develop more in-depth marketing plan that can be launched after receiving authorization.
- Business networking organizations: select board member(s) to attend regular business community meetings in the Lake Country area, such as Rotary and Chambers of Commerce meetings.

- Social media: post updates on LCCA Facebook page, LinkedIn, Snapchat and Twitter accounts.
- Electronic communication: provide updates on our progress on the LCCA website and in the LCCA e-newsletter.

Strategy 2: After receiving authorization (Oct. 2019 - Feb. 2020), promote LCCA authorization and open enrollment to key audiences via media relations, print advertising, social media, e-communication and grassroots efforts. Measure success via enrollment numbers and increase in financial support. Specific outreach to “at risk” students is outlined in the prospectus (see pages 11 - 13).

Tactics:

- Media relations: Send press release announcing authorization and provide interviews to all local print, TV and radio; press release to local print media announcing school location, open enrollment dates and upcoming community information gatherings.
- Community meetings: Schedule 4-5 information meetings at various community gathering places in the lake country area, such as a Lions Club or public library, giving parents an overview of LCCA, including time for Q&A.
- Print ads in community papers: Journal Sentinel/Lake Country Now, Waukesha Freeman (promote community meetings & open enrollment)
- Fliers/posters: deliver to preschools/child care centers and churches with preschools and youth groups; K-8 parochial & high schools (promote high school only); community- based organizations & locations such as YMCAs and public libraries.
- Yard signs: provide LCCA yard signs to all families/volunteers/businesses willing to put them in their yards (target high-traffic roads, including, but not limited to Highways 83, 67, 18 and 59, and within targeted at-risk communities).
- Social Media: Regular posts/updates on LCCA Facebook page, LinkedIn, Snapchat and Twitter; reach out to other community FB pages including, but not limited to: The Lake Country Mom, Lake Country Family Fun, Waukesha homeschooling communities, etc.
- Website: Redesign website to include enrollment form and more detail on LCCA’s curriculum and school structure.

- E-newsletter: send e-newsletter to interested families providing updates on the school development & enrollment info (twice monthly or as needed).

#

LCCA Attachment B: Homeschooled students in Waukesha County*

2017-18 Home-based Grades 1-8 By County				
Due to student privacy law, home-based enrollment totals from 0 to 5 are shown as " * ".				
County #	County Name	Male Grades 1-8	Female Grades 1-8	Total
67	Waukesha	451	430	881

2017-18 Home-based Grades 9-12 By County				
Due to student privacy law, home-based enrollment totals from 0 to 5 are shown as " * ".				
County #	County Name	Male Grades 9- 12	Female Grades 9- 12	Total
67	Waukesha	193	193	386

* Statistics listed on the Wisconsin Department of Public Instruction website,
<https://dpi.wi.gov/sms/home-based/statistics>.

Competency-based Education Kettle Moraine School District - Moving Students Forward on a Learning Continuum

How does your organization define competency-based education?

Competency-based education (CBE) is a framework of learning and assessment that clearly articulates learning targets and competencies which recognizes students' voice, choice, path, pace, and place in the demonstration of learning. While aligned to district standards, competencies must be demonstrated before advancement, but competencies are not necessarily linear. CBE requires a balanced assessment framework, with students receiving formative feedback and supports as necessary to ensure mastery.



Contact

Names: Pat Deklotz, Theresa Ewald

Emails: deklotzp@kmsd.edu, ewalddt@kmsd.edu

URL

http://digitalpromise.org/cbe_resource/kettle-moraine-moving-students-forward-on-a-learning-continuum/

Overview

Kettle Moraine began this work with two small instrumentality charter high schools or micro-schools, and over the past six years have expanded CBE into aspects of every school in the district. While we do not yet have full fidelity of implementation, our primary work is to scale this to include all students and all schools. Students beginning in Kindergarten are provided with an understanding of where they are on a continuum of learning for various subject and skill areas and as they demonstrate mastery they move along the continuum. Students set goals and monitor progress toward the goal to ensure that they are meeting growth objectives. As students navigate

This toolkit was developed through a partnership between



To learn more, visit digitalpromise.org/cbe

the learning continuum they are guided and supported by their teacher(s). Teachers group and regroup students fluidly and frequently, according to their need for small group instruction and support. Multi-age learning environments and teachers who embrace co-teaching are common throughout the district. At the high school level, approximately one-third of the students are in a competency-based learning environment, which is similar to the number of middle and elementary school aged students who are learning as self-directed learners.

Beliefs

The core beliefs listed below were developed and revised over time through multiple Community Forums, school board meetings, annual leadership retreats, and opportunities for staff engagement. The beliefs are informed by our data collection (quantitative and qualitative) as we transform our environments.

1. All students can learn and want to learn.
2. Students can demonstrate mastery of a skill or disposition if they have indeed learned the skill or disposition.
3. Student agency is a powerful indicator of relevance and rigor.
4. Goal setting and monitoring of progress is an essential life skill.

Rationale

Building learning environments for students that focus on student agency makes sense, and it works. Student agency is one of the most important skills for schools to develop. Building student agency aligns with our data from the National Student Clearinghouse that suggests only around 40% of our learners complete the post-secondary plan that they set out to complete. Our data regarding the need for post-secondary remedial work suggests our students are well prepared academically. The conclusion is that our learners need development in dispositions.

Outcomes

Some of our most exciting data comes from the OECD Test for Schools (see Artifacts).

Surprises

A learning continuum is essential for teachers and learners to accurately understand the present level of performance and the next steps needed to continue to grow. A written and transparent continuum allows the learner to “own” the data.

1. Interdisciplinary learning is natural for students
2. When students are driving their learning it brings increased relevance and rigor
3. We can learn a lot from our students when we are open to their suggestions

Trade-offs

We have relinquished the illusion that we are in control of students' learning.

Considerations

Start small and begin with a team of educators who are highly capable and committed to the work. Scaling is more easily accomplished when you have models to observe and pattern work after. There is no technology system that fully meets our needs but a learning management system is essential. The role of leadership also changes - leadership that can continually communicate the vision and support the ground-up transformation is essential.

Artifacts

- [Literacy Continua](#)
- [Learner Independence Continuum](#)
- [Computer Science CBE Pathway](#)
- [Visual Art & Design CBE Pathway](#)



FOR IMMEDIATE RELEASE

NEWS RELEASE FROM THE PUBLIC INFORMATION OFFICE

Melinda Mueller

Director of Public Information & Community Engagement

563 AJ Allen Circle, Wales, WI 53183

P: 262-968-6300 ext. 5327

E: muellerm@kmsd.edu

Dr. Patricia F. Deklotz

Superintendent

563 AJ Allen Circle, Wales, WI 53183

P: 262-968-6300 ext. 5301

E: deklotzp@kmsd.edu

DATE: December 17, 2015

SUBJECT: KM Featured in U.S. Department of Education Future Ready Videos

Kettle Moraine School District Featured in U.S. Department of Education Professional Learning Videos

The Kettle Moraine School District (KMSD) is one of eight [Future Ready](#) school districts in the country featured in a set of professional learning resources recently released by the U.S. Department of Education. The resources are designed to expand the capacity of district superintendents and their leadership teams to effectively lead the transition to digital learning.

Over the course of 18 months, the Department's Office of Educational Technology (OET) rigorously evaluated school districts against 27 key policies and practices characteristic of strong Future Ready leadership. As a result of that screening process, OET selected Kettle Moraine as an exemplary Future Ready district.

"When I learned of the Future Ready initiative and examined the commitments contained in the Future Ready pledge, I was delighted to see a very tight alignment between what Kettle Moraine is doing and the focus of the U.S. Department of Education," said KMSD Superintendent Dr. Patricia Deklotz. "It's an extreme honor to be able to share the good work of our district with educators across the nation in an effort to better meet the needs of all students and prepare them for their future."

Last spring, a film crew visited Kettle Moraine to capture stories highlighting policies and practices aligned with four research-based focus areas critical for an effective district transition to digital learning: collaborative leadership, personalized student learning, robust infrastructure, and personalized professional learning.

Kettle Moraine's leadership in action is portrayed in [eight videos](#):

- [Micro-credentialing for Professional Learning](#)
- [Recharge Ed - Collaborative unconference approach to professional learning](#)
- [Distributed Leadership in Action](#)
- [Referendum to Raise Funds for Technology Infrastructure](#)
- [Technology Parent Partnership](#)
- [Learning without Boundaries: Governance](#)
- [Learning without Boundaries: Create House](#)
- [Personalized Learning as a Partnership](#)

Collectively, these videos constitute a virtual site visit hosted by some of the most forward leaning Future Ready district leaders in the country sharing lessons learned and effective practices with their peers. They will serve as a resource for district leaders throughout the country. Videos are all accessible on the KMSD website

Future Ready commitments are all part of the U.S. Department of Education's 2016 National Education Technology Plan, which was released December 10. For more information on that plan, view the press release: [U.S. Department of Education Releases 2016 National Education Technology Plan.](#)

###

Fact	Fact Note	Waukesha city, Wisconsin	Value Note	Waukesha city, Wisconsin
Population estimates, July 1, 2016, (V2016)		NA		
Population estimates, July 1, 2017, (V2017)		72,489		
Population estimates base, April 1, 2010, (V2016)		NA		
Population estimates base, April 1, 2010, (V2017)		71,232		
Population, percent change - April 1, 2010 (estimates base) to July 1, 2016, (V2016)		NA		
Population, percent change - April 1, 2010 (estimates base) to July 1, 2017, (V2017)		1.8%		
Population, Census, April 1, 2010		70,718		
Persons under 5 years, percent		6.1%		
Persons under 18 years, percent		21.9%		
Persons 65 years and over, percent		12.8%		
Female persons, percent		51.2%		
White alone, percent		87.4%		
Black or African American alone, percent	(a)	3.7%		
American Indian and Alaska Native alone, percent	(a)	0.3%		
Asian alone, percent	(a)	3.4%		
Native Hawaiian and Other Pacific Islander alone, percent	(a)	0.1%		
Two or More Races, percent		2.2%		
Hispanic or Latino, percent	(b)	12.5%		
White alone, not Hispanic or Latino, percent		78.5%		
Veterans, 2013-2017		3,400		
Foreign born persons, percent, 2013-2017		7.3%		
Housing units, July 1, 2017, (V2017)		X		
Owner-occupied housing unit rate, 2013-2017		58.6%		
Median value of owner-occupied housing units, 2013-2017		\$194,800.00		
Median selected monthly owner costs -with a mortgage, 2013-2017		\$1,576.00		
Median selected monthly owner costs -without a mortgage, 2013-2017		\$595.00		
Median gross rent, 2013-2017		\$876.00		
Building permits, 2017		X		
Households, 2013-2017		29,127		
Persons per household, 2013-2017		2.38		
Living in same house 1 year ago, percent of persons age 1 year+, 2013-2017		84.0%		
Language other than English spoken at home, percent of persons age 5 years+, 2013-2017		12.0%		
Households with a computer, percent, 2013-2017		89.9%		
Households with a broadband Internet subscription, percent, 2013-2017		84.7%		
High school graduate or higher, percent of persons age 25 years+, 2013-2017		93.2%		
Bachelor's degree or higher, percent of persons age 25 years+, 2013-2017		36.2%		
With a disability, under age 65 years, percent, 2013-2017		8.9%		
Persons without health insurance, under age 65 years, percent		6.7%		
In civilian labor force, total, percent of population age 16 years+, 2013-2017		71.5%		
In civilian labor force, female, percent of population age 16 years+, 2013-2017		67.1%		
Total accommodation and food services sales, 2012 (\$1,000)	(c)	142,388		
Total health care and social assistance receipts/revenue, 2012 (\$1,000)	(c)	828,803		
Total manufacturers shipments, 2012 (\$1,000)	(c)	4,144,221		
Total merchant wholesaler sales, 2012 (\$1,000)	(c)	1,126,295		
Total retail sales, 2012 (\$1,000)	(c)	1,601,356		
Total retail sales per capita, 2012	(c)	\$22,580.00		
Mean travel time to work (minutes), workers age 16 years+, 2013-2017		22.3		
Median household income (in 2017 dollars), 2013-2017		\$61,380.00		
Per capita income in past 12 months (in 2017 dollars), 2013-2017		\$31,395.00		
Persons in poverty, percent		10.5%		
Total employer establishments, 2016		X		
Total employment, 2016		X		
Total annual payroll, 2016 (\$1,000)		X		
Total employment, percent change, 2015-2016		X		
Total nonemployer establishments, 2016		X		
All firms, 2012		4,938		
Men-owned firms, 2012		2,555		
Women-owned firms, 2012		1,686		
Minority-owned firms, 2012		502		
Nonminority-owned firms, 2012		4,152		
Veteran-owned firms, 2012		514		
Nonveteran-owned firms, 2012		4,002		
Population per square mile, 2010		2,850.6		
Land area in square miles, 2010		24.81		
FIPS Code		"5584250"		
NOTE: FIPS Code values are enclosed in quotes to ensure leading zeros remains intact.				
Value Notes				
None				
Fact Notes				
(a)	Includes persons reporting only one race			
(b)	Hispanics may be of any race, so also are included in applicable race categories			
(c)	Economic Census - Puerto Rico data are not comparable to U.S. Economic Census data			
Value Flags				
-	Either no or too few sample observations were available to compute an estimate, or a ratio of medians cannot be calculated because one or both of the median estimates falls in the lowest or upper interval of an open ended distribution.			
D	Suppressed to avoid disclosure of confidential information			
F	Fewer than 25 firms			
FN	Footnote on this item in place of data			
NA	Not available			
S	Suppressed; does not meet publication standards			
X	Not applicable			
Z	Value greater than zero but less than half unit of measure shown			

BYLAWS OF
LAKE COUNTRY CLASSICAL ACADEMY, INC.
a Wisconsin Nonstock Corporation

TABLE OF CONTENTS

ARTICLE I	Purpose of Lake Country Classical Academy, Inc.	1
ARTICLE II	Registered Office and Registered Agent	1
ARTICLE III	Incorporators and Members	1
Section 3.1	Incorporators	1
Section 3.2	Members	1
ARTICLE IV	Board of Directors	2
Section 4.1	General Powers and Responsibilities	2
Section 4.2	Number and Tenure	2
Section 4.3	Qualifications of Directors	2
Section 4.4	Election and Vacancies	2
Section 4.5	Orientation and Training	2
Section 4.6	Meeting Attendance	3
Section 4.7	Compensation	3
Section 4.8	Removal	3
Section 4.9	Resignation	3
ARTICLE V	Officers	3
Section 5.1	Officers	3
Section 5.2	Election and Term of Office	3
Section 5.3	Removal	4
Section 5.4	Duties of President	4
Section 5.5	Duties of Vice President	4
Section 5.6	Absence of both the President and Vice President	4
Section 5.7	Duties of Secretary	4
Section 5.8	Duties of Treasurer	5
ARTICLE VI	Committees	6
Section 6.1	Purpose of Committees	6
Section 6.2	Special Committees	6
Section 6.3	Standing Committees	6
Section 6.4	Advisory Committees	7
ARTICLE VII	Meetings	7
Section 7.1	Annual Meeting and other Regular Meetings	7
Section 7.2	Special Meetings	7

Section 7.3	Emergency Meetings	7
Section 7.4	Notice.....	7
Section 7.5	Open Meetings.....	8
Section 7.6	Quorum.....	8
Section 7.7	Parliamentary Rules.....	8
Section 7.8	Order of Business at Meetings.....	8
Section 7.9	Voting.....	8
Section 7.10	Presumption of Assent.....	8
Section 7.11	Participation by Telecommunication or Other Electronic Technology.....	9
Section 7.12	Action Without a Meeting.....	9
ARTICLE VIII	Contracts, Checks, Deposits and Funds.....	9
Section 8.1	Contracts.....	9
Section 8.2	Checks, Drafts, and Notes.....	9
Section 8.3	Credit.....	9
Section 8.4	Loans.....	9
Section 8.5	Deposits.....	10
Section 8.6	Gifts.....	10
Section 8.7	Expenditures.....	10
ARTICLE IX	Books and Records.....	10
Section 9.1	Books and Records.....	10
Section 9.2	Inspection Rights.....	10
ARTICLE X	Indemnification and Insurance.....	10
Section 10.1	Indemnify.....	10
Section 10.2	Directors and Officers Insurance.....	11
Section 10.3	Expenses.....	11
Section 10.4	Liability Insurance.....	11
ARTICLE XI	Ethics and Conflict of Interest.....	11
Section 11.1	Ethics.....	11
Section 11.2	Confidentiality.....	11
Section 11.3	Conflict of Interest Policy and Annual Statement.....	11
Section 11.4	Conflicts of Interest Policy Minimum.....	12
Section 11.5	Nepotism.....	12
Section 11.6	Non-discrimination.....	12
ARTICLE XII	Interpretation and Disputes.....	13
Section 12.1	Applicable Law.....	13
Section 12.2	Interpretation.....	13
Section 12.3	Dispute Resolution.....	13
ARTICLE XIII	Dissolution of Corporation.....	13
Section 13.1	Dissolution by Directors.....	13
Section 13.2	Subject to State and Federal Organizational and Tax Laws.....	13

ARTICLE XIV Adoption and Amendments.....14
 Section 14.1 Articles of Incorporation..... 14
 Section 14.2 Bylaws..... 14

CERTIFICATION Adopted and Approved by the Board.....15

BYLAWS OF
LAKE COUNTRY CLASSICAL ACADEMY, INC.
a Wisconsin Nonstock Corporation

ARTICLE I
PURPOSE OF LAKE COUNTRY CLASSICAL ACADEMY, INC.

Lake Country Classical Academy, Inc. (the “Corporation”), is a Nonstock Corporation, organized under Chapter 181 of the Wisconsin Statutes. The purpose of the Corporation shall be exclusively for charitable and/or educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future federal tax code. Lake Country Classical Academy, Inc., exists to provide a “classical education” that is content-rich across four disciplines: math, science, literature and history, followed by attention to music, art and foreign languages. Lake Country Classical Academy will put teachers back on the stage, making them the heart of the classroom as they convey real knowledge to students using traditional teaching methods. Classroom technology will never replace the role of teacher-delivered instruction.

ARTICLE II
PRINCIPAL OFFICE AND REGISTERED AGENT

The Corporation shall maintain in the County of Waukesha, State of Wisconsin, a principal office. The Corporation may at any time and from time to time change the location of its principal office. The current principal office is P.O. Box 252, Wales, WI 53183. The current registered agent is Bart Williams with a street address of 2420 Skyline Drive, West Bend, WI 53090.

ARTICLE III
INCORPORATORS AND MEMBERS

Section 3.1 Incorporators

The following individuals were the incorporators of the Corporation and authorized Jason Heinen to file the Articles of Incorporation: Heidi Brookes, Melissa Smiley, Jason Heckenkamp, William H. Hughes, Kristina Vourax, Bart Williams, Taryn Whipple, and Jason Heinen. William H. Hughes joined as an incorporator, but has chosen not to serve as an initial Director.

Section 3.2 Members

The Corporation shall have no members, as is allows under Wis. Stat. § 181.0603. Therefore, in accordance with Wis. Stat. § 181.0804, all Directors shall be elected, appointed, or designated as provided in the Articles of Incorporation or these Bylaws. Any action which would otherwise by law require approval by members shall require only approval of the Board. All rights shall vest in the Board.

ARTICLE IV

BOARD OF DIRECTORS

Section 4.1 General Powers and Responsibilities

The affairs of the Corporation shall be managed by a Board of Directors (collectively the “Board,” individual members referred to herein as “Directors”). The Board shall also have the responsibility to adopt rules for conducting the business of the Corporation in accord with Wisconsin law. This overall management and responsibilities includes dealing with all unusual situations and for interpretation of these Bylaws. The Board will undertake appropriate disciplinary measures of the Directors, Officers, and agents as and when required. The decisions of the Board will be final and binding on all the Directors, Officers, and agents.

Section 4.2 Number and Tenure of Directors

The number of Directors on the Board shall be not less than five (5) nor more than nine (9) Directors. The Board shall fix the exact number of Directors, within these limits, by Board resolution or by amendment of the Bylaws. The initial Board shall be divided into three (3) classes of approximately equal size, with the term of each Director ending in each of the next three (3) consecutive years so that the offices of approximately one-third of the total number of Directors shall become vacant each year. Thereafter, the term of a Director shall be for three (3) years, unless the Director is sooner removed by or as a result of the earliest to occur of: (1) operation of law; (2) an order or decree of any court of competent jurisdiction; or (3) voluntary resignation; (4) two-thirds (2/3) vote of the board.

Section 4.3 Qualifications of Directors

Each Director must be an individual person who is twenty-five years of age or older. Qualifications for Board Directorship shall include but not be limited to: (a) enthusiasm for the School and conviction in its purpose; (b) support for the principles of the Board Agreement with Hillsdale College and the mission of the Hillsdale College Barney Charter School Initiative; (c) willingness to submit to an extended criminal record background check; (d) agreement to abide by the board’s code of conduct; (e) commitment to professional development and the completion of any state requirements for training or development; (f) special skills to address specific management and needs of the School; (g) willingness to accept and support decisions democratically made; and (h) ability to represent the School to the community.

Section 4.4 Election and Vacancies

Each Director must be approved by a two-thirds (2/3) majority vote of the Directors then in office. The Directors shall, upon election, immediately enter upon the performance of their duties and shall continue in office until their successors shall be duly elected and qualified, except in cases of resignation or removal. When there is a vacancy on the Board for the remainder of a Director’s unexpired term, the Board shall elect a successor to fill that unexpired term.

Section 4.5 Orientation and Training

The Board may adopt by resolution a policy requiring that all new Directors be required, as a condition of serving, to participate in an orientation or training session approved by the board, preferably prior to appointment or election, but no later than 90 days after appointment or election, and that Directors who fail to complete this orientation or training by the following next

regular board meeting shall be deemed to have resigned.

Section 4.6 Meeting Attendance

Each Director shall attend at least eight (8) regular monthly meetings of the Board per year. Failure to attend the minimum number of regular meetings may constitute cause for removal.

Section 4.7 Compensation

Directors of the Board shall not receive any compensation for their services as Directors or Officers. All board members are required to obtain the approval of the board in advance of engaging in travel or encumbering other expenses on behalf of the school. Any such reasonable and approved expenses that are not reimbursed by the Corporation shall be construed as a gift to the Corporation. Nothing herein contained shall be construed to preclude any Director from serving the Corporation in any other capacity.

Section 4.8 Removal

Any Director may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue, whenever, in the Board's judgment the best interests of the Corporation would be served thereby. No Director has any contract right to his or her position as a Director. Any Director who is absent from three (3) consecutive meetings of Directors at which a quorum is present may be removed as a Director by a simple majority vote, unless such Director shall have received excuse from attendance from the President or a majority of the Board.

Section 4.9 Resignation

Any Director, or other Officer, may resign his office at any time, such resignation to be made in writing and to take effect from the time of its acceptance by the Board. The acceptance shall be required to make it effective.

ARTICLE V **OFFICERS**

Section 5.1 Officers

The Officers of the Corporation shall be a President, a Vice President, a Treasurer, a Secretary, and such other Officers as the Board finds appropriate. Officers whose authority and duties are not prescribed in these Bylaws shall have the authority to perform the duties prescribed, from time to time, by the Board.

Section 5.2 Election and Term of Office

The Officers of the Corporation shall be elected by majority vote for one (1) year terms by the Board at the regular Annual Meeting of the Board. Vacancies may be filled or new offices created and filled at any meeting of the Board. Each Officer shall hold office until his or her successor shall have been duly elected and shall have qualified, or until his or her death, or until he or she shall resign or shall have been removed in the manner hereinafter provided. The election of an Officer shall not of itself create contract rights. Officers shall not receive any compensation for their services.

Section 5.3 Removal

Any Officer elected or appointed by the Board may be removed by majority vote of the Board whenever, in its judgment, it is in the best interests of the Corporation and would be served thereby.

Section 5.4 Duties of President

Subject to Board policy and Board direction, the President shall lead the Board in its oversight of School management. The President shall not have the authority to give directives to the School leader, as that authority is possessed only by the Board as a whole. The President shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time. The President is not the chief executive of the Corporation or the School, nor does he have any greater authority regarding operations than any other Director. However, in leading the Board in its oversight of School management, the President shall:

- A. Perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be prescribed from time to time by the Board;
- B. Preside at all meetings of the Board;
- C. Subject to the approval of the Board, appoint all committees and subgroups committees, and, except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Bylaws, he or she shall serve as ex-officio member of all committees;
- D. Prepare an annual report for the Board, unless otherwise delegated by the Board to the School Principal;
- E. Act as the media spokesperson, unless otherwise delegated by the Board to the School Principal; and
- F. Sign the annual Wisconsin Department of Financial Institutions report.

Section 5.5 Duties of Vice President

The Vice President shall:

- A. Act in the absence of the President, as well as assist in all other matters upon request of the President;
- B. Have other powers and perform such other duties as may be prescribed by law, by the Articles of Incorporation, or by these Bylaws, or as may be prescribed by the Board.
- C. Preside in-the absence of the President; and

Section 5.6 Absence of both the President and Vice President

In the absence of both the President and Vice President, a member of the Board shall be chosen by the Board to act temporarily.

Section 5.7 Duties of Secretary

The Secretary shall:

- A. Certify and keep, at a location determined by the Board, the original or a copy of these Bylaws, as legally amended or modified.
- B. Keep an accurate record of all meetings; and keep at a location determined by the Board, a book of minutes of all meetings of the Directors, and, if applicable, meetings of committees of Directors and of members, recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present

or represented at the meeting, and the proceedings thereof.

C. Give or cause to be given notice of all the meetings of the Board required by these bylaws or by law.

D. Handle all correspondence unless directed otherwise by the President, and shall pickup mail from the post office box, and shall distribute the mail accordingly.

E. See that all notices are duly given in accordance with the provisions of these Bylaws or as required by law, confirm that the President has signed the annual Wisconsin Department of Financial Institutions report, shall obtain agenda items from members and Officers, and shall publish the agenda for board meetings 3 to 5 days prior to any regular meeting, and confirm and file copies of all correspondence.

F. Distribute a copy of the minutes of the Board to its members within fourteen (14) days of a meeting.

G. Be Custodian of the records, including archival records, and shall maintain the proper and relevant records, including the copies of the Articles and Bylaws, Minutes and Resolutions, the annual Wisconsin Department of Financial Institutions filings. In addition, these are the records to be kept for seven years: legal opinions, tax returns, and relevant communications. Documents not filed in a safe deposit box shall be kept in by the Secretary;

H. Keep at a location determined by the Board a record book containing the name and address of each and every Director, and, in the case where any Board membership has been terminated, he or she shall record such fact in the record book together with the date on which such Director ceased being a member of the Board;

I. Exhibit at all reasonable times to any Director of the Corporation, or to his or her agent or attorney, on request therefor, the Bylaws, the records book, and the minutes of the proceedings of the Board;

J. Insure that all information and programs remains the property of this Corporation, and insure that no mailing or email lists are used for a Director's individual gain. Specific Board approval is necessary before any mailing or email list can be used for any purpose other than giving notice or information to Directors. Insure that all lists, information and/or programs developed by volunteers or employees remain the property of this Corporation; and

K. In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation, or by these Bylaws, or which may be assigned to him or her from time to time by the Board.

Section 5.8 Duties of Treasurer

Subject to Board policy and Board direction, the Treasurer shall assist the Board in the oversight of the School's financial performance, reporting, and safeguarding. The Treasurer shall chair the Board audit committee whose purposes shall be to assist the Board in ensuring that the School's money and assets are safeguarded from fraud, waste, and abuse, as well as spent in conformity with Board policy and properly accounted for on a continuous basis. The Treasurer shall not have the authority to give directives to the School leader or any other employee of the School, nor shall the Treasurer be given the authority to sign checks on behalf of the Corporation or School. The Treasurer shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

ARTICLE VI

COMMITTEES

Section 6.1 Purpose of Committees

Before forming any board committee, the board will first ascertain that the committee's purpose is to help the board do its work. The board will not form any committee intended to help manage the school.

Section 6.2 Special Committees

By one or more resolutions adopted by the vote of a majority of the Directors present in person at a meeting at which a quorum is present, the Board may designate one or more committees, each of which, to the extent provided in the resolution establishing such committee and these bylaws, shall have and may exercise specific delegated authority. Each committee must include at least two (2) Directors. The delegation of authority to any committee shall not operate to relieve the Board or any Director from any responsibility or standard of conduct imposed by law or these bylaws. Rules governing procedures for meetings of any committee shall be the same as those set forth in these bylaws or the Act for the Board unless the Board itself determines otherwise.

Section 6.3 Standing Committees

The Board will constitute and appoint Directors to several permanent standing committees, including a governance committee, an audit and financial oversight committee, and a risk management oversight committee.

A. The governance committee exists to assist the board in developing optimum board performance with the goal of sustaining it upon board member turnover. The committee's duties include identifying (and recruiting) potential candidates for board service and coordinating election and orientation of new members. It is also responsible for coordinating ongoing board self-assessment and professional development that is both meaningful and practical. The committee will ensure, on behalf of the board, that any required criminal history checks on candidates, officers and directors are initiated in a timely manner and the results reported to the board. The committee shall also be vigilant, as needed, in reminding the board, its officers, its committees, and its individual members of the importance of complying with the board's bylaws, officer and director code of conduct, conflict of interest disclosures and any related board policies.

B. The audit committee exists to assist the board in ensuring that the school's money and assets are being properly managed and accounted for, as well as being safeguarded against fraud, waste, and abuse. The committee's duties include soliciting proposals from independent auditors as needed, regularly reviewing financial reports and source documents for irregularities, and confirming the timely and accurate submission of various compliance reports such as corporate tax documents and authorizer mandated financial reports. With the guidance of the board's attorney, the committee shall also investigate allegations of financial wrong-doing by senior management and shall receive reports from senior management regarding any investigations of financial wrong-doing it is conducting of subordinate personnel.

C. The risk management oversight committee exists to assist the board in ensuring that sound risk management is occurring in the school to include oversight of adequate insurance coverages (including policy renewal), confirmation of timely completion by management of background checks of staff and volunteers, campus safety plans, emergency action plans and

related policies.

Section 6.4 Advisory Committees

Advisory committees not having and exercising the managerial authority of the Board of Directors may be established by resolution duly adopted by the Board. Membership of such committees shall not be limited to the Directors of the Corporation. Members of such committees shall be appointed by a majority vote of the Board. Any member of such committee may be removed by the Board when, in the judgment of the Board, the interests of the Corporation would be served best by such removal.

ARTICLE VII **MEETINGS**

Section 7.1 Annual Meeting and other Regular Meetings

The Board shall hold an annual meeting (“Annual Meeting”) within the month of August every year at a place and time as determined without other notice than provided by these Bylaws. The Board shall establish a regular schedule for regular meetings that shall occur no less than monthly, no fewer than ten (10) months per year, with the Annual Meeting being one of them. Minutes of each Board meeting shall be taken and approved by the Board.

Section 7.2 Special Meetings

Special meetings may be called by or at the request of the President or any two Directors of the Board. Special meetings should only be called when circumstances require immediate action or in order to resolve specific items of business that could not be treated in a regular meeting. The President or the Directors responsible for calling the meeting shall make every reasonable effort to ensure that all board members are able to attend. Minutes of each special meeting shall be taken and approved by the Board.

Section 7.3 Emergency Meetings

On very rare occasions, the board may need to call an emergency meeting. The Board will take all reasonable steps to provide notice of such meetings and will ensure that notice and procedure for such meetings follow Wisconsin law.

Section 7.4 Notice

Except as required under Section 7.5 below, notice of all regular meetings or changes to the calendar of regular meetings must occur at least ten (10) days in advance of an affected meeting. Directors should receive notice by telephone, electronic methods, or by written notice; the public should receive notification via reasonable methods that may include, but are not limited to, print and electronic media. Notice of any special meeting of the Board shall be given at least three (3) days in advance of the meeting by telephone, electronic methods, or by written notice. Any Director may waive notice of any meeting. The attendance of a Director at any meeting will constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular meeting of the Board need be specified in the notice, unless specifically required by law or by these Bylaws. The notice for special meetings must include the purpose of the meeting and

a description of the business to be transacted at the meeting.

Section 7.5 Open Meetings

So long as the Corporation's contract for operation of a public charter school remains in effect and to the extent required by such laws, rules and regulations as govern the operation of such public charter school, all meetings of the Board of Directors will be noticed and conducted in accordance with Wisconsin state law, specifically as detailed in Wis. Stat. chapter 19.

Section 7.6 Quorum

A quorum at all meetings of the Board shall consist of a majority of the number of Directors then in office. The act of a majority of the Directors of the Board present at any meeting at which a lawful quorum is present shall be the act of the Board, unless the act of a greater number is required by law or by these bylaws. If less than a quorum of the Directors is present at said meeting, the Directors present may: (1) set a time to adjourn, (2) adjourn, (3) recess, or (4) take measures to obtain a quorum. No meeting shall be held by the Directors unless a quorum is present.

Section 7.7 Parliamentary Rules

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the Board's meetings in all cases to which they are applicable and in which they are not inconsistent with these bylaws and any special rules of order the Board may adopt.

Section 7.8 Order of Business at Meetings

The order of business at any Board meeting shall be as follows, unless requested differently by an initial vote of those Directors in attendance:

- A. Roll call;
- B. Proof of proper notice of meeting or receipt of waiver of notice. If a quorum is present, the meeting shall continue with the following items of business:
- C. Approval of minutes of preceding meeting;
- D. Officers' reports, if any;
- E. Public Comment period;
- F. Election of Directors, if necessary;
- G. Unfinished business, if any;
- H. New business, if any.

Section 7.9 Voting

Each Director shall be entitled to one vote upon each matter submitted to a vote at a Board meeting. At all Directors' meetings, a Director must vote in person. Directors shall not be allowed to vote by proxy vote.

Section 7.10 Presumption of Assent

A Director who is present at a meeting of the Board when Corporate action is taken is deemed to have assented to the action taken unless (1) the Director objects at the beginning of the meeting, or promptly upon his or her arrival, to holding it or transacting specified business at the meeting or (2) the Director votes against, or abstains from, the action taken.

Section 7.11 Participation by Telecommunication or Other Electronic Technology

To the extent permitted by law, any member of the Board or committee thereof may participate in a meeting of such Board or committee by means of a conference telephone network, videoconference technology, or similar communications method by which all persons participating in the meeting can hear each other. For regular meetings, however, at least three Directors must be physically present at the meeting location in order to form a quorum.

Section 7.12 Action Without a Meeting

Except as required under Section 7.5 above, any action required or permitted by the Articles of Incorporation, these Bylaws, or any provision of Wisconsin law to be taken at a Board meeting may be taken without a meeting if one or more written consents, setting forth the action so taken, shall be signed by all Director(s) entitled to vote on the subject matter of the action. Action may not, however, be taken under this section with respect to an election of Directors. Action taken pursuant to written consent shall be effective when consent(s), signed by all of the Directors, is or are delivered to the Corporation for inclusion in, the corporate records, unless some other effective date is specified in the consent.

ARTICLE VIII**CONTRACTS, CHECKS, DEPOSITS AND FUNDS****Section 8.1 Contracts**

The Board may authorize by specific resolution, as to duration and scope of authority, any Officer or Officers, agent or agents of Lake Country Classical Academy, Inc., in addition to the Officers so authorized by these Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances. Contracts in the ordinary course of the Corporation's operations may be entered into on behalf of the Corporation by the President or Vice President.

Section 8.2 Checks, Drafts, and Notes

All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by President of the Corporation, unless otherwise delegated by the Board to the School Principal or other employee of the Corporation. Regardless of who signs, such issuance shall always be consistent with these Bylaws and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.3 Credit

The Board shall not borrow money on the credit of the Corporation, nor pledge, charge, mortgage, or hypothecate any of its property, real or personal, unless such action has been first approved and authorized by a unanimous affirmative vote of the Board at a special meeting called for that purpose, clearly noticed for the vote, and such credit is authorized by a resolution of the Board.

Section 8.4 Loans

No loans shall be contracted for or on behalf of the Corporation and no evidence of indebtedness shall be issued in the name of the Corporation, unless such action has been first approved and

authorized by a unanimous affirmative vote of the Board at a special meeting called for that purpose, clearly noticed for the vote, and such credit is authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any Officer or Director.

Section 8.5 Deposits

All funds of the Corporation shall be deposited without unnecessary delay to the credit of the Corporation in such banks, trust companies, or other depositories as the Board may select. The Board must verify the existence of such accounts on an annual basis.

Section 8.6 Gifts

The Board may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation.

Section 8.7 Expenditures

Funds of the Corporation may be expended for any legal purpose upon Resolution of the Board.

ARTICLE IX **BOOKS AND RECORDS**

Section 9.1 Books and Records

The Board shall keep complete books and records of account and minutes of the proceedings of the Board and committees having any authority of the Board. All books and records shall be kept in written form or in another form capable of conversion into written form within a reasonable period of time.

Section 9.2 Inspection Rights

Every Director shall have the right at any reasonable time to inspect the books, records, documents of every kind, and physical properties, as permitted by Wisconsin law. These inspection rights do not extend to records that are confidential under law including, but not limited to, private student records.

ARTICLE X **INDEMNIFICATION AND INSURANCE**

Section 10.1 Indemnify

The Corporation shall indemnify any Director, Officer, employee, or agent, or former Director, Officer, employee, or agent who was or is a party or is threatened to be a party to any, threatened, pending or completed action, suit or proceeding, "whether civil, criminal, administrative or investigative, by reason of the fact that he or she is-or was a Director or Officer of the Corporation, against expenses including professional fees, judgments, fines and amounts paid in settlement actually and reasonably incurred in connection with such action, suit, or proceeding if she acted in good faith and in a manner she reasonably believed to be in or not opposed to the best interest of the Corporation, and with respect to any criminal action or proceeding, had no reasonable cause to believe her conduct was unlawful. Any such indemnification shall be made by the Corporation only as authorized in the specific case upon determination that indemnification of the Director or Officer is proper in the circumstances

because she has met the applicable standards of conduct set forth above. Such determination shall be made a majority vote of the members of the Board who were not or are not parties to such action, suit or proceeding. The Corporation may purchase insurance to fund these obligations for indemnification. Any person who volunteers or provides services without compensation on behalf of the Corporation shall also be indemnified, pursuant to Wis. Stat. § 181.0670. The foregoing indemnification shall not be deemed exclusive of any other rights to which an indemnitee may be entitled under any bylaw, agreement, resolution of the Board or otherwise.

Section 10.2 Directors & Officers Insurance

The Corporation shall have the power to purchase and maintain Directors and Officers liability insurance (“D & O Insurance”) on behalf of any person who is or was a Director, Officer, employee or agent of the Corporation against any liability asserted against him or her and incurred by him or her in any such capacity, or arising out of his or her status as such, whether or not the Corporation would have the power to indemnify him or her against such liability under the provisions of this Article.

Section 10.3 Expenses

Expenses (including reasonable attorneys’ fees) incurred in defending a civil or criminal action, suit, or proceeding may be paid by the Board in advance of the final disposition of such action, suit, or proceeding, if authorized by the Board, upon receipt of an undertaking by or on behalf of the indemnitee to repay such amount if it shall ultimately be determined that such indemnitee is not entitled to be indemnified hereunder.

Section 10.4 Liability Insurance

The Corporation shall have the power to purchase and maintain a minimum of \$1,000,000.00 of general liability insurance to insure the Corporation against any liability asserted against it, including but not limited to its special events, and to its prizes gifts, and also for volunteers, Directors, Officers, and agents operating vehicles in delivery and other corporate matters.

ARTICLE XI **ETHICS AND CONFLICT OF INTEREST**

Section 11.1 Ethics

It is expected that every Director, Officer, agent, and volunteer will conduct himself in an ethical manner in dealing with Lake Country Classical Academy, Inc., each other, its agents, its employees, and students.

Section 11.2 Confidentiality

Directors are prohibited from publicly discussing matters covered in a properly noticed and duly convened closed meeting of the Board.

Section 11.3 Conflict of Interest Policy Statement

The Board shall adopt a Conflict of Interest Policy and an annual Statement to be signed by all Directors, Officers and agents, and shall periodically review them. All Directors, Officers and agents shall sign a Conflict of Interest Policy Statement, and shall sign an annual statement, such

that all Directors will annually disclose in writing to the Board the existence of any relationship or interest which could give rise to a conflict.

Section 11.4 Conflict of Interest Policy Minimum

The following policy shall be in place unless the Board has adopted a Conflict of Interest Policy under Section 11.2 that is more stringent than the following: Any Director or committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Board Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction which might reasonably be construed to be a private interest of the Director. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict is deemed to exist. If a conflict is determined, such person shall not vote on, nor use his or her personal influence on, nor be present during, in the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect the disclosure made, the vote thereon and, where applicable, the recusal from voting and participation. In cases where the interest in question will require frequent or on-going disclosures and/or the recusal of a Director from voting—such as, but not limited to lease agreements or on-going management services—the Director in question must resign within 60 days of an executed contract.

Section 11.5 Nepotism

The prohibitions against conflicts of interest in these bylaws or otherwise adopted by the Board in a Conflict of Interest Policy under Section 11.3 above, shall, at a minimum, have the following consequences for immediate relatives of Board Directors:

A. The conflict of interest policy shall apply in cases where the child, parent, or spouse of a Director has an interest in a contract, other transaction, or program presented to or discussed by the Board or Board Committee, excepting cases wherein the interest in question applies to a general School program that stands to benefit a student of immediate relation to a Director.

B. In cases wherein the School or Corporation directly employs the child, parent, or spouse of a Director as a full-time, paid employee, the Director in question must resign within 60 days of an accepted offer of employment or within 45 days of the employee's first day of full-time employment, whichever comes sooner.

Section 11.6 Non-discrimination

Lake Country Classical Academy, Inc., and any School the Corporation manages or operates shall admit students of any race, color, national and ethnic origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin, in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. In addition, it is also the policy of LCCA that discrimination on the basis of a disability is prohibited. No otherwise qualified individual with a disability shall be denied access to or participation in any program, service, activity or employment opportunity offered by LCCA, or any School it manages or operates.

ARTICLE XII

INTERPRETATION AND DISPUTES

Section 12.1 Applicable Law

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the laws of the state of Wisconsin, particularly Wis. Stat. chapter 181, shall govern the construction of these Bylaws, with, without giving effect to the principles of conflicts of laws.

Section 12.2 Interpretation

Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word “person” includes both a Corporation and an individual person. The captions and headings in these Bylaws are for convenience of reference only and are not intended to limit or define the scope or effect of any provisions.

Section 12.3 Dispute Resolution

Any dispute arising with respect to these Bylaws, its making or validity, its interpretation, or its breach shall be settled by arbitration in Wales, Wisconsin, by a single arbitrator mutually agreed to by the disputing parties pursuant to the then obtaining rules of the American Arbitration Association. Such arbitration shall be the sole and exclusive remedy for such disputes except as otherwise provided in these Bylaws. Any award rendered shall be final and conclusive upon the parties, and a judgment may be entered in any court having jurisdiction. In any proceeding with respect to any dispute arising under these Bylaws, the prevailing party in the proceeding shall be entitled to recover the costs of the proceeding and reasonable attorney fees from the other party.

ARTICLE XIII

DISSOLUTION OF CORPORATION

Section 13.1 Dissolution by Directors

Where the Directors of the Corporation have, after two consecutive regular meetings called for the purpose of dissolving Lake Country Classical Academy, Inc., the Directors shall dissolve the Corporation in accord with the Statutes of the State of Wisconsin, including Wis. Stats. § 181.1401.

Section 13.2 Subject to State and Federal Organizational and Tax Laws

Should Lake Country Classical Academy, Inc. dissolve, it shall comply with all then applicable state and federal organizational and tax laws, and with its Articles of Incorporation, as amended and restated from time to time. In particular, it shall, after paying or making provisions for the payment of all the corporations liabilities, dispose of all the corporation’s assets exclusively for the purpose of the corporation to one or more organizations with a focus on classical education, in such manner as the Board shall determine, or to such organization or organizations organized and operated exclusively for charitable, education, or scientific purposes as shall at the time qualify as an exempt organization or organizations under section 501(c)(3) of the Internal Revenue code of 1986, as amended (or the corresponding provision of any future United States Internal Revenue Law), as the Board shall determine.

ARTICLE XIV
ADOPTION AND AMENDMENTS

Section 14.1 Articles of Incorporation

The Board hereby certifies the Articles of Incorporation filed by the Incorporator signing the Articles. The Articles of Incorporation of this Corporation may be amended in any manner at any regular or special meeting of the Board by an affirmative vote of two-thirds (2/3) of all the Directors then in office, provided that specific written notice of the proposed amendments of the Articles setting forth the proposed amendment or a summary of the changes to be effected thereby has been submitted in writing at the previous regular meeting.

Section 14.2 Bylaws

The power to ratify, alter, amend or repeal the Bylaws or adopt new Bylaws shall be vested in the Board by written ballot of an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal has been submitted in writing at the previous regular meeting. The Secretary shall compile the votes. The Bylaws may contain any provisions for the regulation and management of the affairs of the Corporation not inconsistent with law or the Articles of Incorporation.

CERTIFICATION

We, the undersigned, are all of the initial Directors or incorporators of Lake Country Classical Academy, Inc., and we consent to, adopt, and certify that the foregoing Bylaws, consisting of the preceding pages, are the Bylaws of this Corporation.

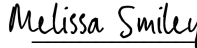
ADOPTED AND APPROVED by the Board on this 25th day of January, 2019.

DocuSigned by:




Heidi Brooks

DocuSigned by:




Melissa Smiley

DocuSigned by:



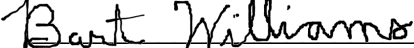
Jason Heckenkamp

DocuSigned by:



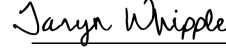
Kristina Vourax

DocuSigned by:



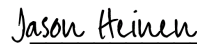
Bart Williams

DocuSigned by:



Taryn Whipple

DocuSigned by:



Jason Heinen

Conflict of Interest Policy

And

Annual Statement

Article I - Purpose

1. The purpose of this conflict of interest policy (“Conflict Policy”) is to protect Lake Country Classical Academy, Inc. (“LCCA”), and its interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an Officer or Director of LCCA or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify “independent” directors.

Article II - Definitions

1. Compensation – The total cash and non-cash payments to an employee in exchange for good or services they provide to LCCA, including direct and indirect remuneration, as well as gifts or favors that are not insubstantial.
2. Financial Interest – A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which LCCA has a transaction or arrangement,
 - b. A compensation arrangement with LCCA or with any entity or individual with which LCCA has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which LCCA is negotiating a transaction or arrangement.

A Financial Interest is not necessarily a conflict of interest. A person who has a Financial Interest may have a conflict of interest only if the Board decides that a conflict of interest exists, in accordance with this policy.

3. Independent Director – A director shall be considered “independent” for the purposes of this policy if he or she is “independent” as defined in the instructions for the IRS 990 form or, until such definition is available, the director:
 - a. is not, and has not been for a period of at least three years, an employee

of LCCA or any entity in which LCCA has a Financial Interest;

b. does not directly or indirectly have a significant business relationship with LCCA, which might affect independence in decision-making;

c. is not employed as an executive of another corporation where any of LCCA's executive officers or employees serve on that corporation's compensation committee; and

d. does not have an immediate family member who is an executive officer or employee of LCCA or who holds a position that has a significant financial relationship with LCCA.

4. Interested Person – Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect Financial Interest, as defined below, is an interested person.

Article III - Procedures

1. Duty to Disclose. In connection with any actual or possible conflict of interest, an Interested Person must disclose the existence of the Financial Interest and be given the opportunity to disclose all material facts to the Board.

2. Recusal of Self. Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. Determining Whether a Conflict of Interest Exists. After disclosure of the Financial Interest and all material facts, and after any discussion with the Interested Person, he/she shall leave the Board Meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Directors shall decide if a conflict of interest exists.

4. Procedures for Addressing the Conflict of Interest

a. An Interested Person may make a presentation at the Board Meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The Vice President of the Board shall, if appropriate, appoint a disInterested Person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Board shall determine whether LCCA can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in LCCA's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

a. If the Board has reasonable cause to believe a Director has failed to disclose actual or possible conflicts of interest, it shall inform the Director of the basis for such belief and afford the Director an opportunity to explain the alleged failure to disclose.

b. If, after hearing the Director's response and after making further investigation as warranted by the circumstances, the Board determines the Director has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV - Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible conflict of interest, the nature of the Financial Interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V - Compensation

1. A Director of the Board who receives compensation from LCCA for services is precluded from voting on matters pertaining to that Director's compensation.

2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation from LCCA for services is precluded from voting on matters pertaining to that member's compensation.

3. No Director or voting member of any committee whose jurisdiction includes

compensation matters and who receives compensation from LCCA, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI - Annual Statements

1. Each Director, Officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflict of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands LCCA is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each Director shall annually sign a statement which declares whether such person is an Independent Director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight:

Article VII - Periodic Reviews

1. To ensure LCCA operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:
 - a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
 - b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, confirm to LCCA's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

2. When conducting the periodic reviews, LCCA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Director and Officer Annual Conflict of Interest Statement

1. Name: _____

Date: _____

2. Position:

Are you a voting Director? Yes No

Are you an Officer? Yes No

If you are an Officer, which Officer position do you hold? _____

3. I affirm the following:

I have received a copy of the LCCA Conflict of Interest Policy. _____ (initial)

I have read and understand the policy. _____ (initial)

I agree to comply with the policy. _____ (initial)

I understand that LCCA is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes. _____ (initial)

4. Disclosures:

a. Do you have a Financial Interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with LCCA? Yes No

i. If yes, please describe it: _____

ii. If yes, has the Financial Interest been disclosed, as provided in the Conflict of Interest policy? Yes No

b. In the past, have you had a Financial Interest, including a compensation arrangement, as defined in the Conflict of Interest policy with LCCA? Yes No

i. If yes, please describe it, including when (approximately): _____

ii. If yes, has the Financial Interest been disclosed, as provided in the Conflict of Interest policy? Yes No

5. Are you an Independent Director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why? _____

Signature of director

Date

Review by Board: _____

Independent Director Signature

Date



LCCA Prospectus Attachment G: Development Strategy

Fundraising Goal: Raise a total of \$210,000 by July 2020 for LCCA planning and implementation through individual, corporate sponsorships and foundation grants. Timing for this funding is as follows:

- \$10,000 raised for marketing expenses by Sept. 30, 2019.
- \$200,000 by July 31, 2020 for all other planning and implementation expenses including but not limited to building/facility costs; salary for school principal, teachers and other staff; and instructional materials, desks and other needed furniture/supplies for the school.

Target Audiences (within Wisconsin only):

- Individual donors (low-end and major donors)
- Businesses/Corporations
- Foundations
- Wisconsin Department of Public Instruction (federal grant money)

Strategy 1: In early 2019, begin generating overall awareness of LCCA and our need for funding among potential LCCA families and supporters (ongoing). Outline various giving levels and how these gifts will help LCCA in the planning and implementation phase (prior to opening).

Tactics:

- Online: Once we receive notice of our 501(c)(3) status in August, provide and promote ability to make online donations on the LCCA website. In addition, provide other crowd source funding opportunities, such as GoFundMe.com and/or Kickstarter.com.
- Social Media: Post updates on the LCCA Facebook page, LinkedIn and Snapchat, taking advantage of social media's power of friends influencing friends and encouraging them to make a donation.

- LCCA e-newsletter: Send monthly e-newsletter providing updates on how various donations are helping LCCA, how people can help our efforts, and promote fundraising events.
- Media stories: Once we receive our non-profit status, pitch the story to The Journal Sentinel/Lake Country Now & The Waukesha Freeman - provide an update on the BCSI partnership, our progress toward authorization, our non-profit status, and how people can help our efforts via an online donation.

Strategy 2: Partner with a fund development professional, Mitzi Keel, who is guiding our fund development strategy. Identify and research individual donors (both major gift and low gift levels), foundations, and corporations. Begin cultivating these targeted donors through individual meetings and fundraising events and when appropriate, make personal solicitations.

Tactics:

- Individual donors: Identify and meet with possible donors (both major and low-end) via personal and professional connections. Ideally, cultivate one major donor who will also help in cultivating further support through their network of contacts.
- Businesses and larger corporations: Research local businesses and larger corporations in our area that share our mission. Develop various sponsorship levels and naming opportunities (e.g. - provide donor wall for corporate sponsor logos, naming rights to the gym, library, and other classrooms).
- Cultivation/fundraising events: LCCA board members and founding team will host 4-5 informational gatherings at either private homes or local businesses (late fall/winter 2019) to develop a broad base of local support and raise needed funds (invite individual donors, as well as business and corporate sponsors). In the summer of 2020 host a larger fundraising event at a local restaurant (casino night, trivia night, and/or a charity ball with a live & silent auction).

Strategy 3: Our fund development professional, Mitzi Keel, will research local and national grant options, and upon authorization will submit full grant proposals to select foundations.

Tactics:

- Foundations: The LCCA board and founding members will research and make informal contact with the foundation program team to determine viability. Depending on level of interest, follow-up with meetings with key contacts and submission of full grant proposals. Develop various giving levels and naming opportunities.
- Federal grant: Upon charter authorization, apply for federal charter school grant through the Wisconsin Department of Public Instruction (maximum of \$900,000 for 4-year planning and

implementation grant) - application due February 2020. Should we not receive the federal charter grant, our fundraising activities will hopefully yield \$200,000, which is enough to maintain the conservatively planned budget submitted. If any monies from the federal grant come through, fundraising dollars would be put towards bus transportation and parent engagement for at risk students living in the City of Waukesha, facility needs, and additional support for our instructional program through materials and/or staffing.

#

LCCA Attachment H: LCCA Family Database

Email	Name	Please enter the grade level(s) that your child/children will be entering in the fall of 2020. If you have no children or they have already graduated from high school, please put "n/a."
kristinavourax@hotmail.com k2mickelberg@wi.rr.com melissa.smiley@wisc.edu	Kristina Vourax Katie Mickelberg Melissa Smiley	Pete Vourax, grade 9; Payton Vourax, grade 7 Caleb 10th grade, Isabella 7th grade Laney 3rd, Luke 3rd, Catie 6th, Ellie 8th, Molly 10th
jandj3685@yahoo.com bnoel@wi.rr.com everestt2008@yahoo.com jennybrzezinski4@yahoo.com 4froemmings@gmail.com Moldy59@centurytel.net barteltstudios@yahoo.com brenda.johansen@me.com jsedlock002@yahoo.com mfryatt@wi.rr.com diellane4@yahoo.com sullivanbill10@gmail.com lomafish4@yahoo.com	Jennifer Heckenkamp Rosa Noel Cyndi Patrick Jennifer Brzezinski Jennifer Froemming Mark Moldenhauer Stephanie Bartelt Brenda Johansen Julie Sweet Melissa fryatt Jessica Hanon Bill Sullivan Lori Fisher	Jacqueline 5k, Julia 3rd, Josephine 6th, Jessica 8th, Jaimee 11th Julia 6th grade Colt Patrick 11 grade, Everest Patrick 6th grade. Jessica Brzezinski 9th grade Cody Froemming 10 Nathaniel Francesca - 8, Gloria - 8 Undecided, possible 7th grader Hannah Sweet grade 9 Daniel and Tristan fryatt Clara Hanon - K Lauren Sullivan - Freshman / Ryan Sullivan - Freshman Aubree fisher, 7th Saoirse 8th in 2020
cute_castagna@yahoo.com kris.krueger72@gmail.com lekaptur@gmail.com dmheckenkamp@yahoo.com	Lisa Iorio Kirsteen Krueger Lindsey Kaptur Danielle Heckenkamp	Deirdre 6th in 2020 Dylan 9, and Caden Krueger 7 Maisy and Ellie Kaptur Lucia - 6th, Vincent - 4th, Dominic-1st Adam Langreder 9th grade
teamlangreder@gmail.com tinemorris@yahoo.com 6ratcliffe@gmail.com slipper@sbcglobal.net raefroemming@live.com keokees@gmail.com ashleyutecht@ymail.com charlab53072@yahoo.com	James Langreder Christine Morris Pam Ratcliffe Kathryn Slipper Darci Froemming Keokee Brannan Ashley Lindenberg Charla Beutler	Arabelle Langreder 5th grade Luke grade 6, Faye grade 3, Dean grade 2 Jonathan - 5th grade in 2020 Eloise Slipper entering grade 9 Zachary, Riley and Landon 3rd grade Bella Lindenberg 2nd grade Nathan 8th, Emily 10th

LCCA Attachment H: LCCA Family Database

allisonmelk@yahoo.com
mmkelty@icloud.com
alpha18bravo@reagan.com
mrskimberlyirish@gmail.com
epirainoiii@aol.com
epirainoiii@aol.com
bkhagedorn@gmail.com
cjforde53@hotmail.com
aahrens@streetcance.com
jason_heckenkamp@yahoo.com
shane.connor@gmail.com
kimberlyj0281@gmail.com
Aly16@aol.com
seisler1@hotmail.com
rachaelstricker@gmail.com
gajewski.emilyanne@gmail.com
Leahdaane@gmail.com
clang752@gmail.com
dгато2@icloud.com
dbranecky@yahoo.com
mccabe.caitlin@gmail.com
carahays@wi.rr.com
kellie@claypots.org
anndrayah@aol.com
amysn@ameritech.net
jessisparr@yahoo.com
aprilbroom@gmail.com
Leilab34@yahoo.com
lindseywandy@gmail.com
lakrymosa9@gmail.com

Allison Ulfeng
Megan Kelty
Nic and Mara Gaulke
Kimberly Irish
Ernest Piraino
Ernest Piraino
Brian Hagedorn
Curt Forde
Amy Ahrens
Jason Heckenkamp
Shane Connor
Kim Scott
Alyssa Cloherty
shea diehl
Rachael Stricker
Emily Gajewski
Leah Daane
Chelsea Linder
Doreen Gatto
Debbie Branecky
Caitlin Paugh
Carolyn Hays
Kellie Knapp
Andrea D
Amy S. Neumiller
Jessi Rohlfes
April broom
Laura Calderon
Lindsey Wandschneider
Audrey Timm

Zachary 1st grade
Adalynn kindergarten
Louie - Kindergarten Fall 2022
Lucius 5th, Evangeline 3rd, Alana1st, Olivia K-5
Lyra, 5; Maxton, 3
Hailey Piraino - 3rd Grade
Hailey Piraino - 3rd Grade
Anna Hagedorn, 7th, Olivia Hagedorn, 10th
(grown children) interested in helping this cause
Evan (Kindergarden), Emily (too young in 2020)
Jessica, Josephine, Julia, Jacqueline, Joshua
Payton Connor, grade 2
Lillie-7th Nora-4th Piper-kindergarten
Brynn 4th, Michael 3rd, and Ashley 2nd
grade 4 and 5
Sarah Stricker 8th
Nora - 4K
Olivia 10th, Brynn 8th, Lucas 6th, Carter 4th
K4
Alessia Gatto, grade 6
Amy 8th gr
Josephine
Bethany Hays. 8th
Hezekiah 1st Grade
4th
Emmerson Neumiller 7th
Olivia 5th and Elijah 3rd
Aaliyah - 1st
Zamielle, 2nd grade & Emilio, Kindergarten
Avin, 10th, Amarah 8th, Alek 7th
Benjamin Timm

kkwapil@carrollu.edu

Karla Kwapil

We are geographically out of district but would be interested in the possibility of enrolling our son if curriculum matches our needs and educational values.

LCCA Attachment H: LCCA Family Database

melburn14@yahoo.com	Melody Edwards	Harper grade 3
sarahrose.63085@gmail.com	Sarah Glapa	Hazel Glapa 1st grade
mara.sonderman@gmail.com	Mara Sonderman	Aleeza Sonderman 9th grade
mabexams@gmail.com	Morgan Bender	Adley Bender 2nd
brandiered@hotmail.com	Brandie Mixdorf	Evangeline Mixdorf, 5th grade
samanthajoc@hotmail.com	Samantha Christiansen	Sawyer, grade 6 in 2020
		Brandon 7th
crystal.stutz@yahoo.com	Crystal Stutz	Riley 4th
mermer03@yahoo.com	Meranda Peterson	Adelaide K4
jessienchlsn@yahoo.com	Jessie Nicholson	Connor, 8th grade; Emily, 5th grade; Kate, 2nd grade.
gaylescheel@yahoo.com	Gayle Scheel	Amara. Kindergarten 2021
		Joshua Anderson, grade 7
		Jacob Anderson, grade 7
josephanderson0713@sbcglobal.net	Sonja Anderson	Josiah Anderson, grade 6
aalexand@pio.carrollu.edu	Alieah Alexander	Santino (8th), Harlem (5th), and Benicio Alexander (4th)
		Hayden 8th grade;
salatus2@gmail.com	Stacy Latus	Brady 5th grade
simchicky@yahoo.com	Jenn Simchick	Violet. 2nd grade
kliebherr@outlook.com	Kristin pennycuff	Collin 6 Leia 3
jerdon_t@hotmail.com	Todd Jerdon	7, 5
courtneygelting@gmail.com	Courtney Gelting	Cameron 3rd grade, Nash 7th grade
katiebirdkraemer@gmail.com	Katie bird	Lucile Bird-2nd grade, Ella Bird 6th grade, Aiden Bird 7th grade
lconner057@gmail.com	Laura Conner	Natalie - 3, Amelia - 1, Eliana- K,
		Benjamin Boppre kindergarten
dboppre@att.net	Daina Boppre	Katelynn Boppre 9th
k2johnson@hotmail.com	Kelly Johnson	Gavin Johnson 8th
kscarlett27@netscape.net	Katie Schultz	Elise Shaw 8th grade
brybetka@gmail.com	Bryanna Betka	Zara Stoykov
maryleanna@aol.com	Mary Hollenberger	Alena 8th grade, Ella 7th grade
hefnerscott0@gmail.com	Scott heffner	Athena Heffner - kindergarten
Mandrz05@yahoo.com	Amanda Sherman	Adelyn- 1st grade, Elias- kindergarten
MORGANRYAN92@GMAIL.COM	Ryan Morgan	Adrianna Morgan
trishbartoli@gmail.com	Patricia Bartoli	Victor Bartoli 9th, Joseph Bartoli 7th

LCCA Attachment H: LCCA Family Database

deannaalexander@gmail.com	Deanna Alexander	Brielle Alexander - Grade 6 in 2020. Elliya Alexander - Grade 4 in 2020.
melissa51182@yahoo.com	Melissa Coello	Samantha and Alison
lampfamily@hotmail.com	Sara Lamp	Collin 6th Jonah 4th
asalsv@gmail.com	Ashley Ford	Christian (5th), Jacqueline (4th), Catherine (1st)
tessheckenkamp@hotmail.com	Therese Popp	Martin, 7th; Genevieve, 4th; June, 1st
karissaadam@gmail.com	Karissa Adam	Dominik 6th, Owen 4th
derekhanaman@gmail.com	Derek Hanaman	Kael Hanaman. 6th grade
ericsarahwi@aol.com	Eric Elliot	Carly Elliot and Collin Elliot
sstoll@vjscs.com	Shelly Stoll	Tommy Stoll - 8 grade and Ben Stoll - 5 grade
		Hudson - 1st grade.
rob@vergeer.ca	Robert Vergeer	Roland - Kindergarten
jjkurz@icloud.com	Joseph & Ana Cecilia Kurz	Raphael Kurz K3/K4 & Catarina Kurz K2/K3
meriksenwi@yahoo.com	Melissa Eriksen	Laila Eriksen Grade 6
angela.grunwaldt3@gmail.com	Angela Grunwaldt	Adalyn 5th Adler 3rd
bill.lewis@rrins.com	William Lewis	Isaac Lewis 3rd Grade, Odin Lewis 5k.
deanna.kestelik@att.net	Deanna Kestelik	11 & 8
monica.ammerman@gmail.com	Monica Ammerman Claire	Claire (3rd), Hattie Rose (5k) 2 younger daughters as well.
hahnium105@yahoo.com	Steven Hahn	Micah (7), Matthew (5), Michelle (2)
brookemuente@gmail.com	Brooke Muento	Katarina Muento
webersm14@gmail.com	Shelly Weber	Sunny Jelich
		Ryan 9
		Gloria 4
		Noelle 2
sesame.rose@gmail.com	Stephanie Kozlowski	Hannah 11 (if available)
danielmtimmons11@gmail.com	Daniel Timmons	Grace Timmons 1st grade, Norah Timmons 4-K
davidjordan0529@sbcglobal.net	David J Emery	Ethan Chang
katiesus1@yahoo.com	Katie Susler	Aaron 5th
rmkoscak22@yahoo.com	Meghan Koscak	
Cristinabrusa@gmail.com	Cristina Brusa	Matteo (3rd grade). Nico (kindergarten)
ave53188@yahoo.com	Eva Fortini	4th
jkship@fmailbox.com	Kim Schippers	5th, 7th, 10th
akutsch2012@gmail.com	Ashley Kutschenreuter	Ava 2nd grade, Molly 1st grade
mossma75@gmail.com	Marie Moss	Trevor 9th grade

LCCA Attachment H: LCCA Family Database

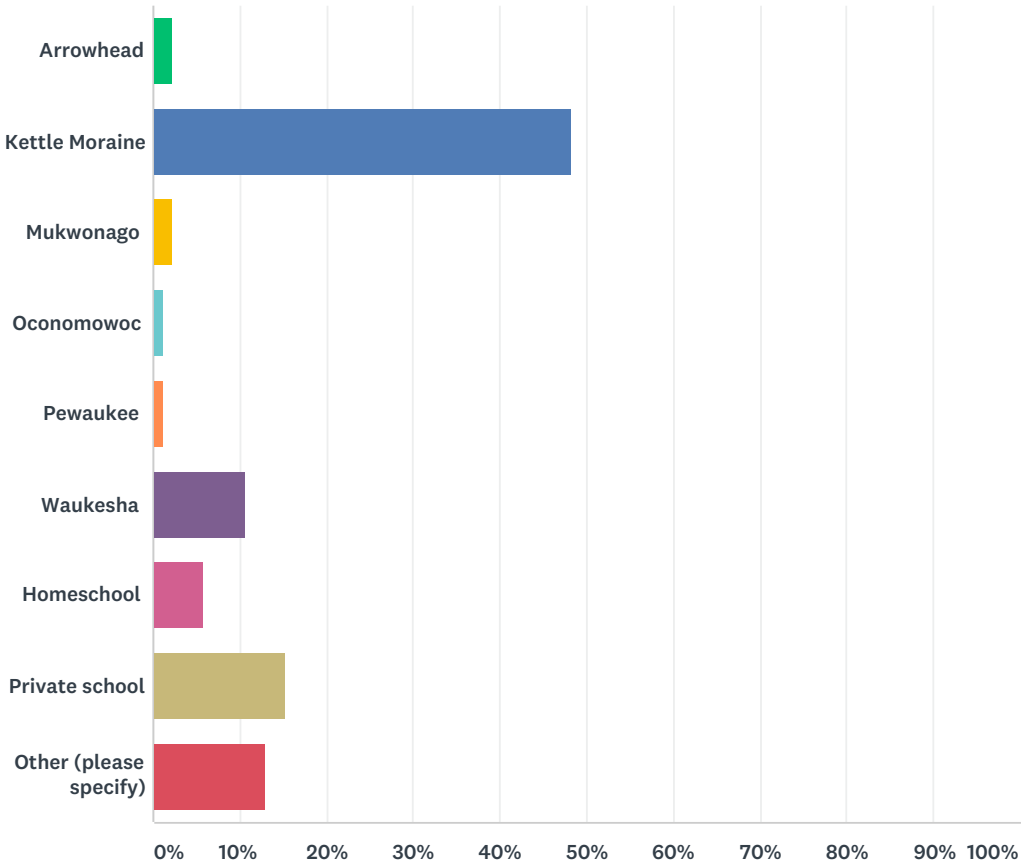
emagaw@ascendnet.com tarynwhipple@gmail.com	Edward Magaw Taryn Whipple	One 5th grade and one 3rd grade. Samuel, Jonathan, David Paisley Cooper 6th Mason Cooper 8th 5K, 2nd Brody Zalenski 1st grade Elise Kurz K5; Thomas Henry Kurz 4th Grade; Samuel Kurz 5th Grade Catherine - grade 4 Elizabeth - grade 1 Margaret - kindergarten fall of 2021 Jane - kindergarten fall of 2023 Grant 2 grade, Nolan 5k Logan Kernen Peter 1st grade Rosemary 8, Gracie 6, Julia 3, Gregory K Reagan, 4th. Ramsey, 3rd. Renata K5 6th & 8th Madison Green 5th grade Beatrice Rose Gallagher- 2nd grade Alyssandra-8th, Juliana-7th, Rocco-3rd Annika 3rd grade Alex - 8th Aubrey - 6th Tony - 1st 5K 8th 9th 11, 10, 8, 6, 4 7th grade 7th grade 2nd, 4th and 8th K5, 1st
stephandryancoop@yahoo.com akuglitsch@yahoo.com holzalens@gmail.com tjwisc@yahoo.com	Stephanie Cooper Annette Kuglitsch Holly Zalenski Thomas Kurz	
lindsay.heller@gmail.com askosey@yahoo.com jamiemehring707@msn.com janet.ej.garcia@gmail.com kenmer2000@yahoo.com amylucyshyn@hotmail.com r34medic@yahoo.com dngreen@msn.com Rebecca@gallagherfamilymedicine.cc BeckyMaff@gmail.com kkarvala@hotmail.com jkossow2@gmail.com	Lindsay Zundel Ashley skosey Jamie kernen Janet Garcia Meredith Shane Amy Lucyshyn Kris O'Dell Nicole Green Rebecca Gallagher Becky Maffucci Kyle Karvala Jill Kossow	
sczarra@yahoo.com meganv897@gmail.com sarahjhayden@gmail.com bigmama@wi.rr.com brendameganck@gmail.com forestln1@yahoo.com teckert1281@outlook.com jessicajdesigns@yahoo.com mlmckanna@gmail.com silente@wi.rr.com	Susan Stillman Megan Villasenor Sarah Hayden Mary Peot Brenda Meganck Mary Malinowski Tara Eckert Jessica Gerhardt Monica Baumgardner Ric Larson	

LCCA Attachment H: LCCA Family Database

reheckenkamp@gmail.com	Rachel heckenkamp	K5/2/5	
5stoneblend@gmail.com	Jamie Whitstone	9th, 8th and 7th	
adeubig@gmail.com	Amy Deubig	4th and 7th	
acaminata@gmail.com	Angelina Maass	Pre-k	
dmheckenkamp@yahoo.com	Danielle Heckenkamp	1st, 4th, 6th	
nickmilinovich@gmail.com	Nick Milinovich	4th and 2nd	
jennybrzezinski4@yahoo.com	Jennifer Brzezinski	9th	
mcdowell.amber26@gmail.com	Amber McDowell	1 YEAR OLD	
heckenamy@yahoo.com	Amy Heckenkamp	3k or once they come of age in the future	
mercedes.borchardt@gmail.com	Mercedes Borchardt	2nd grade	
ahigginsx3@gmail.com	Andrea Higgins	1st and 3rd	
tlarson823@gmail.com	Tricia Larson	1st grade, 3rd grade, 6th grade	
nneis22@gmail.com	Nicole kimpel	K4	
drea_2004@hotmail.com	Andrea Higgins	Kindergarten 2nd and 4th grade	
gasper.kathy@yahoo.com	Kathy Gasper	7th and 10th	
wpstg10@yahoo.com	tanis petersohn	k5, 2nd 4th 6th	
bewell.family5@gmail.com	Jennifer Meissner		10-Jul
katharina.hoffman@gmail.com	A Hoffman	1st	
lindapete817@gmail.com	Linda Kowalski	3 and 6	
Nursenorah@gmail.com	Norah McIntyre	One in kindergarten and one into 3rd grade.	
milinovichfamily@yahoo.com	Courtney Milinovich	2nd and 4th	
dkchocolate4me@gmail.com	Leah Valentine		8
kmahrens1@yahoo.com	Kurt Ahrens	Oldest child is 3 years old	
jessicamcgurn@gmail.com	Jess McGurn	5 and 6	
lisa.wenzler@gmail.com	Lisa Wenzler	1st and 3rd	
jenmccoy100@gmail.com	Jennifer Borgerding		9
jodiharaldson@gmail.com	Jodi Haraldson-Noonan	K4 and 1st grade	
kstritzel@wi.rr.com	kirsten stritzel	8th	
aliciamariechristensen@gmail.com	Alicia Christensen	4, 8, 9	
carriepatrick50@gmail.com	Carrie Patrick	5th, 8th and 9th	
sarah.leuwerke@gmail.com	Sarah Leuwerke	Grade 10, Grade 8, Grade 6, Grade kindergarten	
syoung@pcm-funding.com	Steve Young	3, 5, 8 & 10	

Q1 If you have children of school age, in what school district are they currently enrolled? If your child/children are not of school age yet, please select where they would attend in the future if LCCA were not an option.

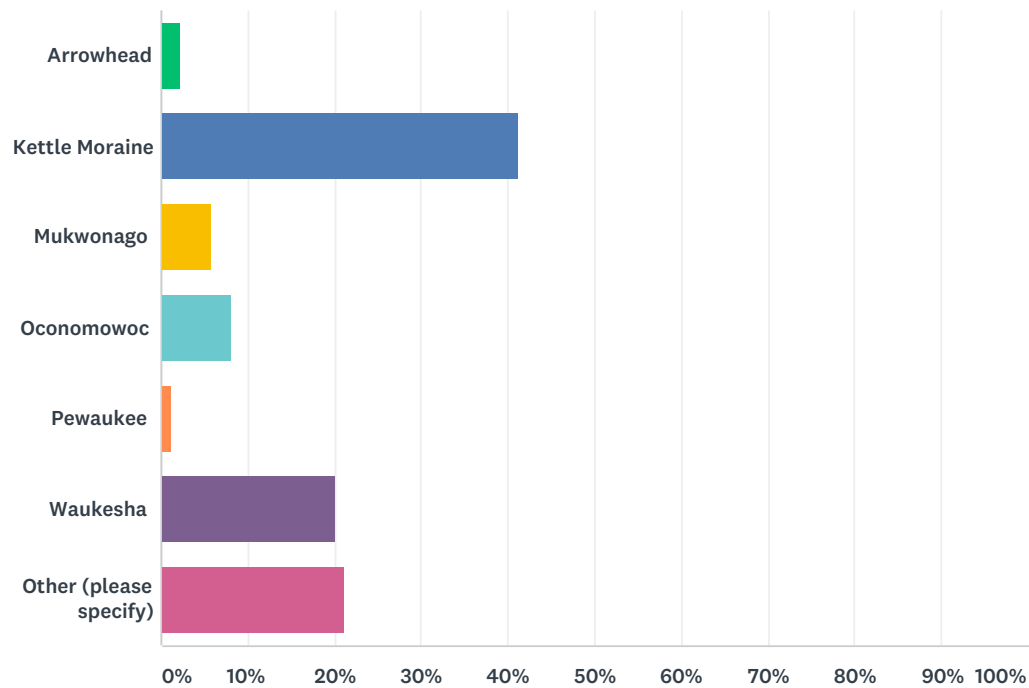
Answered: 85 Skipped: 0



ANSWER CHOICES	RESPONSES	
Arrowhead	2.35%	2
Kettle Moraine	48.24%	41
Mukwonago	2.35%	2
Oconomowoc	1.18%	1
Pewaukee	1.18%	1
Waukesha	10.59%	9
Homeschool	5.88%	5
Private school	15.29%	13
Other (please specify)	12.94%	11
TOTAL		85

Q2 In what school district do you live/pay taxes?

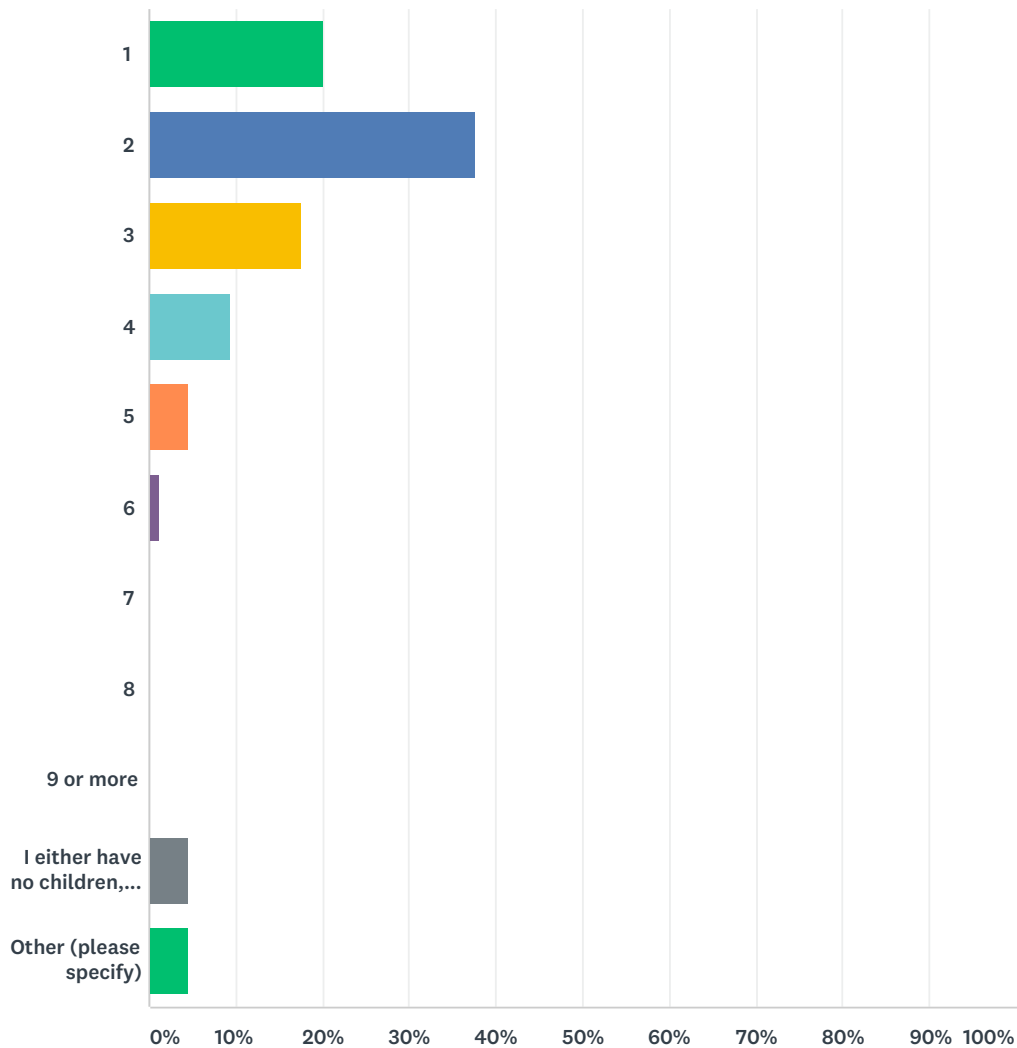
Answered: 85 Skipped: 0



ANSWER CHOICES	RESPONSES	
Arrowhead	2.35%	2
Kettle Moraine	41.18%	35
Mukwonago	5.88%	5
Oconomowoc	8.24%	7
Pewaukee	1.18%	1
Waukesha	20.00%	17
Other (please specify)	21.18%	18
TOTAL		85

Q3 How many children do you have (who will be of school age, K-12, in the fall of 2020)?

Answered: 85 Skipped: 0



ANSWER CHOICES		RESPONSES	
1		20.00%	17
2		37.65%	32
3		17.65%	15
4		9.41%	8
5		4.71%	4
6		1.18%	1
7		0.00%	0
8		0.00%	0
9 or more		0.00%	0

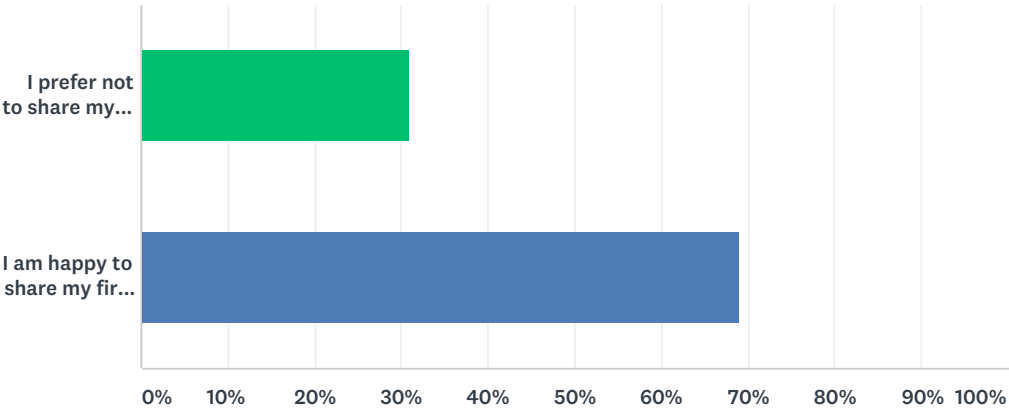
LCCA estimated enrollment - family background

SurveyMonkey

I either have no children, or my child/children will not be attending school (K-12) in the fall 2020.	4.71%	4
Other (please specify)	4.71%	4
TOTAL		85

Q4 I would be happy to provide my name in case LCCA has further questions:

Answered: 81 Skipped: 4



ANSWER CHOICES	RESPONSES	
I prefer not to share my name at this time.	30.86%	25
I am happy to share my first and last name:	69.14%	56
Total Respondents: 81		

[illegible]

Prospectus Rubric

School/Organization	Lake Country Classical Academy
Reviewer Name	Aaron Seligman

Directions: Please use this rubric to guide your review of the prospectus. Responses must be submitted to the Office of Educational Opportunity electronically. However, you may record your responses electronically or in handwritten form. If you use handwriting, please scan your reviews and then submit the form electronically. As a reminder, prospectus approval does not result in authorization of a school.

A. Mission & Purpose: Is the mission/purpose of the school clearly stated?	
	Mission/purpose is clear, focused, compelling and likely to produce high-quality educational outcomes.
	Mission/purpose is likely to produce high-quality educational outcomes.
x	Mission/purpose expresses clear guiding principles.
x	Mission/purpose is evident throughout prospectus.
	Mission/purpose is ambiguous, vague, or otherwise not compelling.
	Mission/purpose are absent from application. (Dispositive of application. No need to proceed to subsequent sections for review).
Comments	Classical education and character focus are clear guiding principles along with teacher-led instruction. Somewhat vague as to the target audience or community or type of student who would seek the school.
B. Does the mission/purpose reflect the objectives of the Office of Educational Opportunity? (Multiple may apply)	
x	The prospectus includes programs that are innovative in meeting the educational needs, interests, and/or demands of the community.
	The prospectus includes programs that will serve at-risk student populations.
x	The prospectus includes programs that support effective instruction based on research literature or demonstrated best practices.
	The prospectus includes programs that will advance efforts to reform public education.
	The prospectus includes programs that incubate new ideas or would develop innovations to current best practices.
	The prospectus includes programs that would expand educational equity.
Comments	Program appears to offer different choice from what the current district provides. It isn't clear that it: a) would be the only program of its kind in Wisconsin (there are other classical types of schools); b) how it would actually serve at-risk populations. Long-term vision explains plans for school growth, increased demand, and transitions in leadership and financial stability.

C. Does the prospectus include a school design that is complete and well thought out?	
General Comments	Program is designed on established Core Knowledge program and subject focus, teacher-led instruction, minimizing technology. Has explained some identified target student groups for recruitment and provides detailed explanation for

	curricular choices. OEO does have concerns that requirements for all students to take the same assessments could create difficulties with special education and English language learner populations.
Yes or No & Provide Comments	<p>Does a similar school exist in the area? If yes, are there admissions barriers to the existing school that preclude universal access, e.g. discriminatory admissions practices such as mandatory prior curriculum, competitive admissions, or set-aside seats based on students' zip code of residence? <i>(Potentially dispositive of application based on discretion of OEO's Director).</i></p> <p>Comments: Application does not identify which components of proposed program are currently offered in the district. Also unclear which of those components might provide better opportunities for students if they were to change – for example, if the district provides a “student centered” approach - why does this approach not work for students? Admissions policy suggests it will be open to all who desire “content-rich, classical education” which is aligned to mission of school, application does not specify how this desire would be determined.</p>
D. Does the prospectus have a clear curricular focus? (Both may apply)	
x	Core content area described, including curriculum, are either research based or proven by best practices used in school with positive student, family, and/or educator outcomes.
	The prospectus includes a description of the instructional program that explains how the school's curriculum is aligned or will be aligned to state standards.
Comments:	Prospectus includes detailed description of subject matter and content areas. However, it does not explain how programs like classical languages or character education would be evaluated or aligned to state standards. It also provides robust explanation of reasons for not using technology and uniforms. These are potential tools or components of school design, but are not instructional standards.
E. Does the prospectus include a methodology that is likely to lead to positive outcomes for students, educators, and families? (Multiple may apply)	
x	Description of why the curriculum was chosen and evidence of its success with the targeted population.
x	Methodology supported by research or best practices.
	Proposal includes evidence of support for the model from professional educators.
	Proposal includes evidence of support from students / families interested in the school.
Comments:	<p>Program shows a comprehensive approach to classical education topics and subjects with detailed research and explanations. Application does not explain how character or other part of program would work within structure – if these separate classes or part of content lessons.</p> <p>Given sequential nature of program, OEO has serious doubts about the viability of growing a program that would depend on all students beginning an earlier grade – application does not address how, if at all, a student could begin attending at a later grade without the foundational program. Attached survey data does not appear to</p>

	indicate intent or interest to attend LCCA but shows a family database of students at varying ages.
F. Does the prospectus include a governance structure that is adequate to carry out the proposed mission? Is family/community and educator participation sufficiently described? (Multiple areas may apply)	
	Proposed board members include a wide range of expertise, e.g. education stakeholders, management, financial planning/management, law, and community outreach.
	Clear description of transition from planning team to operating team is included.
	Plan includes meaningful involvement of families/community in governance of the school.
	Plan includes meaningful involvement of educators in governance of the school.
Comments:	<p>Application does provide thoughtful consideration for board planning and onboarding new members to align with mission/values and roles and understanding or required process for governance and oversight.</p> <p>Articles of incorporation require directors to attend 8 of 10 board meetings per year, but proposed vision for the school only includes semi-annual meetings. OEO has serious concerns about the ability to conduct meaningful oversight of a school meeting only twice per year and the inconsistency of the proposed practice with the bylaws.</p> <p>Proposed structure provides conclusions that founding board is respected and accomplished members of the community but lacks evidence or a description of the involvement of educators or families/community beyond a survey. OEO has equity concerns if parent involvement is mostly limited to sponsorships and volunteer activities and the types of parents and families who would potentially be able to participate.</p>
G. Does the prospectus include evidence the organization has the financial capability to plan, develop, and operate the school? (Multiple may apply)	
	The prospectus includes evidence there is an adequate and reasonable plan to manage startup costs without complete dependence on federal or private funds.
x	There is a plan for raising funds needed beyond 2(x) per pupil funds
	The financial analysis appears to be realistic and the proposers give adequate consideration to primary elements of a business plan including marketing, student recruitment, and fundraising.
x	Financial concerns exist and are described below.
Comments:	Plan suggests school will provide uniforms to students who need them, but budget does not appear to include a line item for such costs. It is also unclear how the cost estimate for a bus is determined; the cited figure appears somewhat low. OEO also has concerns about the impact a part-time instructional coach would have at such a minimal cost level, and budget items for facility remodeling cost appear to be missing.

H. Is the business plan well thought out and likely to lead to a successful initiation of the school?	
Comments:	<ul style="list-style-type: none"> Proposed attached marketing plan does not include significant outreach to at-risk students. Outreach included in proposal includes a suggested single meeting at a community center, but it does not appear applicants have conducted any outreach to determine interest or the efficacy of this strategy. OEO has concerns that a proposed bus to pick up students at 7:00 am. School starts at 8:30 am meaning students would spend an inordinate amount of time on the bus before the school day would begin. Application cites evidence of support that a Facebook post received a specific number of views – it is unclear how this indicates interest in the school. The Facebook page itself appears to have 135 followers.
I. Prospectus's strengths	
Comments:	<ul style="list-style-type: none"> Strong evidence of clear mission and belief in the proposed curriculum and educational plan, sequence to help students grow within the model, and provide rigorous and high expectations for all students. Research backing and support for instructional choices.
J. Areas of concern / need improvement	
Comments:	<ul style="list-style-type: none"> OEO has concerns about an application that does not appear to show meaningful input from parents, community members, or educators, especially for at-risk populations or the feasibility of recruiting or marketing to target audiences. Financial estimates appear to be highly conservative as to what it would take to actually open a school and lacks details around areas like staffing, special education, and transportation costs. Lack of meaningful involvement of parents/educators/community in school governance and infrequent board meetings. OEO doubts the necessity or use of the autonomies provided as an independent charter school to implement some of the curricular ideas suggested by the applicant. Many appear to be concepts that could incorporate into existing structures. The application does not suggest a distinction from traditional or existing structures in areas of school organization, budgeting, human resources, or others.
K. Do you recommend the school/organization proceed to Phase 2? (Yes or no.)	
No	

October 21, 2019

Aaron Seligman
Office of Educational Opportunity
1564 Van Hise Hall
1220 Linden Drive
Madison, WI 53706

Kristina Vourax
Lake Country Classical Academy
W330S3235 Bryn Mawr Road
Dousman, WI 53118

Dear Ms. Vourax:

Thank you for your submission of the Phase I Prospectus for Lake Country Classical Academy. The prospectus and attachments have been reviewed using the Prospectus Reviewer Guide. I regret to inform you that Lake Country Classical Academy is not invited to proceed to the next phase of the charter school authorization application process at this time. The enclosed Prospectus Reviewer Guide includes all relevant comments and items you and your team should consider if you decide to resubmit a Phase I Prospectus to the Office of Educational Opportunity (OEO) in the future. Information regarding the next Request for Proposals process will be made available on the OEO website in the coming months.

If you have any questions or would like to discuss further, please contact me at aseligman@uwsa.edu or 608-263-7481.

Sincerely,



Aaron A. Seligman, Director
Office of Educational Opportunity

Enclosure

Office of Educational Opportunity
University of Wisconsin System Administration
1220 Linden Drive – 1564 Van Hise Hall
Madison, WI 53706
(608) 263-7481
o eo@uwsa.edu