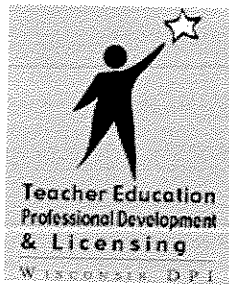




ATTACHMENT P
ASSESSMENT DATA
(not applicable)



Licenses for ROSE GUAJARDO

File number: 077952

Most recent application (with payment) received on: May 3, 2004

License Term	License Information
Life starting on July 1, 1981	License Type: 08 Life License Position/Level: 44 BILINGUAL - GRADES PREKINDERGARTEN-8 Subject: 316 READING TEACHER Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
Life starting on July 1, 1978	License Type: 08 Life License Position/Level: 42 GRADES PREKINDERGARTEN-8 Subject: 316 READING TEACHER Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
Life starting on July 1, 1978	License Type: 08 Life License Position/Level: 42 GRADES PREKINDERGARTEN-8 Subject: 317 READING SPECIALIST Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
Life starting on July 1, 1969	License Type: 08 Life License Position/Level: 42 GRADES PREKINDERGARTEN-8 Subject: 116 FIRST THRU SIXTH GRADE Low Grade: 01 First Grade High Grade: 06 Sixth Grade
July 1, 2004 through June 30, 2009	License Type: 40 Professional Educator Position/Level: 44 BILINGUAL - GRADES PREKINDERGARTEN-8 Subject: 317 READING SPECIALIST Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
July 1, 2004 through June 30, 2009	License Type: 40 Professional Educator Position/Level: 51 PRINCIPAL Subject: N/A Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade
July 1, 2003 through June 30, 2004	License Type: 01 1-year License Position/Level: 44 BILINGUAL - GRADES PREKINDERGARTEN-8 Subject: 317 READING SPECIALIST Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
July 1, 2003 through June 30, 2004	License Type: 01 1-year License Position/Level: 51 PRINCIPAL Subject: N/A Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade
July 1, 1997 through June 30, 2002	License Type: 05 5-year License Position/Level: 44 BILINGUAL - GRADES PREKINDERGARTEN-8 Subject: 317 READING SPECIALIST

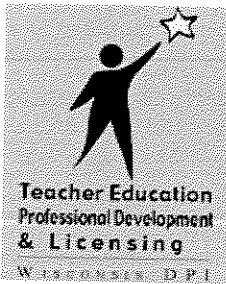
	Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
July 1, 1997 through June 30, 2002	License Type: 05 5-year License Position/Level: 51 PRINCIPAL Subject: N/A Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade
July 1, 1992 through June 30, 1997	License Type: 05 5-year License Position/Level: 44 BILINGUAL - GRADES PREKINDERGARTEN-8 Subject: 317 READING SPECIALIST Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
July 1, 1992 through June 30, 1997	License Type: 05 5-year License Position/Level: 34 ELEMENTARY/MIDDLE LEVEL PRINCIPAL Subject: N/A Low Grade: PK Pre-Kindergarten High Grade: 09 Ninth Grade
July 1, 1987 through June 30, 1992	License Type: 05 5-year License Position/Level: 34 ELEMENTARY/MIDDLE LEVEL PRINCIPAL Subject: N/A Low Grade: PK Pre-Kindergarten High Grade: 09 Ninth Grade
July 1, 1987 through June 30, 1992	License Type: 05 5-year License Position/Level: 44 BILINGUAL - GRADES PREKINDERGARTEN-8 Subject: 317 READING SPECIALIST Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
July 1, 1985 through June 30, 1990	License Type: 05 5-year License Position/Level: 44 BILINGUAL - GRADES PREKINDERGARTEN-8 Subject: 317 READING SPECIALIST Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
July 1, 1982 through June 30, 1987	License Type: 05 5-year License Position/Level: 34 ELEMENTARY/MIDDLE LEVEL PRINCIPAL Subject: N/A Low Grade: PK Pre-Kindergarten High Grade: 09 Ninth Grade
July 1, 1982 through June 30, 1985	License Type: 03 3-year License Position/Level: 44 BILINGUAL - GRADES PREKINDERGARTEN-8 Subject: 317 READING SPECIALIST Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
July 1, 1981 through June 30, 1984	License Type: 03 3-year License Position/Level: 44 BILINGUAL - GRADES PREKINDERGARTEN-8 Subject: 317 READING SPECIALIST Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
July 1, 1981 through June 30, 1982	License Type: 01 1-year License Position/Level: 34 ELEMENTARY/MIDDLE LEVEL PRINCIPAL Subject: N/A Low Grade: PK Pre-Kindergarten High Grade: 09 Ninth Grade
July 1, 1978 through June 30, 1981	License Type: 03 3-year License Position/Level: 44 BILINGUAL - GRADES PREKINDERGARTEN-8 Subject: 116 FIRST THRU SIXTH GRADE

	Low Grade: 01 First Grade High Grade: 06 Sixth Grade
July 1, 1978 through June 30, 1981	License Type: 03 3-year License Position/Level: 44 BILINGUAL - GRADES PREKINDERGARTEN-8 Subject: 317 READING SPECIALIST Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
July 1, 1978 through June 30, 1981	License Type: 03 3-year License Position/Level: 44 BILINGUAL - GRADES PREKINDERGARTEN-8 Subject: 316 READING TEACHER Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
July 1, 1975 through June 30, 1978	License Type: 03 3-year License Position/Level: 42 GRADES PREKINDERGARTEN-8 Subject: 317 READING SPECIALIST Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
July 1, 1973 through June 30, 1976	License Type: 03 3-year License Position/Level: 42 GRADES PREKINDERGARTEN-8 Subject: 316 READING TEACHER Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
July 1, 1966 through June 30, 1969	License Type: 03 3-year License Position/Level: 42 GRADES PREKINDERGARTEN-8 Subject: 116 FIRST THRU SIXTH GRADE Low Grade: 01 First Grade High Grade: 06 Sixth Grade
Information as of Tue Oct 10 13:49:32 CDT 2006	

Applicants: How long will it take to get your license?

Wisconsin's Open Records Law and the Educator Licensing Database

Direct questions about the license search to Educator Licensing



Licenses for ROSE M MARTIN

File number: 176363

Most recent application (with payment) received on: **October 9, 2003**

License Term	License Information
July 1, 2003 through June 30, 2008	License Type: 05 5-year License Position/Level: 42 GRADES PREKINDERGARTEN-8 Subject: 116 FIRST THRU SIXTH GRADE Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
July 1, 2003 through June 30, 2008	License Type: 05 5-year License Position/Level: 44 BILINGUAL - GRADES PREKINDERGARTEN-8 Subject: 116 FIRST THRU SIXTH GRADE Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
July 1, 1996 through June 30, 2001	License Type: 05 5-year License Position/Level: 42 GRADES PREKINDERGARTEN-8 Subject: 116 FIRST THRU SIXTH GRADE Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
July 1, 1996 through June 30, 2001	License Type: 05 5-year License Position/Level: 44 BILINGUAL - GRADES PREKINDERGARTEN-8 Subject: 116 FIRST THRU SIXTH GRADE Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
July 1, 1991 through June 30, 1996	License Type: 05 5-year License Position/Level: 44 BILINGUAL - GRADES PREKINDERGARTEN-8 Subject: 116 FIRST THRU SIXTH GRADE Low Grade: 01 First Grade High Grade: 06 Sixth Grade
July 1, 1991 through June 30, 1996	License Type: 05 5-year License Position/Level: 42 GRADES PREKINDERGARTEN-8 Subject: 116 FIRST THRU SIXTH GRADE Low Grade: PK Pre-Kindergarten High Grade: 08 Eighth Grade
Information as of Tue Oct 10 14:00:03 CDT 2006	

Applicants: How long will it take to get your license?
 Wisconsin's Open Records Law and the Educator Licensing Database
 Direct questions about the license search to Educator Licensing

Section I: School Operations

Person Seeking to Establish Charter School

I am enclosing my transcripts from Alverno College in Milwaukee, Wisconsin. I was not able to secure transcripts from UW-Milwaukee by September 29, 2006, but have sent a letter and request form via US mail. Per my email communication with Ms. Cindy Zautcke, it is my understanding that a letter requesting that information will suffice at this time.

Enclosed please find a copy of the letter and request form. I will submit the transcripts from UWM when I receive them.

Rose M. Martin

TRANSCRIPT**STUDENT NAME** Martin
(KNEZIC,) ROSE

Previous Colleges

ISSUED TO STUDENTDATE OF BIRTH 12/27/59
NAME AT BIRTH Guajardo, Rose

UNIV WISC MILW

-- MILWAUKEE, WI

Degree: BS In Education
Graduation Date: 12/14/91SOCIAL SECURITY # 391-74-6443
STUDENT I.D. 1120142

Major Area(s): Elementary Education

DATE OF ENTRY 1/21/87
SEM./YR. OF DEGREE REQ. 1/90

Support Area(s): Bilingual Education

An Alverno degree is awarded when a student has completed a program of study which includes accomplishment in required areas of knowledge (including general education and major and supporting areas of concentration) integrated with achievement of required levels of competence in all of the following eight areas:

- Effective communication ability
- Analytical capability
- Problem solving ability
- Facility in forming value judgments within the decision-making process
- Effective social interaction
- Taking responsibility for the global environment
- Effective citizenship
- Aesthetic response

The degree is based upon ability level units achieved through demonstration of ability at general and specialized levels.

For graduation from a baccalaureate program all students are required to achieve a total of 40 units:

32 general units--4 in each of the above eight areas, and

8 specialized (or advanced) units selected from the above eight and integrated with areas of concentration. (Some advanced units may be earned in the performance areas of Art and Music.)

EVALUATION OF STUDENT LEARNING:

As the final report of demonstrated achievement which defines the Alverno College degree, this academic transcript reflects the importance the college attaches both to the mastery of content and to the ability to use knowledge effectively.

Evaluation or assessment of student ability by faculty, external assessors, and the student herself, is integral to the Alverno program of study. Ongoing assessment takes place under the direction of the instructor in every course based upon established criteria. In addition, culminating external assessments are conducted through the Assessment Center according to college criteria and standards.

RECORD OF ACHIEVEMENT:

The College requires all students to meet the standards established by faculty and departments for mastery of content and demonstration of ability to utilize knowledge. In all courses listed on the official transcript the student met these standards for successful completion of the courses. Successful completion of a course means that the student is ready for the next course in a given area--that is, that in the judgment of her faculty, her work is equivalent to a C or better in a letter grade system. Courses in which the student did not meet these criteria are not recorded.

STATEMENT OF EVALUATION:

At the time of graduation, Alverno College faculty in the student's major and supporting areas of concentration evaluate her overall academic achievement. This evaluation replaces letter grades for individual courses and reflects areas of special strength and areas requiring further development.

HONORS:

The College awards Graduation Honors to students whose work warrants special merit and citation. Graduation Honors is based on scholarly excellence and application of scholarship in service to others.

Martin
 Student Name: (KNEZIC,) ROSE
 Student ID: 1120142

ALVERNO COLLEGE

Run Date: 1/28/91

RECORD OF ACHIEVEMENT

ISSUED TO STUDENT

Dept	Course	Sem Hrs Earned	Dept	Course	Sem Hrs Earned
2ND SEMESTER 1986-1987					
AH	110	4	RGE	400-J	2
	Express/Interpretn Human Exper 1			Global Exp/War,Peace & Ecology	
	Communication			Global Perspectives	
	Analysis		RL	310	2
	Valuing			Religious Exper/Myth & Symbol	
	Aesthetic Response			Analysis	
CM	101-S	1		Valuing	
	Speaking Strategies			Aesthetic Response	
	Communication		SUMMER SCHOOL 1989		
CM	101-W	1	A	135	2
	Writing Strategies			Studio Art 1:Art Fundamentals	
	Communication			Problem Solving	
MT	050		ED	366	4
	Math			Methods and Materials Bilingual Ed	
NSS	128	1		Communication	
	New Student Seminar		ED	434	1
	Social Interaction			Music In Elementary School	
PSY	110	4		Communication	
	Life Span Development		1ST SEMESTER 1989-1990		
	Analysis		CM	113-L	
SC	117	4		Advanced Strategies/Listening Lab	
	Integrated Science 1			Communication	
	Analysis		ED	221	2
	Problem Solving			Principles of Instructional Design	
	Assessment Center/External Assmnt			Social Interaction	
	Communication		ED	261	2
1ST SEMESTER 1987-1988					
AH	150	4	ED	311	3
	Express/Interpretn Human Exper 2		ED	342	1
	Analysis			Phy Ed/Health for Elem Sch Teachers	
	Valuing		ED	396	3
	Aesthetic Response			Language Arts in Elementary School	
PPS	129	1		Communication	
	Preprofesnl Seminar			Introduction to Exceptional Learner	
	Social Interaction		EN	108	2
SC	118-A	4		Practical Appl Language Analysis	
	Integrated Science 2		HS	308	4
	Analysis			US History 1607-1900	
	Problem Solving			Communication	
PPS	101	4		Valuing	
	Intro to Soc Science			Social Interaction	
	Analysis			Global Perspectives	
	Problem Solving		2ND SEMESTER 1989-1990		
	Valuing		AC	300	
2ND SEMESTER 1987-1988					
HS	210	2	CM	101-Q	1
	Creative Society			Quantitative Strategies	
	Valuing			Communication	
PSY	215	2	ED	210	1
	Aesthetic Response			Field Experience 1	
	Small Group Behavior			Social Interaction	
	Social Interaction		ED	326	2
PSY	254	2		Literature for Children	
	Behavioral Science Inquiry			Social Interaction	
	Analysis		ED	341	1
	Problem Solving			Social Studies in Elementary School	
RC	200	1	ED	390	1
	The American Experience			Communication	
	Global Perspectives		ED	411	1
	Effective Citizenship			Art In Elementary School	
				Communication	
			ED	411	1
				Career Search	
			EN	140	2
				Social Interaction	
				Writing & Editing	
1ST SEMESTER 1988-1989					
BI	325	4	SUMMER SCHOOL 1990		
	Cellular Biology		ED	226	4
	Social Interaction			Reading in the Elementary School	
	Global Perspectives		ED	466	4
				Hispanic Civilization	
CM	113-R		1ST SEMESTER 1990-1991		
	Advanced Strategies/Reading Lab		ED	220	
	Communication			Interview Assessment	
CM	113-X		ED	310-R	1
	Adv Rdg Media Instructn/Assessment			Field Experience 3 - Reading	
	Communication			Effective Citizenship	
CS	100	3	ED	315	1
	Introduction to Computer Studies			Field Experience 4	
	Communication		ED	320	
EN	210	2		Group Interaction Assessment	
	Perspectives on Literature		ED	346	1
				Science in the Elementary School	
2ND SEMESTER 1988-1989					
BI	399		ED	360	2
	Formal Intro to Advanced Work			Communication	
EN	310	2		Instructional Media	
	Life Love Literature/Making Choices			Communication	
	Communication			Social Interaction	
	Analysis		ED	399	
	Aesthetic Response			Formal Intro to Advanced Work	
PSY	260	2	ED	412	4
	Psychology Of Women			Philosophy Of Education	
	Analysis			Valuing	
	Global Perspectives		ED	420	
				Portfolio/Interview Assessment	
			ED	426	2
				Classroom Strat for Reading Improvt	
				Communication	

Martin

ALVERNO COLLEGE

Run Date: 1/28/97

Student Name: (KNEZIC) ROSE
Student ID: 1120142

RECORD OF ACHIEVEMENT

Dept	Course	Sem Hrs Earned	Dept	Course	Sem Hrs Earned
	Valuing Social Interaction			Post-Baccalaureate	
ED	491 Coordinating Seminar	2			
MT	343 Fundamental Concepts/Mathematics 1	4	Martin, Rose	1120142 1/96-97	
2ND SEMESTER 1990-1991					
ED	116 Human Relations Workshop	1			
MT	344 Fundamental Concepts/Mathematics 2	4	ED 517	Integrating Phys Sc & Mt Grades 3-6S	3
PCM	431 Linguistics and Language Communication	3		Sem Hours Earned:	3
RL	211 Catholic Imagination/Persp/Cathol Aesthetic Response	2			
1ST SEMESTER 1991-1992					
ED	316 Assessment and Evaluation Techniqs Problem Solving	2			
ED	445-I Directed Observ/Tchg Intermed Grds Communication Valuing Social Interaction Effective Citizenship	6			
ED	445-P Directed Observ/Tchg Primary Grades Communication Valuing Social Interaction Effective Citizenship	6			
ED	465 Directed Observatn Tchng Bilingual Problem Solving Effective Citizenship	6			
ED	475 Student Teaching Seminar				

ISSUED TO STUDENT

This student achieved ability level units in these areas:

ABILITY	UNITS
Communication	6
Analysis	4
Problem Solving	6
Valuing	6
Social Interaction	6
Global Perspectives	4
Effective Citizenship	4
Aesthetic Response	4
Total	40

COURSES WAIVED and/or CREDIT GRANTED BY ASSESSMENT

ED	215	Field Experience 2	1
ED	361	Achieving Proficiency in Span-Spkng	2
MU	101	Music Experiences 1	2
PSY	101	General Psychology	4

This student has met the Wisconsin code requirements for preparation in environmental education.

Alverno College
STATEMENT OF EVALUATION

ISSUED TO STUDENT

Martin

Student Name: (KNEZIC) Rose

Student ID: 1120142

Rose Knezic has demonstrated the abilities that characterize an Alverno College graduate with a major in elementary education and a support area in bilingual education. In elementary education these include the ability to integrate content knowledge with educational frameworks, to relate observed behavior to relevant frameworks in order to determine and implement learning prescriptions, to use verbal, nonverbal, and media modes of communication to structure and reinforce learning, and to manage resources effectively. In bilingual education they include the ability to draw upon a well-developed understanding of the cultural and historical backgrounds of Hispanic peoples in planning learning activities and in developing an awareness of appropriate instruction in bilingual/bicultural settings.

Ms. Knezic's work in her undergraduate preparation for elementary teaching was marked by the ability to communicate effectively and to design specialized learning activities. In her first student teaching placement in an urban, first grade bilingual classroom, for example, she prepared lessons in Spanish that incorporated bicultural elements. Her understanding of child development became stronger as she became more comfortable with the dynamics of the first grade curriculum. In her second student teaching placement in an urban, bilingual fifth grade, she designed creative, well-developed learning activities. In social studies, she involved the students in an art activity which integrated concepts related to the study of Native American cultures introduced in earlier lessons. In science, she was able to excite students about the study of cells through the use of microscopes, overheads, and engaging discussion.

In both placements, Ms. Knezic demonstrated an understanding of the goals and difficulties of bilingual education. She used sound language practices when teaching, for example, not mixing languages in a single lesson and researching technical terms in Spanish rather than merely supplying the English equivalent, especially in math and science.

In her professional education course work, Ms. Knezic began developing an understanding of developmental growth and needs, as well as analytical skill in perceiving individual needs. One of her major strengths lay in her ability to develop engaging activities as a portion of lesson presentations. For example, she developed a learning station on weather which in-

cluded a tape by a local meteorologist; she also baked cookies, in a kindergarten field placement, after reading a story about the gingerbread boy.

In a senior seminar on professional issues facing teachers, she articulated a personal philosophy of education, indicating some direction to her ongoing development as an educator. In discussing problems facing teachers and the schools, she offered suggestions based on her experience in methods courses and field experiences. Recognizing the need to examine elements of the educational process, she focused her senior project on the use of technology in the classroom. The emphasis of her research project was on the use of electronic equipment with limited-English-proficiency students. Included in her research were practical applications of laser discs, voice mail, and audio-computers. Her presentation of the findings featured a taped multi-media demonstration.

Throughout her work, Ms. Knezic worked to improve her own skills so that she might serve her students more effectively. Open to learning from others, she built good rapport with the cooperating teachers at both of her student teaching sites. In classes at the college, she willingly shared her experiences with other students in a way that furthered discussion of concepts. She was effective in seeking assistance from many sources in developing as a teacher, whether in planning lessons, organizing the curriculum, or trying out specific teaching strategies. She has demonstrated the ability to accomplish the professional responsibilities of a classroom teacher at the baccalaureate level.

ALVERNO COLLEGE
Milwaukee, Wisconsin

ABILITY-BASED LEARNING PROGRAM

The curriculum is an ability-based, outcome-oriented approach to liberal arts/professional education. To earn a degree at Alverno College a student demonstrates the eight broad abilities listed below, at increasingly complex levels, in general education and in her areas of specialty.

These abilities constitute liberal education at the college and undergird and infuse advanced study in the disciplines and professions. Within the curriculum of a given major, the student develops the abilities according to the distinctive requirements of the disciplines and professions.

Throughout her course of studies, the student participates in performance-based assessments and learns to assess herself. Her progression toward a degree is based upon these assessments, both internal and external.

With demonstrated achievement at each level the student receives one level unit. For a Bachelor's degree, in addition to 32 units awarded when the first four levels of each of the eight abilities have been demonstrated, the student must achieve another 8 units, at least one of them at level 6. Advanced levels of any given ability require more time and effort to achieve than lower ones. For an Associate of Arts degree in General Studies, a student demonstrates her ability at the first four levels in each of the eight areas.

Abilities and Developmental Levels

1 Develop communications ability (effectively send and respond to communications for varied audiences and purposes)

- Level 1 — Identify own strengths and weaknesses as communicator
- Level 2 — Show analytic approach to effective communicating
- Level 3 — Communicate effectively
- Level 4 — Communicate effectively making relationships out of explicit frameworks from at least three major areas of knowledge
- Level 5 — Communicate effectively, with application of communications theory
- Level 6 — Communicate with habitual effectiveness and application of theory, through coordinated use of different media that represent contemporary technological advancement in the communications field

In WRITING,
READING,
SPEAKING,
LISTENING
USING MEDIA,
QUANTIFIED
DATA, and
THE COMPUTER

2 Develop analytical capabilities

- Level 1 — Show observational skills
- Level 2 — Draw reasonable inferences from observations
- Level 3 — Perceive and make relationships
- Level 4 — Analyze structure and organization
- Level 5 — Establish ability to employ frameworks from area of concentration or support area discipline in order to analyze
- Level 6 — Master ability to employ independently the frameworks from area of concentration or support area discipline in order to analyze

3 Develop workable problem-solving skill

- Level 1 — Identify the process, assumptions, and limitations involved in problem-solving approaches
- Level 2 — Recognize, analyze and state a problem to be solved
- Level 3 — Apply a problem-solving process to a problem
- Level 4 — Compare processes and evaluate own approach in solving problems
- Level 5 — Design and implement a process for resolving a problem which requires collaboration with others
- Level 6 — Demonstrate facility in solving problems in a variety of situations

4 Develop facility in making value judgments and independent decisions

- Level 1 — Identify own values
- Level 2 — Infer and analyze values in artistic and humanistic works
- Level 3 — Relate values to scientific and technological developments
- Level 4 — Engage in valuing in decision-making in multiple contexts
- Level 5 — Analyze and formulate the value foundation/framework of a specific area of knowledge, in its theory and practice
- Level 6 — Apply own theory of value and the value foundation of an area of knowledge in a professional context

5 Develop facility for social interaction

- Level 1 — Identify own interaction behaviors utilized in a group problem solving situation
- Level 2 — Analyze behavior of others within two theoretical frameworks
- Level 3 — Evaluate behavior of self within two theoretical frameworks
- Level 4 — Demonstrate effective social interaction behavior in a variety of situations and circumstances
- Level 5 — Demonstrate effective interpersonal and intergroup behaviors in cross-cultural interactions
- Level 6 — Facilitate effective interpersonal and intergroup relationships in one's professional situation

6 Develop responsibility for the environment

- Level 1 — Perceive and describe the complex relationships within the environment
- Level 2 — Observe and explain how the behavior of individuals and groups has an impact on the environment
- Level 3 — Observe and explain how the environment has an impact on the behavior of individuals and groups
- Level 4 — Respond holistically to environmental issues and evaluate the response of others
- Level 5 — Identify a researchable environmental problem and independently develop responsible alternative solutions
- Level 6 — Select and rigorously support a responsible solution to an environmental problem with an implementation strategy

7 Develop awareness and understanding of the world in which the individual lives

- Level 1 — Demonstrate awareness, perception and knowledge of observable events in the contemporary world
- Level 2 — Analyze contemporary events in their historical context
- Level 3 — Analyze interrelationships of contemporary events and conditions
- Level 4 — Demonstrate understanding of the world as a global unit by analyzing the impact of events of one society upon another
- Level 5 — Demonstrate understanding of professional responsibility in the contemporary world
- Level 6 — Take personal position regarding implications of contemporary events

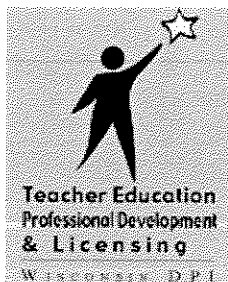
8 Develop responsiveness to the arts

- Level 1 — Express response to selected arts in terms of their formal elements and personal background
- Level 2 — Distinguish among artistic forms in terms of their elements and personal response to selected art works
- Level 3 — Relate artistic works to the contexts from which they emerge
- Level 4 — Make and defend judgments about the quality of selected artistic expressions
- Level 5 — Choose and discuss artistic works which reflect personal vision of what it means to be human
- Level 6 — Demonstrate the impact of the arts on your own life to this point and project their role in personal future

ATTACHMENT Q

TEACHING LICENSES AND TRANSCRIPTS

**(copies of teaching licenses and transcripts are provided
for the School Director and the Educational Leader)**



Licenses for IRENE DENISE ALARCON

File number: **622069**

Most recent application (with payment) received on: **April 7, 2006**

License Term	License Information
July 1, 2004 through June 30, 2005	License Type: 09 Emergency Permit Position/Level: 71 EARLY CHILDHOOD to MIDDLE CHILDHOOD (birth-age 11) Subject: 777 REGULAR EDUCATION
July 1, 2004 through June 30, 2005	License Type: 09 Emergency Permit Position/Level: 71 EARLY CHILDHOOD to MIDDLE CHILDHOOD (birth-age 11) Subject: 023 BILINGUAL EDUCATION
July 1, 2003 through June 30, 2004	License Type: 09 Emergency Permit Position/Level: 44 BILINGUAL - GRADES PREKINDERGARTEN-8 Subject: 106 KINDERGARTEN THRU SIXTH GRADE Low Grade: KG Kindergarten High Grade: 06 Sixth Grade
July 1, 2002 through June 30, 2003	License Type: 09 Emergency Permit Position/Level: 44 BILINGUAL - GRADES PREKINDERGARTEN-8 Subject: 106 KINDERGARTEN THRU SIXTH GRADE Low Grade: KG Kindergarten High Grade: 06 Sixth Grade
Information as of Tue Oct 10 14:02:21 CDT 2006	

Applicants: How long will it take to get your license?

Wisconsin's Open Records Law and the Educator Licensing Database

Direct questions about the license search to [Educator Licensing](#)



4

5

6



ATTACHMENT R
CERTIFICATION

SECTION III: CERTIFICATION

Charter schools must abide by the following provisions of state law and the policy of the City of Milwaukee (open records for contractors with city, background checks). Please read the following list carefully. Initial each section of the list to certify that you understand these requirements and that the school will honor them. Please sign and date the certification in the space provided and return this section with your application. (Attachment R)

PBH
RM I certify that the school named in this application will not charge tuition to charter students. (Schools may charge tuition for students not eligible for charter status. Charter schools may accept students under other programs such as the Milwaukee Parental Choice Program. However, schools may not receive tuition payments for the same students from more than one program. Schools may also charge reasonable fees for such items as field trips or extracurricular activities.)

PBH
RM I certify that the school named in this application will abide by statutory eligibility requirements in determining who is a charter student. State statutes provide that students must meet the following tests: the student is a city resident and, in the previous year, the student either 1) enrolled in the Milwaukee Public Schools; 2) attended a private school under section 119.23, the Milwaukee Parental Choice Program; 3) enrolled in four-year-old kindergarten to grade three in a private school not participating in the choice program; 4) not enrolled in school; or 5) enrolled in a charter school. *(Please note that a student who attended pre-school at a level lower than four-year-old kindergarten qualifies as a student who was not enrolled in school.)*

PBH
RM I certify that the school named in this application will administer required state examinations. (State law requires charter schools to administer the state's examinations for fourth, eighth and tenth graders.)

PBH
RM I certify that the school named in this application is or will be nonsectarian.

PBH
RM I certify that the school named in this application will not discriminate in its admission policies or deny participation in any program or activity on the basis of a person's sex, race, religion, national origin, ancestry, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional or learning disability.

PBH
RM I certify that the school named in this application serves at-risk students or, if it does not now serve at-risk students, will serve at-risk students who apply and meet other admission requirements. (State statutes define at-risk students to include students in grades 5 - 12 who are one or more years behind their age group in the number of high school credits attained, or two or more years behind their age group in basic skills levels, and who are also one or more of the following: dropouts, habitual truants, parents or adjudicated delinquents.)

DBH
RM I certify that the school named in this application will abide by health and safety codes that apply to public schools, including immunization requirements.

DBH
RM I certify that the school named in this application is located in the City of Milwaukee.

DBH
RM I certify that the applicant is not a for-profit entity.

DBH
RM I certify that the school named in this application will abide by city requirements for access to records of a contractor with the city.

DBH
RM I certify that the school named in this application has conducted criminal background checks on current employees and volunteers and will conduct criminal background checks on all new employees, and that the school will assign only those employees and volunteers who, in the judgment of the school have nothing in their background, including but not limited to pending charges or convictions of criminal offenses, which would render them unfit to work or otherwise have contact with the school's students and employees.

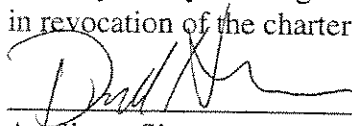
DBH
RM I certify that the school named in this application will submit the annual report required by contract, including an annual financial audit, to the sponsor by the date established in the contract.

DBH
RM I certify that I understand that the award of a charter school contract is contingent upon receipt of an occupancy certificate for school use from the City of Milwaukee Department of Building Inspection.

DBH
RM I certify that the school named in this application will comply with federal regulations that apply to charter schools authorized by the City of Milwaukee, including, but not limited to, the provisions in the *No Child Left Behind Act* that apply to schools in need of improvement (The 2001 passage of the Elementary and Secondary Education Act, also known as *No Child Left Behind*, contains significant sanctions for schools that do not meet its requirements; charter schools are required to comply with its provisions. For guidance from the US Department of Education, please see Charter School Policy Guidance for NCLB.)

DBH
RM I certify that the school named in this application will comply with the requirements of the CSRC regarding tasks required by the academic monitoring and operations monitoring consultants and any additional monitoring requirements that the CSRC develops as needed during the lifetime of the school's contract with the City of Milwaukee.

I hereby certify that I agree to abide by the requirements above and understand that failure to do so may result in revocation of the charter.


Applicant Signature

9/5/06
Date

9-5-06



ATTACHMENT S

STUDENT/PARENT HANDBOOK

STUDENT/PARENT HANDBOOK

**Policies and Procedures
2007-2008**

***Academy of Languages and International
Business***

Milwaukee, Wisconsin

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**Section 1.0
WELCOME**

Dear Students and Families of the Academy of Languages and International Business:

Welcome to all students!

This handbook includes important policies and procedures of our school, all of which have been presented to you at informational meetings. Please familiarize yourselves with all of this information.

Please note that on the registration form, you have signed a statement that your family is familiar with, and will abide by, all of the policies included in this handbook.

If you have any questions, please contact the school. We look forward to an exciting school year.

Sincerely,

Rose M. Martin
Director

Section 2.0 OUR MISSION

The mission of Academy of Languages and International Business, Inc. (ALIBI) is to accomplish excellence and equity for our diverse population by ensuring that we will provide each student with a positive attitude toward self learning. ALIBI will prepare students to think creatively and critically, to communicate effectively via oral and written means, to welcome diversity in people, to appreciate the arts and to contribute positively to society. ALIBI will prepare students for the future by assuring successful transition from one level to the next and ultimately from school to work. ALIBI will prepare students for rapidly changing technological world. These preparations will help our students so that they will have the skills necessary to achieve a high quality of life.

Section 3.0 OUR VISION

The Academy of Languages and International Business is committed to using a multi-cultural, multi-faceted and integrated approach to addressing student learning and development.

We will:

- Provide ongoing opportunities for students to demonstrate in-depth understanding and application of their knowledge.
- Cultivate high academic achievement, positive social interactions.
- Examine the delivery of appropriate standards-based curriculum to help ensure students are working toward the mastery of the academically applied skill areas.
- Identify students' performance levels through state, school-wide and classroom based assessments to measure progress.
- Be a school community that focuses on learning and encourages achievement to prepare students for college and life beyond high school.
- Connect students, and the school, to the community by sending students out to learn from mentors.
- Address the learning needs of students from diverse cultural backgrounds and develop the knowledge, skills and values required by all students for active citizenship in a culturally diverse society.

Section 4.0 EDUCATIONAL PHILOSOPHY

The curriculum at ALIBI is designed to help students develop awareness of international issues. Instead of organizing curriculum around the different regions of the world, students learn about international issues that are shared around the globe, such as world trade, water pollution, energy consumption, epidemics and disease, revolution, health care, poverty and class issues, population growth, pluralism, immigration and border issues, world hunger, human rights, colonialism, genocide, gender issues, political systems, globalization, nuclear proliferation, etc.

By looking at these and other international issues from multiple perspectives, students at ALIBI develop a wider view of the world that can lead to responsible and involved citizenship in the global community.

THE ALIBI STUDENT

- 1) Uses critical thinking skills when approaching problems and projects.
 - Uses the habits of mind (Perspective, Evidence, Connection, Supposition and Significance) to guide the thought process.
 - Supports arguments and draws conclusions using evidence and analysis.
 - Participates in peer critiques and uses feedback to revise and improve work.

- 2) Demonstrates creative expression through the design of various projects.
 - Develops passions and interests (both personal and academic).
 - Final projects demonstrate professionalism and high quality, as well as a personal connection to the work.
 - Uses "out of the box" thinking to design unique, original work.

- 3) Collaborates successfully with others on a regular basis.
 - Works well with others.
 - Does his/her share when working in a group, contributes ideas and listens to others,
 - uses time efficiently.
 - Has a positive attitude and is solution-oriented when problems arise.
 - Respects others and the school environment.

- 4) Uses strong communication skills to support learning.
 - Asks questions and communicates with teachers when extra help or challenge is needed.
 - Communicates in a professional manner with members of the community.
 - Uses written language often and effectively.
 - Is able to present and talk to any audience using strong communication skills. Maintains eye contact, has appropriate body language, engages audience, uses visuals, etc.

- 5) Utilizes technology as a tool to create professional, high-quality work.

- Seeks to use technology often and appropriately.
- Maintains an updated digital portfolio that highlights their work.
- Demonstrates patience and a willingness to learn and use different forms of technology.

6) Works to become globally and culturally aware through course work as well as experiences.

- Demonstrates a high level of respect for themselves, others and the environment.
- Contributes in a positive way to the school and community through community service, internships, power lunches, student organizations, etc.
- Broadens perspective through participation in immersion experiences.
- Makes connections with exchange students.
- Develops a strong understanding of global issues through international studies and awareness of current events.

Section 5.0 SCHOOL LOGISTICS

5.1 ENROLLMENT/ADMISSIONS PROCESS

In order to promote the highest standards of education, the Academy of Languages and International Business, Incorporated engages families as well as students in the application process. Therefore, students and their parents or guardians are asked to adhere to the application process:

Students:

- Complete the application.
- Read and sign the top section of the last page and return it to the ALIBI Enrollment Office with the necessary documents.
- Attend an admissions informational meeting with your parent(s) or guardian(s). You will receive a letter in the mail informing you of the meeting location, date, and time.
- Attend an interview with members of ALIBI faculty with your parents or guardian.

The application packet must be complete in order to be considered for admission into ALIBI.

Admissions to ALIBI will be processed on a first-come, first-served basis. If the number of applications exceeds enrollment capacity, students will be placed on a waiting list. After students are put on this list, a lottery system will be put into effect. Those students drawn from the lottery will be immediately contacted.

The admissions process is designed to establish a student body that is diverse. ALIBI does not discriminate in admissions to the school or to any class, program or activity on the basis of gender, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, disability or on any other basis prohibited by local, state or federal law.

5.2 RACIAL/ETHNIC BALANCE

ALIBI will have an open enrollment policy with the goal of attracting a population, of students that is representative of the racial, ethnic, and socio-economic demographics of the communities to be served. ALIBI shall conduct annual assessments of its student population in order to achieve and maintain a racial and ethnic balance among its students that is reflective of the general population in the MPS district. This balance will be maintained by recruitment in various representative areas of the community and by targeting under-represented students, if any.

ALIBI will:

- publicize ALIBI in the various neighborhoods being served (e.g., hold neighborhood meetings; distribute written materials to elementary schools, community centers, religious institutions, and other locations; attend community events that offer visibility and contact with families of potential students);
- host open houses and campus tours;
- work toward recruiting and retaining a staff that reflects the community's diversity;
- provide community liaisons from the school community with neighborhoods being served by the school;

5.3 GRADING SYSTEM

ALIBI issues quarterly grades that use a grading system of five basic letter grades and four alternate descriptors of class performance.

A	Excellent	93-100 %
B	Above Average	85-92 %
C	Average	77-84 %
D	Below Average	61-76 %
U	Unsatisfactory	Below 60 %
P	Passing	
I	Incomplete	
S	Satisfactory	
N	Not met requirement	

Plus (+) and minus (-) signs after a grade indicate high or low student performance within the specified range. The student's Grade Point Average (GPA) is calculated on a 4-point system in which the following numerical values are assigned to letter grades:

A+ = 4.33	A = 4.00	A- = 3.67
B+ = 3.33	B = 3.00	B- = 2.67
C+ = 2.33	C = 2.00	C- = 1.67
D+ = 1.33	D = 1.00	D- = 0.67
	F = 0.00	

5.4 HOMEWORK

Students will receive homework and are expected to complete all assignments. If a student is having difficulty in any subject they should immediately seek help from the subject area teacher.

5.5 PARENT/STUDENT/TEACHER CONFERENCES

Students and teachers meet regularly to discuss progress. These conferences will address student goals, strengths, and areas for improvement. Formal conferences will be held two times a year to discuss academic achievement. During these conferences report cards are distributed. Informal conferences either by phone or in person will be held on an as needed basis.

5.6 ALIBI 9TH THROUGH 12TH GRADE PROMOTION REQUIREMENTS

The coursework and other curriculum requirements for promotion at each grade level are summarize below:

9th GRADE CURRICULUM		10th GRADE CURRICULUM	
Courses		Courses	
English	1 credit	Geometry	1 credit
Algebra I or Math I	1 credit	History	1 credit
World Geography	1 credit	Physical Science	1 credit
Biology	1 credit	Spanish II or Mandarin Chinese II	1 credit
Physical Education	0.5 credits	English 10	1 credit
Spanish I or Mandarin Chinese I	1 credit	Physical Education	0.5 credits
Technology	1 credit	Health	0.5 credits
		Elective	0.5 credits
Additional Requirements		Additional Requirements	
<i>Perform one community service project</i>		<i>Complete one learning project based on research</i>	
<i>Complete one presentation on project</i>		<i>Complete one presentation on learning project</i>	
<i>Begin Digital Learning Portfolio</i>		<i>Continue development of Digital Learning Portfolio</i>	
11th GRADE CURRICULUM		12th GRADE CURRICULUM	
Courses		Courses	
English 11 (American Literature)	1 credit	English 12 (World Literature)	1 credit
Algebra II/Math II	1 credit	Trigonometry	1 credit
U.S. History	1 credit	Civics and Economics	1 credit
Spanish III or Mandarin Chinese III	1 credit	Spanish IV or Mandarin Chinese IV	1 credit
Chemistry and Lab	1 credit	Psychology	0.5 credits
Physical Education	0.5 credits	Consumer Education	0.5 credits
Multimedia Production (Tech)	0.5 credits	Business Internship	1 credit
Business Internship	0.5 credits		
Additional Requirements		Additional Requirements	
<i>Complete one presentation based on internship</i>		<i>Complete one presentation based on internship</i>	
<i>Continue development of Digital Learning Portfolio</i>		<i>Complete Digital Learning Portfolio</i>	
<i>Begin preparing College Portfolio</i>		<i>Complete College Portfolio</i>	

In 9th grade, all students will begin the development of a digital portfolio that will highlight their projects, abilities and skills. They will continue developing their portfolio at each grade level. The completed portfolio will demonstrate their sequential learning and growth.

5.7 ALIBI PROMOTION AND GRADUATION REQUIREMENTS

In addition to completing the curriculum components described in Section 5.6, students are required to satisfy the following additional requirements for graduation.

- All students will have completed the above core curriculum with a grade of C or better.
- All students will demonstrate proficiency on required standardized tests and assessments.
- All students will demonstrate proficiency in formal and informal assessments based on standards.
- All students will demonstrate proficiency in either Spanish or Chinese as a second language based on formal and informal assessments.
- All students will participate in a community service project.
- All students will participate in a business internship during the 11th and 12th grade.
- All students will do a multimedia presentation based on their project at the end of the semester in which their project was completed.
- All students will have completed a college portfolio by the end of 12th grade.
- All students will have completed at least 4 college visits before graduation.

5.8 MINIMUM GRADE REQUIREMENTS FOR CORE COURSES

ALIBI requires that students receive a **C** or higher in all core academic courses. Students not receiving a **C** or higher in two or more core courses have the option of attending summer school or repeating the grade in order to achieve the minimum graduation requirement. Students not receiving a **C** or higher in more than two core courses must repeat the grade to achieve the minimum grade requirement.

5.9 READMISSION REQUIREMENTS

Students who choose to enroll in ALIBI must seek re-admission on an annual basis. The ALIBI school charter sets out the school's policy for re-admitting students and is worded in the ALIBI charter as follows:

"ALIBI will evaluate the performance of all enrollees annually and consider each for readmission."

The established criteria for evaluating students who seek readmission include consideration of the following:

- Whether or not the student may have engaged in "disruption of school activities or willful defiance of valid school authorities."
- Whether or not the student and student's family reasonably continue to demonstrate a commitment to the ALIBI program.
- Whether there is evidence of non-compliance with the provisions of the Student/Parent Handbook

After consultation with faculty, staff and other school related individuals, the Director of ALIBI bears ultimate responsibility for all readmission decisions. Based upon consultations, a review of the student's acts and omissions based on the above governing documents, and upon staff observation, readmission to the ALIBI may not be allowed.

5.10 PARENT TEACHER ASSOCIATION

Our Parent Teacher Association will consist of parents and teachers. Its primary purpose is to empower parents with the knowledge and understanding of how schools operate, to be partners with teachers, assist in interpreting data, support public education and take the lead with school fundraisers. Participation is strictly voluntary and has no term limits.

5.11 TRANSFERRING STUDENTS

No transfer students will be accepted after the 10th grade due to the rigorous curriculum. Students that transfer into ALIBI will be required to take a placement exam to determine what classes are appropriate. These students are still required to fulfill all promotion and graduation requirements. Students transferring from ALIBI will receive appropriate credit for completed coursework. School records will be sent immediately once we receive notification from the student's current school.

5.12 RETURNING STUDENTS

ALIBI retains the option, at its sole discretion, to enroll students who have previously left. If you need additional information about this matter, please contact the Director.

5.13 SPECIAL NEEDS STUDENTS

In accordance with the Individuals with Disabilities Education Act (IDEA), we will address students with special education needs in a manner aligned within the key provisions of this law. The education for each student with special education needs will be based upon his/her Individual Education Plan (IEP) focusing on quality educational practices that allow the student to learn. Emphasis will be placed on outcomes and accountability and not merely procedural compliance. Students will be educated in the least restrictive environment with greater emphasis on a regular education placement.

Each student will have access to the general education curriculum with his/her IEP outlining specific supports and services needed. The IEP team (one special education teacher, regular education teacher, the parent/guardian, and LEA representative) will meet for an intake session wherein the student's IEP will be reviewed and revised, as necessary, prior to developing a class schedule. This intake session will ensure that the student is programmed in a manner that focuses on the student's strengths and abilities while ensuring that his/her placement at ALIBI is appropriate.

5.14 TESTS

Students will be required to take all state mandated standardized tests, pre- and post-placement assessments, classroom-based assessments and any other form of assessment needed for the evaluation of student achievement or data collection.

Section 6.0 ATTENDANCE GUIDELINES

6.1 PHILOSOPHY

A positive and successful learning experience at school can only be achieved by regular attendance.

All students are expected to attend school every day, be on time, and be present in all classes, advisories and internships. This places an even greater responsibility upon students and their parents to minimize the number of absences from school and from class.

6.2 EXCUSED ABSENCES

A student's absence is considered "Excused" if the absence:

- Is due to illness or injury of the student, death of an immediate family member, or observance of a religious occasion and
- It is verified by the student's parent or guardian.

If a student is to be absent from school, the parent/guardian is requested to call the school on the day of the absence. A written note, signed by the student's parent/guardian, is to accompany the student on his or her return, and should be given to the school office.

6.3 COLLEGE VISITS

An on-site college visitation is an important part in the process of selecting a college, university, or technical institute. College visits are recorded as an excused absence from school. Students should submit a Planned Absence Form prior to the date scheduled for the absence.

6.4 UNEXCUSED ABSENCES

Any unverified absence or absence which does not fall into one of the above categories is considered unexcused, and may affect the student's grade in class or promotion.

6.5 TRUANCY

A student with excessive unexcused absences or who is absent from school without a valid cause is considered truant. The school will pursue truancy action in such cases, which may include parent conferences, court proceedings, notification to other state agencies, and withdrawal of the student from school.

6.6 EARLY DISMISSALS

Early dismissals from school will only be granted in cases of emergency, as determined by the Director or his/her designee. A student may not be released unless the student's parent/guardian is notified.

6.7 TARDINESS

All students are expected to arrive at school and be in class on time. Students who are excessively tardy to school will be subject to consequences, which may include parent conferences, detention or suspension.

Section 7.0 STUDENT BEHAVIOR EXPECTATIONS

7.1 CODE OF ACADEMIC INTEGRITY

The students of ALIBI, united in a spirit of mutual trust and fellowship, mindful of the values of a true education and the challenges posed by the world, agree to accept the responsibilities for honorable behavior in all academic activities, to assist one another in maintaining and promoting personal integrity, and to follow the principles and procedures in this Code of Academic Integrity.

Definition: Violations of the Code of Academic Integrity may take several forms. Any of the following, without full acknowledgement of the debt to the original source, counts as plagiarism.

- direct duplication, by copying (or allowing to be copied) another's work, whether from a book, article, Web site, another student's assignment, etc.;
- duplication in any manner of another's work during an exam;
- paraphrasing of another's work closely, with minor changes but with the essential meaning, form and/or progression of ideas maintained;
- piecing together sections of the work of others into a new whole;
- submitting one's own work which has already been submitted for assessment purposes in another subject area;
- producing assignments in conjunction with other people (e.g., another student, a tutor) which should be your own independent work.

Note: Students are responsible for adhering to expectations and following the code with all assignments and in all disciplines.

Examples:

The following webpage gives examples of acceptable and unacceptable uses of sources in writing.

www.oregonstate.edu/admin/stucon/plag.htm

The following on-line guide from the Paul Robeson Library also provides an excellent overview of acceptable and unacceptable uses of sources in writing.

www.libraries.rutgers.edu/rul/lib/robeson_lib/flash_presents/text_plag.html

Consequences for not following the academic code of conduct may include receiving a zero on the assignment, failing the course, and/or suspension/expulsion from the school.

7.2 RESPECT FOR SELF AND OTHERS

Behavior: ALIBI students and staff are expected to respect others and support teaching and learning. Prohibited behavior includes offensive language, ignoring a staff request, threats, slander, sexual harassment or misconduct, lying, theft, and fighting. Willfully causing physical harm to another member of the ALIBI community will lead to an expulsion hearing. Any student who steals from the school, another student, or a staff member will be subject to an expulsion hearing.

Vandalism: No one is to injure, destroy, deface or trespass on school property. A clean school environment is important to all and vandalism will be dealt with severely. All Students and Staff are urged to treat the building with care and respect.

Parents/Guardians will be responsible for paying for any damage done by their child. People with any information about damage done to the building or its contents should report it to the ALIBI Director. Writing or spraying inappropriately on or around campus (graffiti), carving on school furniture and/or building fixtures, mishandling a book, breaking a window, destroying equipment or damaging materials are all infringements on the right of the ALIBI community.

Weapons: Guns, knives, explosives, or weapons of any type are not permitted in the school building or anywhere on the premises. Violations will lead to expulsion. Items that appear to be weapons are prohibited as well.

Drugs, alcohol, and tobacco: Drugs, alcohol, and smoking are prohibited in the school and at off-campus school functions. Violations can lead to suspension or in some cases an expulsion hearing.

Personal electronics: Cell phones, pagers and/or beepers, iPods® and similar devices must be off during school hours and stored in backpacks, except during lunch or before and after school hours. Headphones may be used only when provided by, and under the supervision of an ALIBI faculty member.

7.3 DISCIPLINARY CONSEQUENCES

The purpose of disciplinary action at ALIBI is to ensure that both individual students and the ALIBI community stay focused on growth and Learning. Prompt resolution of the problem or issues is expected. Disciplinary actions include a warning to the student, parent notification, and a written commitment by the student to improve his/her behavior and/or performance. In addition, depending on the nature of the infraction and the student's past performance, any or all of the following consequences may be appropriate:

- **Academic consequences:** Infractions that are primarily academic in nature, such as non-participation in class or turning in an assignment late, may result in students receiving a lower grade.

- **Suspension:** A student may be suspended from school as deemed necessary. Academic make-up work is required. Return to school is contingent upon submission of a written essay addressing the issue at hand and stating how the student intends to move forward.
- **Expulsion:** After a proper investigation and hearing, a student may be expelled from ALIBI.

The following represent typical grounds for expulsion:

- The threat, causation or attempted causation of physical injury to another person, including sexual assault.
- Possession of a weapon (e.g., firearms, knives or explosives) or possession of a replica firearm.
- Unlawful possession, use, sale, offer, or being under the influence of any controlled substance, alcoholic beverage or any intoxicant.
- Theft or attempted theft of school or private property.
- Destruction or attempted destruction of school or private property.
- Extortion.
- Obscene or offensive acts or habitual profanity or vulgarity.
- Disruption of school activities or willful defiance of valid school authorities.
- Violation by a student and/or parent/guardian of a policy or procedure as set forth in this student handbook.
- When the student has demonstrated she/he does not value his/her place at the school.
- When expulsion is in the greater interest of the school community.

7.4 UNIFORM CODE

ALIBI students will be participating in internships throughout the city of Milwaukee, therefore the designated school uniform will help them assimilate to the business/corporate world.

The school uniform is designed to be conservative in nature and to enhance the learning environment of our students. We ask that all students and parents abide and support this policy.

Uniform for male students:

- Plain white or light blue button down shirt
- School tie
- Black or gray trousers
- Black or gray socks
- Black belt
- Plain black shoes
- Black or gray V-neck pullover
- Black pullover with school logo
- School blazer

Uniform for female students:

- Plain white or light blue button down shirt
- School tie
- Pleaded skirt
- Black or gray slacks
- Black tights
- White, gray or black socks
- Plain black shoes
- Black or gray pullover
- Black pullover with school logo
- School blazer

Jewelry:

- Conservative and simple in nature
- Nothing that would be considered unsafe or harmful

Not Acceptable:

- Oversize clothing
- Mini skirts
- Hats, caps or/and bandanas
- Chains hooked to wallets, belts, keys etc.
- Spandex or denim material
- Outer jackets or coats worn during school
- Hair coloring that is excessive or extreme.

7.5 CLOSED CAMPUS POLICY

ALIBI is a closed campus ALIBI hours are the following, during which all students must remain on campus.

7:30 a.m. – 2:40 p.m.

Students must always be in class and under the supervision of an adult.

Students who drive their own vehicles to and from school must comply with the following rules. Failure to follow these rules will result in an immediate disciplinary meeting. *Please note: We have an allocation of parking spaces, and students must obtain permission to use one of those spaces (NOTE: THIS SECTION WILL BE MODIFIED AS NECESSARY AFTER THE FACILITY FOR 2007-08 HAS BEEN IDENTIFIED)*

Written Permission

Students cannot leave campus during the school day or without prior written consent from their parents or guardians. This permission form or written note may be given in advance to the front desk staff. An early dismissal slip is needed for students to leave school before the end of the day. The only exception to this closed campus rule is the academic internship program, which requires different approval forms for liability purposes.

Sign Out

Parents must sign their students out at the front desk when students leave campus before the end of the school day. Students must check in at the front desk for a tardy slip, when they return from a midday appointment or when arriving late for school. (Please see Attendance Information).

Driving to School

Students who drive to and from school will be asked to provide the following information:

- Name of student and signature
- Student's Driver's License number
- Parent and/or Guardian name and signature
- Car make and model and license plate number of each vehicle the student may be driving
- Automobile Insurance Policy Number and expiration date

Parking

Students will be issued parking permits in ALIBI parking spaces on a space available basis. Students who drive to school and park elsewhere need to obtain an ALIBI identification tag which must be displayed in the vehicle

Please contact the ALIBI Director for questions regarding the closed campus policy.

Section 8.0 GENERAL INFORMATION

8.1 EMERGENCY CONTACT SHEET

This information is needed to best care for your child if he/she becomes ill during school, or if an emergency should arise.

8.2 MEDICAL CONSENT

This permission form grants ALIBI permission to care for your child in case of an emergency.

8.3 MEDICATION POLICY

A parent or guardian will advise the school administrative office when the parent wishes medication to be administered to a student while at school.

A student who has a parent's written authorization may bring medication to school and take it during school hours. The student shall not possess more than a day's supply of medication. Students who suffer from asthma or other respiratory illnesses that require the medicinal use of inhalers may carry and use inhalers for self-administration during the school day.

A short-term prescription (not to exceed 10 days) shall be in the original labeled container with the student's name, doctor's name, name of medication, amount and frequency of dosage, date of filling, and prescription number. A parent shall submit a written request to the school office that school personnel administer the medication.

For long-term medication needs, written statements addressed to the director shall be requested of (i) the family physician who shall state the necessity of said medication to be given during school hours and (ii) the parent/guardian of the student who shall request school personnel to administer medication as prescribed by the physician.

The parent shall request the physician to prescribe a duplicate container of the medication for the school. The pharmacy shall label the container to include the student's name, doctor's name, name of medication, amount and frequency of dosage, date of filling, prescription number, and telephone number of pharmacy.

A daily log for each medication administered by school personnel shall be kept including the date, name of the student, name of medication, dosage, and name of the person who administered the medication.

A thirty (30) day supply of medication is the maximum amount to be stored at school. All long-term medication authorizations shall expire at the end of the school year. The physician and a parent/guardian shall notify the school when there is to be any change in the administration of the medication.

ALIBI shall maintain a master list of students who are to take medication at school, including the student's name, name of medication, and amount and frequency of dosage. This list shall be kept current and reviewed periodically. Parents/guardians shall inform school personnel of the name of the medication, dosage, time to be administered, and the reason for the administration. The quantity of non-prescription medication stored at school shall not exceed ten (10) days.

All parental and physician requests shall be kept as part of the student file for one (1) year after graduation. All medication must be kept in a locked area.

8.4 VISITORS

Parents/guardians are always welcome to visit the school. In order for visits to be productive, parents are urged to make an appointment with the staff member whom they wish to see. Otherwise, visitors will be limited to persons on official business. Relatives and friends of students may not attend school with them. All visitors are to obtain visitors' passes by checking in at the main office.

8.5 EMERGENCY PROCEDURES

The staff of ALIBI receives training in order to provide for the safety of students, staff and visitors during times of emergency. Emergency preparedness includes fire drills which happen at regular times during the school year.

All alarms are treated as real at ALIBI. In the event of a false alarm, all staff, students and visitors are required to complete an orderly and safe evacuation of the classrooms and building. Staff and students will meet in pre-assigned areas, and will remain there until all students are accounted for and instructed to return to the building or move to a safer area.

Failure to follow emergency procedures or the willful attempt to compromise emergency preparedness at ALIBI schools is grounds for severe consequences, including possible expulsion.

In the case of a major emergency (such as a significant fire), parents and families should contact the ALIBI main number (414) xxx-xxxx for more information. During such an emergency, ALIBI staff will be focused on ensuring that all students are safe and accounted for. Students and parents are asked to do their part by not having a student leave the premises without signing proper releases.

8.6 INCLEMENT WEATHER CLOSING

The Academy of Languages and International Business may close schools for a full or part of a day because of inclement weather or emergency conditions. When such conditions exist, the Director will make the official decision concerning the closing of the

ALIBI facility. When it becomes necessary to open late or release students early, school officials will notify local television and radio stations as soon as a decision has been made.

8.7 CONFIDENTIALITY

Student records are confidential and will only be disclosed as needed and allowed under § 118,125(a), Wisconsin Statutes. Therefore, a parents' access to records is limited to information about their own child. In cases where an education record contains information about more than one child, the information must be separated so that parents do not have access to the records of any child other than their own.

8.8 PARENT RIGHTS TO STUDENT RECORDS

Parents have the right to:

1. Inspect and review their child's record.
2. Seek to amend the record if they believe the record to be inaccurate, misleading, or otherwise in violation of their child's rights.
3. Consent to disclosures of personally identifiable information in the record, with certain exception, as indicated.

8.9 DRUG PARAPHERNALIA

No student or employee shall use, possess or possess with intent to use or sell any drug paraphernalia for purposes prohibited by the controlled substances law while on the premises owned or rented or under the control of ALIBI.

8.10 POSSESSION OR USE OF WEAPONS

It is the goal of ALIBI to provide a safe and healthy environment for all persons on its premises or attending any of its activities or functions. To aid in reaching that goal, ALIBI shall strictly enforce a policy that no person shall possess, use or threaten use of a weapon, firearm, an imitation firearm or an imitation weapon, on school premises, in school vehicles, or at any school-related event.

A weapon is defined as a firearm (loaded or unloaded), knife, razor, chemical irritant including pepper spray, martial arts devices, explosive devices, metal knuckle or any other object which, by the manner in which its use is capable of inflicting bodily harm. An imitation weapon is defined as a toy gun, non-working replica or a weapon, cap gun, starter pistol, or any other object which could reasonably be mistaken as an actual weapon regardless of where it is manufactured for that purpose.

All persons are prohibited by state law from possessing a firearm on school premises, on school sponsored vehicles, or at any school-related event, or within 1,000 feet from the grounds of the school.

Exceptions to this policy shall be made for:

- Weapons under the control of law enforcement personnel; and
- Tools that may be used as weapons but are used in non-threatening manner by school personnel in the completion of the daily endeavors.

A student, age 20 or less, who violates this policy, shall be subject to school disciplinary action, in accordance with state and federal law. Circumstances involving a policy violation, including the age of the student, will be taken into consideration when disciplinary action is being determined.

A violator age 20 or less who is not a student of ALIBI will be subject to appropriate response by ALIBI which will include referral to law enforcement officials.

A person age 21 or more who violates this policy will be referred to law enforcement officials.

A student with exceptional education needs who violates this policy shall be removed from school and placed in an interim alternative educational setting in accordance with the IDEA and state regulations while the violation is being processed.

Weapons will be confiscated by the principal or her designee. A weapon taken from a student will be reported to the student's parents/guardians. The principal will also report the confiscation of the weapon to the Milwaukee Police Department.

8.11 PARENT COMPLAINT PROCEDURE

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

- Contact the classroom teacher, if applicable. If there is a serious issue, you may wish to schedule a meeting rather than by phone.
- If no resolution has been reached, contact the Director.
- If resolution is still not reached, or if your concern is school wide, contact the school for the names and phone numbers of governance board members.

- Unresolved issues may be appealed to the Governance Board in writing. Some complaints may be governed in a different procedural manner based upon the nature of the complaint.

8.12 STUDENT AND PARENT MEDIA RELEASE

ALIBI reserves the right to make, produce, reproduce, exhibit, distribute, publish, and transmit by means of live broadcast, videotape, photograph and print student's name, grade, voice, picture, likeness and actions as an individual in connection with school activities.

Occasionally, classrooms are videotaped for teacher training and supervision purposes.

8.13 INTERNET AND ELECTRONIC MAIL

We are pleased to offer the students of ALIBI access to the school computer network for electronic mail and the Internet.

Access to e-mail and the Internet will enable students to explore thousands of libraries, databases, and bulletin boards while exchanging messages with Internet users throughout the world. Families should be warned that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate or potentially offensive to some people. While our intent is to make Internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the Internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages. But ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using media and information resources. To that end, ALIBI supports and respects each family's right to decide if their child should not have Internet access, and relies on the family to inform us of that choice.

Internet and E-Mail Rules

Students are responsible for good behavior on school computer networks just as they are everywhere in the school environment. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for students to conduct research and communicate with others. Access to network services is given to students who agree to act in a responsible manner. Access is a privilege - not a right. Access entails responsibility.

Individual users of the computer networks are responsible for their behavior and communications over these networks. It is presumed that users will comply with school standards. Beyond the clarification of such standards, ALIBI is not responsible for

restricting, monitoring, or controlling the communications of individuals utilizing the network.

Network storage areas may be accessed by network administrators to review files and communications to maintain system integrity and to ensure that users are using the system responsibly. Users should not expect that files stored on ALIBI servers will always be private. Within reason, freedom of speech and access to information will be honored.

The following are not permitted:

- Sending or displaying offensive messages or pictures
- Using obscene language
- Harassing, insulting or attacking others
- Damaging computers, computer systems or computer networks
- Violating copyright laws
- Using another's password
- Trespassing in another's folders, work or files
- Intentionally wasting limited resources
- Employing the network for commercial purposes

Violations may result in a loss of access as well as other disciplinary or legal action.

8.14 INTELLECTUAL PROPERTY STATEMENT

An intellectual property which is generated at school, or related to school, including, without limitation, all equipment, documents, books, computer disks (and other computer-generated files and data), and copies thereof, created on any medium and furnished to, obtained by, or prepared by any student in the course of or incidental to student matriculation at ALIBI, belong to ALIBI.

Section 9.0 EQUAL EDUCATION OPPORTUNITIES

9.1 STATEMENT OF COMPLIANCE WITH FEDERAL LAW

ALIBI, as an Equal Opportunity Employer, complies with applicable federal and state laws prohibiting discrimination, including Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973. It is the policy of ALIBI that no person, on the basis of race, gender, color, religion, national origin or ancestry, age, marital status, disability, or any other basis prohibited by applicable law, shall be discriminated against in employment, educational programs, or admissions. Questions or concerns regarding this statement should be directed to the principal.

9.2 GENERAL EQUAL EDUCATION POLICY

ALIBI is committed and dedicated to the task of providing the best education possible for every student at ALIBI for as long as the student can benefit from attendance and the student's conduct is compatible with the welfare of the entire student body. The right of the students to be admitted to school, to participate fully in curricular, extracurricular, student services, recreational or other programs and activities shall not be abridged or impaired because of a student's gender, religion, color, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, disability, or any other factor protected by applicable state or federal law. Students who have been identified as having a disability shall be provided with appropriate educational services or programs, regardless of the nature or severity of the disability. This policy applies even if such students are not covered by the provisions of the IDEA or applicable state law. ALIBI will also provide for the reasonable accommodation of a student's sincerely held religious beliefs with regard to examination and other academic requirements. Requests for religious accommodation shall be made in writing and be approved by the Director. Any accommodations or program modifications granted shall be provided to students without prejudicial effect. Complaints regarding the interpretation or application of this policy will be referred to the Director and processed in accordance with established procedures.

9.3 STUDENT HARASSMENT

ALIBI seeks to provide a learning environment free from any form of harassment or intimidation toward and between students. Therefore, ALIBI will not tolerate harassment in any form and will take all necessary and appropriate action to eliminate it. Harassment or intimidation can arise from a broad range of physical or verbal behavior which can include, but is not limited to, the following: physical or mental abuse, racial insults, ethnic slurs, religious slurs, unwelcome sexual advances and touching.

It is the responsibility of administrators, staff members and all students to ensure that these prohibited activities do not occur. Any student who believes that he/she has been the subject of harassment shall report the matter in accordance with established discrimination complaint procedures. If the student is not comfortable making a

complaint to the designated person, the complaint may be made to a teacher, counselor or other employee with the understanding that he/she will report the complaint through proper channels.

There shall be no retaliation against students who file complaints under this policy. All complaints shall be investigated in a timely manner. Violations of this policy are subject to consequences, up to and including suspension or expulsion.

9.4 COMPLAINT PROCEDURE FOR STUDENT NON-DISCRIMINATION POLICY

Any complaint regarding the interpretation or application of ALIBI's nondiscrimination or harassment policy shall be processed in accordance with the following procedures:

- Any student or parent complaining of discrimination on the basis of gender, race, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, disability or any other basis prohibited by applicable law in school programs or activities shall report the complaint in writing to the Director.
- The Director, upon receiving such a written complaint, shall undertake an investigation of the suspected infraction. The Director will review with all appropriate persons, the facts comprising the alleged discrimination. Within 15 days of receiving the complaint, the Director will decide the merits of the complaint, determine the action to be taken, if any, and report in writing the findings and the resolution of the complaint to the grievant.
- If the individual is dissatisfied with the decision of the Director, he/she may appeal the decision in writing to the School Governance Board. The Board shall hear the appeal at its next regular meeting, or a special meeting may be called for the purpose of hearing the appeal. The Board shall make its decision in writing within 15 days after the hearing. Copies of the written decision shall be mailed or delivered to the grievant and the Director.
- If the individual is dissatisfied with the Board's decision, he/she may, within 30 days, appeal the decision in writing to the State Superintendent of Public Instruction.
- Discrimination complaints relating to the identification, evaluation, educational placement, or the provision of free appropriate public education of a child with exceptional educational needs shall be ALIBI's special education handbook.
- Discrimination complaints relating to programs specifically governed by federal law or regulation shall be referred directly to the State Superintendent of Public Instruction.

9.5 INTERNATIONAL EXPERIENCE/ IMMERSION PROGRAM

The curriculum at ALIBI is designed to help students develop awareness of international issues. Instead of organizing curriculum around the different regions of the world, students learn about international issues that are shared around the globe, such as world trade, water pollution, energy consumption, epidemics and disease, revolution, health care, poverty and class issues, population growth, pluralism, immigration and border issues, world hunger, human rights, colonialism, genocide, gender issues, political systems, globalization, nuclear proliferation, etc. By looking at these and other international issues from multiple perspectives, students at ALIBI develop a wider view of the world that can lead to responsible and involved citizenship in the international community.

Students and teachers also have the opportunity to collaborate with schools from around the world. We have already begun to develop relationships with schools in China and Guatemala and are looking for ways to build a network of international sister schools.

Part of the culture at ALIBI is the belief that some of the most important learning experiences are not available within the four walls of a classroom. For example, it is difficult to recreate the curiosity and awe inspired when walking the Inca trail and observing the ruins at Machu Picchu in Peru without immersing yourself in that experience. History becomes a living, tangible concept and the desire to communicate in another language is often sparked when traveling.

During the spring semester, ALIBI will host a Multicultural Week to expose students to different cultural traditions and perspectives. Students have the option of participating in local workshops and field trips that explore the international community in Milwaukee. By the 2008-2009 school year, it is planned to offer Immersion Trips, the locations of which will vary from year to year, but each trip will have an educational focus that explores the history, language, culture and ecology of the region. Students are encouraged to help earn money for their trips through our fundraising program and plan ahead if they wish to go on a larger trip at some point during their 4 years at ALIBI. Limited scholarships are also available based on financial need. If you have any questions about our Immersion Program, please contact our Immersion Program Coordinator.

Reporting to the Charter School Review Committee

The Academy of Languages and International Business, Inc. (ALIBI) will report to the Charter School Review Committee at their request and in the methods they require.

**Section 10.0
SUMMARY**

The expectations contained in this handbook are not all-inclusive, meaning that they do not cover each and every situation which may arise. However, when those situations do arise, they will be dealt with in a comparable manner. Below is a sample receipt for the Student/Parent Handbook. A duplicate is found on the next page. Please sign and date the receipt form on the next page and return it to the Director.

“SAMPLE”

RECEIPT FOR STUDENT/PARENT HANDBOOK

I have received and read a copy of the Student/Parent Handbook for ACADEMY OF LANGUAGES AND INTERNATIONAL BUSINESS. I understand that the policies and procedures described in it are subject to change at the sole discretion of ALIBI at any time.

Parent's Printed Name

Parent's Signature

Student's Printed Name

Student's Signature

Date:

RECEIPT FOR STUDENT/PARENT HANDBOOK

I have received and read a copy of the Student/Parent Handbook for ACADEMY OF LANGUAGES AND INTERNATIONAL BUSINESS. I understand that the policies and procedures described in it are subject to change at the sole discretion of ALIBI at any time.

Parent's Printed Name

Parent's Signature

Student's Printed Name

Student's Signature

Date:

KOMISAR BRADY & CO., LLP

CERTIFIED PUBLIC ACCOUNTANTS

633 West Wisconsin Avenue, Suite 900
Milwaukee, Wisconsin 53263-1907

Phone 414/271-3966 • Fax 414/271-3502
E-mail kb&co@komisarbrady.com

August 30, 2006

Ms. Rose M. Martin
THE ACADEMY OF LANGUAGES AND
INTERNATIONAL BUSINESS, INC.
608 S. 26th Street
Sheboygan, WI 53081

Dear Ms. Martin:

We appreciate the opportunity to submit this proposal for auditing services our firm would provide for the proposed High School for The Academy of Languages and International Business, Inc. that will be located in Milwaukee, Wisconsin.

We will audit the statement of financial position of Innovators as of June 30, 2008, and the related statements of activities, functional expenses, expenditures of state and federal awards, and cash flows for the year then ended.

Audit Objectives

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. The objective also includes reporting on:

- Internal control related to the financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

The reports on internal control and compliance will each include a statement that the report is intended for the information and use of the audit committee, management, specific legislative or regulatory bodies, federal awarding agencies (Charter School Selection Committee of the City of Milwaukee) and, if applicable, pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Our audit will be conducted in accordance with U.S. generally accepted auditing standards; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single audit Act Amendments of 1996; and the provisions of OMB Circular A-133, and will include tests of accounting records, a determination of major programs in accordance with OMB Circular A-133, and other procedures we consider necessary to enable us to express such an opinion and to render the required reports. If our opinion on the financial statements or the Single audit compliance opinion is other than unqualified, we will discuss the reasons with management in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement.

Audit Procedures – General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from errors, fraudulent financial reporting, misappropriation of assets, or violations of laws or governmental regulations that are attributable to the Organization or to acts by management or employees acting on behalf of the Organization. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse. As required by the Single Audit Act Amendments of 1996 and OMB Circular A-133, our audit will include tests of transactions related to major state and federal award programs for compliance with applicable laws and regulations and the provisions of contracts and agreements. Because an audit is designed to provide reasonable, but not absolute, assurance and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements or noncompliance may exist and not be detected by us. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or to major programs. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected funding sources, creditors, and financial institutions. We will also request written representations from the Organization's attorneys as part of the engagement, and they may bill the Organization for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from management about the financial statements and related matters.

Audit Procedures – Internal Control

In planning and performing our audit, we will consider the internal control sufficient to plan the audit in order to determine the nature, timing, and extent of our auditing procedures for the purpose of expressing our opinions on Innovator's financial statements and on its compliance with requirements applicable to major programs.

We will obtain an understanding of the design of the relevant controls and whether they have been placed in operation, and we will assess control risk. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Tests of controls relative to the financial statements are required only if control risk is assessed below the maximum level. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by OMB Circular A-133, we will perform tests of controls to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major state and federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to OMB Circular A-133.

An audit is not designed to provide assurance on internal control or to identify reportable conditions. However, we will inform the governing body or audit committee of any matters involving internal control and its operation that we consider to be reportable conditions under standards established by the American Institute of Certified Public Accountants. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control that, in our judgment, could adversely affect the entity's ability to record, process, summarize, and report financial data consistent with the assertions of management in the financial statements. We will also inform management of any nonreportable conditions or other matters involving internal control, if any, as required by *Government Auditing Standards* and OMB Circular A-133.

We expect to begin our audit in July 2008 of the designated contract year, and to complete your information returns and issue our reports no later than September 30, 2008 or alternative dates as required.

Our fees for these services will be based on the actual time spent at our standard hourly rates, plus travel and other out-of-pocket costs such as report production, typing, postage, etc. The fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate. We estimate the cost of the audit to be \$8,000. We will bill only for actual fees incurred and will not bill above the quoted amount unless we encounter unexpected problems requiring a change in the scope of our work.

You may request that we perform additional services not addressed in this proposal. If this occurs, we will communicate with you the scope of the additional services and the estimated fees. We will also be available to provide ongoing accounting assistance and consulting services on an as-needed basis. This work would be billed at individual hourly rates for accounting and consulting services and depends on the level of the individuals performing the services and approximate the following:

Partner	\$180
Supervision	\$95-\$115
Accounting/tax staff	\$75-\$90

Government Auditing Standards requires that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our 2003 peer review report accompanies this letter.

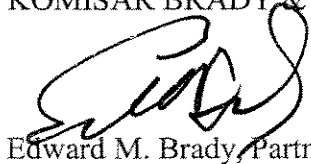
Parental Private School Choice Program

The quote of \$8,000 as identified in the section titled "audit administration, fees, and other" does not include fees to audit Innovator's Parental Choice Program Financial Information Report ("FIR") to the Wisconsin Department of Public Instruction as required by Wisconsin Administrative Code Chapter PI 35 ("PI 35"). If your charter school does qualify under this program, we would be required to amend this proposal, as an audit of the FIR would be separate in procedures and objectives from a single audit of a non-profit organization's financial statements. The objective of our report to the Wisconsin Department of Instruction on the school's compliance or non-compliance with sound fiscal practices required by PI 35 is to determine and report on the extent to which the school does or does not comply with such practices. The objective of our audit of the financial statements is the expression of an opinion whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles.

If you have any questions regarding the proposal or need further clarification, please contact me at (414) 271-3966. We want to thank you for allowing us the opportunity to submit this proposal.

Very truly yours,

KOMISAR BRADY & CO., LLP



Edward M. Brady, Partner

MANN . WEITZ & ASSOCIATES L.L.C.

Certified Public Accountants and Consultants

108 Wilmot Road Deerfield, IL 60015
PHONE 847.267.3400 FAX 847.267.3401
Email: info@mannweitz.com

August 27, 2003

To the Partners
Komisar, Brady & Co., L.L.P.

We have reviewed the system of quality control for the accounting and auditing practice of Komisar, Brady & Co., L.L.P. (the firm) in effect for the year ended March 31, 2003. A system of quality control encompasses the firm's organizational structure and the policies adopted and procedures established to provide it with reasonable assurance of conforming with professional standards. The elements of quality control are described in the Statements on Quality Control Standards issued by the American Institute of Certified Public Accountants (AICPA). The design of the system and compliance with it are the responsibility of the firm. Our responsibility is to express an opinion on the design of the system, and the firm's compliance with the system based on our review.

Our review was conducted in accordance with standards established by the Peer Review Board of the AICPA. In performing our review, we obtained an understanding of the system of quality control for the firm's accounting and auditing practice. In addition, we tested compliance with the firm's quality control policies and procedures to the extent we considered appropriate. These tests covered the application of the firm's policies and procedures on selected engagements. Because our review was based on selective tests, it would not necessarily disclose all weaknesses in the system of quality control or all instances of lack of compliance with it.

Because there are inherent limitations in the effectiveness of any system of quality control, departures from the system may occur and not be detected. Also, projection of any evaluation of a system of quality control to future periods is subject to the risk that the system of quality control may become inadequate because of changes in conditions, or because the degree of compliance with the policies or procedures may deteriorate.

In our opinion, the system of quality control for the accounting and auditing practice of Komisar, Brady & Co., L.L.P. in effect for the year ended March 31, 2003, has been designed to meet the requirements of the quality control standards for an accounting and auditing practice established by the AICPA and was complied with during the year then ended to provide the firm with reasonable assurance of conforming with professional standards.

Mann, Weitz & Associates L.L.C.



ATTACHMENT T

IDEA POLICIES AND PROCEDURES MANUAL

**SPECIAL EDUCATION GUIDE
FOR EDUCATING STUDENTS WITH
DISABILITIES**

**The Academy of Languages and International
Business, Incorporated.**

Milwaukee, Wisconsin

Reporting to the Charter School Review Committee

The Academy of Languages and International Business, Inc. (ALIBI) will report to the Charter School Review Committee at their request and in the methods they require.

Under Section 504 of the *Rehabilitation Act* and Title II of the *Americans with Disabilities Act (ADA)*, The Academy of Languages and International Business, Inc. is mandated to provide a free appropriate public education to each qualified person with a disability within its jurisdiction, regardless of the nature or severity of the person's disability.

The Academy of Languages and International Business, Incorporated has developed an abbreviated guide for its Special Education Department. This guide is also included in the Policy & Procedures Manual.

Definitions

For the purpose of these policies, the following definitions apply:

Assistive technology device is any item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of a child with a disability.

Assistive technology service is any service that directly assists a child with a disability in the selection, acquisition or use of an assistive technology device, including all of the following:

- evaluating the needs of the child, including a functional evaluation of the child in the child's customary environment;
- coordinating and using other therapies, interventions or services with assistive technology devices, such as those associated with existing education and rehabilitative plans and programs;
- training or technical assistance for the child or, if appropriate, the child's family; and
- training or technical assistance for professionals, including individuals providing education and rehabilitation services, employers or other individuals who provide services to, employ or are otherwise substantially involved in the major life functions of that child.

Child is any person who is at least three years old but not yet 21 years old and who has not graduated from high school and, for the duration of a school term, any person who becomes 21 years old during that school term and who has not graduated from high school.

Child with a disability is a child who, by reason of any of the following, needs special education and related services:

- cognitive disabilities;
- hearing impairments;
- speech or language impairments;
- visual impairments;
- emotional disturbance;
- orthopedic impairments;
- autism;
- traumatic brain injury;

- other health impairments; and/or
- learning disabilities.

If it is determined through an appropriate evaluation that a child has one of the impairments listed above but only needs a related service and not special education, the child is not a child with a disability. "Child with a disability" may, at the discretion of ALIBI and consistent with Department of Public Instruction rules, include a child who, by reason of his or her significant developmental delay, needs special education and related services.

Consent means:

- the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
- the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
- the parent also understands the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i.e., it does not negate an action that has occurred after the consent was given and before the consent was revoked).

Controlled substance is a drug or other substance identified under schedules I, II, III, IV, V in section 202(c) of the Controlled Substance Act [21 U.S.C. 812(c)].

Destruction as used in the section on confidentiality in these policies, is the physical destruction or removal of personal identifiers from information so the information is no longer personally identifiable.

Division is the Division for Learning Support: Equity and Advocacy in the Department of Public Instruction.

Evaluations are procedures used to determine whether a child has a disability and the nature and extent of the special education and related services the child needs.

Free appropriate public education (FAPE) is special education and related services that are provided at public expense and under public supervision and direction, meet the standards of the Department of Public Instruction, include an appropriate preschool, elementary or secondary school education and are provided in conformity with an individualized education program (IEP).

General curriculum means the same curriculum used for non-disabled children.

Hearing officer is an independent examiner appointed to conduct hearings under § 115.80, Wis. Stats.

Independent educational evaluation is an evaluation conducted by a qualified examiner who is not employed by the public agency responsible for the education of the child in question.

Individualized educational program (IEP) is a written statement for a child with a disability that is developed, reviewed and revised in accordance with § 115.787, Wis. Stats.

Local educational agency (LEA) except as otherwise provided, is the school district in which the child with a disability resides, the Department of Health and Family Services if the child with a disability resides in an institution or facility operated by the Department of Health and Family Services, or the Department of Corrections if the child with a disability resides in a Type 1 secured correctional facility, as defined in § 938.02(19), Wis. Stats, or a Type I prison, as defined in § 301.04(5), Wis. Stats.

Native language for individuals with limited English proficiency means the language normally used by that individual. For children with limited English proficiency, the term means the language normally used by the parents of the child, except that in all direct contact with a child (including evaluation of the child), the term means the language normally used by the child in the home or learning environment. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).

Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities and employment by the public agency and assistance in making outside employment available.

Parent is any of the following: a biological parent; a husband who has consented to the artificial insemination of his wife under 891.40; a male who is presumed to be the child's father under § 891.41; a male who has been adjudicated the child's father under Sub.ch. VIII of Ch. 48, under § 767.45 to 767.51, by final order or judgment of an Indian tribal court of competent jurisdiction or by final order or judgment of a court of competent jurisdiction in another state; an adoptive parent; a legal guardian; a person acting as a parent of a child; a person appointed as a sustaining parent under 48.428; or a person assigned as a surrogate parent under 115.792(1)(a)2; a foster parent, if the right and responsibility of all of the aforementioned individuals to make educational decisions concerning the child has been extinguished by termination of parental rights, by transfer of guardianship or legal custody or by other court order; the foster parent has an ongoing, long-term parental relationship with the child; the foster parent is willing to make educational decisions required of parents under special education law; and the foster parent has no interests that would conflict with the interests of the child.

Parent does not include any person whose parental rights have been terminated; the state or a county or a child welfare agency if a child was made a ward of the state or a county or child welfare agency under Ch. 880 or if a child has been placed in the legal custody or guardianship of the state or a county or a child welfare agency under Ch. 48 or Ch. 767; or an American Indian tribal agency if the child was made a ward of the agency or placed in the legal custody or guardianship of the agency.

Person acting as a parent of a child is a relative of the child or a private individual allowed to act as a parent of a child by the child's biological or adoptive parents or guardian, and includes the child's grandparent, neighbor, friend or private individual caring for the child with the explicit or tacit approval of the child's biological or adoptive parents or guardian. "Person acting as a

parent of a child" does not include any person that receives public funds to care for the child if such funds exceed the cost of such care. ALIBI only permits a foster parent to act as a parent of a child if the natural parents' authority to make educational decisions on the child's behalf has been extinguished under state law; and the foster parent has an ongoing, long-term parental relationship with the child, is willing to make the educational decisions required of parents under the Act and has no interest that would conflict with the interests of the child.

Participating agency is a state or local agency other than ALIBI that is financially and legally responsible for providing transition services to the student.

Participating agency as used in the section on *Confidentiality of Information* in these policies, is any agency or institution that collects, maintains or uses personally identifiable information, or from which information is obtained, under the Individuals with Disabilities Education Act.

Personally identifiable is that information which includes the name of the child, the child's parent or other family member; the address of the child; a personal identifier such as the child's social security number or student number; or a list of personal characteristics or other information that would make it possible to identify the child with reasonable certainty.

Qualified is a person that has met the Department of Public Instruction requirements that apply to the area in which he/she is providing special education or related services.

Related services means transportation and such developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education and includes speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

In this definition:

"Audiology" includes:

- identification of children with hearing loss;
- determination of the range, nature, and degree of hearing loss including referral for medical or other professional attention for the habilitation of hearing;
- provision of habilitative activities such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation and speech conservation;
- creation and administration of programs for prevention of hearing loss;
- counseling and guidance of pupils, parents and teachers regarding hearing loss; and
- determination of the child's need for group and individual amplification, selecting and fitting an appropriate aid and evaluating the effectiveness of amplification.

Counseling services are services provided by qualified social workers, psychologists, guidance counselors or other qualified personnel.

Early identification and assessment of disabilities in children is the implementation of a formal plan for identifying a disability as early as possible in a child's life.

Medical services are services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.

Occupational therapy includes:

- improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
- improving ability to perform tasks for independent functioning if functions are impaired or lost; and
- preventing, through early intervention, initial or further impairment or loss of function.

Orientation and mobility services are services provided to blind or visually impaired students by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community, including:

- teaching students spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to establish, maintain, or regain orientation and line of travel (for example, using sound at a traffic light to cross the street);
- teaching students to use the long cane, as appropriate, to supplement visual travel skills or as a tool for safely negotiating the environment for students with no available travel vision;
- teaching students to understand and use remaining vision and distance low vision aids, as appropriate; and
- other concepts, techniques, and tools, as determined appropriate.

Parent counseling and training is assisting parents in understanding the special needs of their child and providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's individualized education program.

Physical therapy is service provided by a qualified physical therapist.

Psychological services include:

- administering psychological and educational tests, and other assessment procedures;
- interpreting assessment results;

- obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
- consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations;
- planning and managing a program of psychological services, including psychological counseling for children and parents; and
- assisting in developing positive behavioral intervention strategies.

Recreation includes:

- therapeutic recreation services;
- recreation programs in schools and community agencies

Rehabilitation counseling services are services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability.

School health services are services provided by a qualified school nurse or other qualified person.

Social work services in schools include:

- preparing a social or developmental history on a child with a disability;
- group and individual counseling with the child and family;
- working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
- mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
- assisting in developing positive behavioral intervention strategies.

Speech-language pathology services include:

- identification of children with speech or language impairments;
- diagnosis and appraisal of specific speech or language impairments;

- referral for medical or other professional attention necessary for the habilitation of speech or language impairments;
- provision of speech and language services for the habilitation or prevention of communicative impairments; and
- counseling and guidance of parents, children, and teachers regarding speech and language impairments.

Transportation includes:

- travel to and from school and between schools;
- travel in and around school buildings; and
- specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

School day is any day, including a partial day that children are in attendance at school for instructional purposes. The term "school day" has the same meaning for all children in school, including children with and without disabilities.

Secondary school is a nonprofit institutional day or residential school that provides secondary education, as determined under Wisconsin law, except that it does not include any education beyond grade 12.

Special education is specially-designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including:

- instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings;
- instruction in physical education;
- speech-language pathology services, or any other related service, if the service consists of specially-designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, and is considered special education rather than a related service under Wisconsin standards;
- travel training if it consists of specially-designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability; and
- vocational education if it consists of specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability.

The terms in the definition of special education are defined as follows:

At no cost means that all specially designed instruction is provided without charge, but does not preclude incidental fees that are normally charged to non-disabled students or their parents as a part of the regular education program.

Physical education is the development of:

- physical and motor fitness;
- fundamental motor skills and patterns; and
- skills in aquatics, dance, and individual and group games and sports (including intramural and lifetime sports).

The term includes special physical education, adaptive physical education, movement education and motor development.

Specially-designed instruction is adapting content, methodology or delivery of instruction:

- to address the unique needs of an eligible child under this part that result from the child's disability and
- to ensure access of the child to the general curriculum, so he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.

Travel training is providing instruction, as appropriate, to children with significant cognitive disabilities and any other children with disabilities who require this instruction to:

- enable them to develop an awareness of the environment in which they live and
- learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work and in the community).

Vocational education is organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment.

Substantial evidence means beyond a preponderance of the evidence.

Supplementary aids and services are aids, services and other supports that are provided in regular education classes or other education-related settings to enable a child with a disability to be educated with non-disabled children to the maximum extent appropriate.

Transition services are a coordinated set of activities that are:

- designed within an outcome-oriented process that promotes movement from school to post-school activities, including post secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation;
- are based on the individual student's needs, taking into account the student's preferences and interests; and

include:

- instruction;

- related services;
- community experiences;
- the development of employment and other post-school adult living objectives; and
- if appropriate, acquisition of daily living skills and functional vocational evaluation.

Weapon has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

Full Educational Opportunity Goal

It is the goal of Academy of Languages and International Business, Incorporated (ALIBI) to provide full educational opportunity to all children with disabilities. ALIBI has available to all of its children with disabilities the variety of educational programs and services available to non-disabled children, including art, music or any program or activity in which non-disabled children participate.

Free Appropriate Public Education (FAPE)

All children with disabilities attending ALIBI are provided a free appropriate public education. Special education and related services are provided to all students with disabilities, including children with disabilities who have been suspended or expelled from school. Children with disabilities entitled to a free appropriate public education are children age three, but not yet 21 who have not graduated from high school with a regular high school diploma and, for the duration of a school term, persons who become 21 years old during that school term and who have not graduated from high school with a regular diploma. The special education and related services provided to children addresses all of their special education and related services needs.

ALIBI provides prior written notice of a change in placement consistent with the requirements in the law when a child with a disability graduates from high school with a regular diploma.

ALIBI ensures that an individualized education program (IEP) is current for each eligible child.

When ALIBI conducts a manifestation determination and determines that the behavior at issue is not a manifestation of the child's disability, ALIBI provides services necessary to enable a child to appropriately progress in the general curriculum and appropriately advance toward achieving the individualized education program goals during a period of removal. In such a case, the child's individualized education program team determines the extent of the services.

ALIBI provides services consistent with requirements relating to an appropriate interim alternative educational setting, if the removal is:

- for drug or weapons offenses under the law; or based on a hearing officer decision that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

HEARING AIDS

ALIBI ensures that hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly.

PHYSICAL EDUCATION

Physical education services, specially designed if necessary, are made available to every child with a disability. Each child with a disability is afforded the opportunity to participate in regular physical education programs available to non-disabled children unless the child is enrolled full time in a separate facility, or the child needs specially designed physical education as prescribed in the child's individualized education program.

If specially designed physical education is prescribed in a child's individualized education program, ALIBI provides the services directly or makes arrangements for those services to be provided through other public or private programs.

ASSISTIVE TECHNOLOGY

ALIBI makes available assistive technology devices or assistive technology services, or both, to a child with a disability if required as part of the child's special education, related services, or supplementary aids and services.

PARTICIPATION IN ASSESSMENTS

Children with disabilities are included in statewide and district-wide assessments with appropriate accommodations and modifications if necessary. Those children who cannot participate in statewide or district-wide assessments participate in alternative assessments. Needed accommodations and modifications or alternate assessments are identified by the individualized education program team and are specified in the child's (IEP).

METHODS OF ENSURING A FREE APPROPRIATE PUBLIC EDUCATION

ALIBI provides or pays for services that are considered special education and related services that are necessary for ensuring a free appropriate public education to the child in a timely manner.

When ALIBI uses Medicaid or other public insurance benefits programs in which a child participates to provide or pay for special education and related services necessary for the child to receive a free appropriate public education as permitted under the public insurance program, ALIBI does not:

- require parents to sign up for or enroll in public insurance programs in order for their child to receive a free appropriate public education under Part B of the Act;

- require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for special education and related services; or
- use a child's benefits under a public insurance program if that use would:
- decrease available lifetime coverage or any other insured benefit,
- result in the family paying for services that would otherwise be covered by the public,
- increase premiums or lead to the discontinuation of insurance or
- risk loss of eligibility for home and community-based waivers based on aggregate health-related expenditures.

Each time ALIBI proposes to access the proceeds of a parents' private insurance to provide services necessary for the child to receive a free appropriate public education, ALIBI:

- obtains informed parent consent in accordance with the **law**; and
- informs the parents that their refusal to permit the public agency to access their private insurance does not relieve the public agency of its responsibility to ensure that all required services are provided at no cost to the parents.

ALIBI ensures there is no delay in implementing a child's individualized education program including any case in which the payment source for providing or paying for special education and related services to the child is being determined.

Public information

ALIBI makes available upon request, documents relating to ALIBI's eligibility for state and federal special education funds. Any state or federal aid that is made available to ALIBI for special education and related services are used by ALIBI to comply with the requirements of special education law.

If ALIBI receives a notice from the Department of Public Instruction that it is in noncompliance with respect to state or federal special education law and the Department of Public Instruction is proposing to reduce or withhold any further payments to ALIBI until the Department of Public Instruction is satisfied ALIBI is complying with that requirement, ALIBI gives public notice of the pending state actions.

Individualized Education Program Team

ALIBI establishes an individualized education program team for each child.

The individualized education program (IEP) team for each child includes:

- the parents of the child;

- at least one regular education teacher of the child if the child is, or may be, participating in a regular educational environment;
- at least one special education teacher who has knowledge and experience related to the child's known or suspected disability or, where appropriate, at least one special education provider of the child;

A representative of ALIBI:

- who is qualified to provide or supervise the provision of special education,
- who is knowledgeable about the general curriculum,
- who is knowledgeable about the availability of and authorized to commit the resources of ALIBI, and
- who can interpret the instructional implications of evaluation results
- when determining the child's educational placement, is knowledgeable about the child and the placement options;
- at the discretion of the parent or ALIBI, other individuals who have knowledge or special expertise about the child, including related services personnel as appropriate (the determination of the individual's knowledge or special expertise is made by the party [parents or ALIBI] who invited the individual to be a member of the individualized education program);
- other agencies who may be responsible for the provision or payment of transition services; and
- when the purpose of the meeting will be consideration of transition services, the student.

If an invited agency does not send a representative to the meeting, ALIBI takes other steps to obtain the agency's participation in planning transition services. If the student does not attend the individualized education program meeting, ALIBI takes other steps to ensure consideration of the student's preferences and interests.

PARENT PARTICIPATION IN INDIVIDUALIZED EDUCATION PROGRAM TEAM MEETINGS

ALIBI takes steps to ensure that one or both of the parents of a child with a disability are present at each individualized education program meeting or are afforded the opportunity to participate, including:

- notifying parents of the meeting early enough to ensure that they will have an opportunity to attend and
- scheduling the meeting at a mutually agreed on time and place.

The notice required in this policy indicates the purpose, time, and location of the meeting and who will be in attendance and informs the parents of the provisions in these policies relating to the participation of other individuals on the individualized education program team who have knowledge or special expertise about the child.

For a student with a disability beginning at age 14, or younger, if appropriate, the notice also:

- indicates that a purpose of the meeting will be the development of the required statement of the transition services needs of the student and
- indicates that ALIBI will invite the student.

For a student with a disability beginning at age 16, or younger, if appropriate, the notice:

- indicates a purpose of the meeting is the consideration of needed transition services for the student;
- indicates ALIBI will invite the student; and
- identifies any other agency that will be invited to send a representative.

If neither parent can attend, ALIBI uses other methods to ensure parent participation, including individual or conference telephone calls.

ALIBI conducts meetings without a parent in attendance if ALIBI is unable to convince the parents that they should attend. In this case, ALIBI has a record of its attempts to arrange a mutually agreed on time and place, such as:

- detailed records of telephone calls made or attempted and the results of those calls;
- copies of correspondence sent to the parents and any responses received; and
- detailed records of visits made to the parent's home or place of employment and the results of those visits.

ALIBI takes whatever action is necessary to ensure that the parent understands the proceedings at the individualized education program meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. ALIBI gives the parent a copy of the child's individualized education program at no cost to the parent.

INDIVIDUALIZED EDUCATION PROGRAM TEAM DUTIES

The individualized education program team does all of the following:

- evaluates the child to determine the child's eligibility or continued eligibility for special education and related services, and the educational needs of the child;
- develops an individualized education program (IEP) for the child;
- develops the child's individualized education program in collaboration with appropriate personnel designated by ALIBI

- determines the special education placement for the child in conformity with the least restrictive environment policies of ALIBI.

TIMELINE

ALIBI provides a notice of placement to the parents within 90 calendar days from the receipt of the referral or the initiation of a reevaluation. Before the expiration of the 90-day period, if an extension is needed ALIBI informs the child's parents of the need and reasons for an extension. ALIBI requests the child's parent to agree in writing to a specific extension of time beyond the **90-day** period. If parental approval cannot be obtained, ALIBI may request an extension from the Department of Public Instruction, Division for Learning Support: Equity and Advocacy, before the expiration of the 90-day period. ALIBI informs the division of the reasons for the request and demonstrates that it has acted in good faith and that there is good cause for an extension.

At the beginning of any meeting to address the evaluation, individualized education program, or placement, ALIBI informs the child's parents of their right to additional time and their right to a copy of the evaluation report. If the parents of the child or ALIBI staff determines at any point during the process of evaluation, development of the individualized education program, or placement, that additional time is needed to permit meaningful parent participation, ALIBI provides it.

Evaluation

As part of an initial evaluation of a child and as part of any reevaluation of a child, the individualized education program team and other qualified professionals, as determined by ALIBI:

- reviews existing evaluation data on the child, including evaluations and information provided by the child's parents, previous interventions and the effects of those interventions, current classroom-based assessments and observations, and observations by teachers and related services providers; and
- on the basis of that review and information provided by the child's parents, identifies the additional data, if any, that are needed, and the qualifications of the evaluators that are needed, to determine:
 - whether the child has a particular category of disability or, in case of a reevaluation of a child, whether the child continues to have such a disability;
 - the present levels of performance and educational needs of the child;
 - whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and/or

- whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable, annual goals specified in the child's individualized education program and to participate, as appropriate, in the general curriculum.

ALIBI does not require parental consent before reviewing existing data as part of an evaluation or reevaluation or administering a test or other evaluation that is administered to all children unless, before administration of that test or evaluation, ALIBI requires consent for all children.

ALIBI notifies the parents of the child, in accordance with the notice provisions in the law, of any evaluation procedures ALIBI proposes to conduct, the qualifications of the individuals who will conduct the evaluation and their names, if known.

ALIBI obtains informed consent from the child's parent before administering tests or other evaluation materials to the child. Parental consent for the evaluation does not constitute consent for placement for receipt of special education and related services.

Each individualized education program team participant who administers tests, assessments or other evaluation materials as part of an evaluation or reevaluation of a child prepares and makes available to all team participants at a team meeting a written summary of the participant's findings that will assist with program planning.

INDIVIDUALIZED EDUCATION PROGRAM TEAM DETERMINATION OF ELIGIBILITY OR CONTINUING ELIGIBILITY (INITIAL AND REEVALUATION)

Following a review of existing data and administration of tests and other evaluation materials (if any), the individualized education program team determines whether the child is or continues to be a child with a disability. For a child who does not otherwise meet the eligibility criteria under state law, the individualized education program team does not determine that the child is a child with a disability solely because the child has received insufficient instruction in reading or math or because the child has limited proficiency in English. In interpreting evaluation data for the purpose of determining if a child is a child with a disability, and the educational needs of the child, ALIBI draws upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior. ALIBI ensures that information obtained from all of these sources is documented and carefully considered.

REEVALUATION

In conducting reevaluations, the individualized education program team:

- evaluates a child, with a disability in accordance with the law before determining that the child is no longer a child with a disability and
- reevaluates a child with a disability in accordance with the law if ALIBI determines that conditions warrant a reevaluation or if the child's parent or teacher requests a reevaluation, but at least once every 3 years.

ALIBI obtains informed consent from the child's parent before administering new tests and other evaluation materials. ALIBI proceeds without consent only if ALIBI has taken reasonable measures to obtain the consent and the child's parents have failed to respond. Reasonable measures are the measures required for conducting an individualized education program meeting without a parent in attendance.

If the individualized education program team finds no additional information is needed to determine whether a child continues to be a child with a disability, ALIBI notifies the child's parents of that finding and the reasons for it, and that the parent has a right to request an assessment to determine whether the child continues to have a disability. ALIBI conducts such an assessment if the parent requests it.

EVALUATION REPORT

If the individualized education program team determines a child is or continues to be a child with a disability, the team prepares an evaluation report that includes documentation of the determination of eligibility. ALIBI will provide each IEP participant with a copy of the evaluation report. ALIBI will also give a copy to the child's parents with the notice of placement.

If the individualized education program team determines a child is not a child with a disability, the team prepares an evaluation report. The report identifies any educational needs of the child and any services offered by ALIBI from which the child may benefit and includes information about any programs and services, other than those offered by ALIBI that may benefit the child. ALIBI gives a copy of the evaluation report to the child's parents with the notice that the child does not have a disability.

EVALUATION SAFEGUARDS

When ALIBI evaluates a child with a disability, it:

- ensures materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure they measure the extent to which the child has a disability and needs special education rather than measuring the child's English language skills and
- administers such tests and other evaluation materials as may be needed to produce the data necessary to make the determinations listed above.

The individualized education program team:

- does not use any single procedure as the sole criterion for determining whether a child is a child with a disability or for determining an appropriate educational program for the child;
- uses a variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the child's parent, that may

assist in determining whether the child is a child with a disability and the content of the child's individualized education program, including information related to enabling the child to be involved in and progress in the general curriculum or, for preschool children, to participate in appropriate activities;

- uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors; and ensures all of the following:
- tests and other evaluation materials used to assess a child are selected and administered so as not to be racially or culturally discriminatory and are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so;
- assures that any standardized tests given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel and are administered in accordance with any instructions provided by the producer of such tests;
- the child is assessed in all areas of suspected disability; and
- use assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child.

If an assessment is not conducted under standard conditions, ALIBI includes in the evaluation report a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test or the method of test administration).

In evaluating each child with a disability, the evaluation is sufficiently comprehensive to identify all the child's special education and related services needs whether or not commonly linked to the disability category in which the child has been classified.

ALIBI ensures tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual or speaking skills (unless those skills are the skills the test purports to measure).

The individualized education program team evaluation report includes a statement of:

- whether the child has a specific learning disability;
- the basis for making that determination;
- the relevant behavior noted during observation of the child;
- the relationship of that behavior to the child's academic functioning;

- relevant medical findings, if any;
- whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services; and
- the determination of the team concerning the effects of environmental, cultural, or economic disadvantage.

Each individualized education program team participant certifies in writing whether the report reflects his or her conclusion. If the evaluation report does not reflect the individualized education program team participant's conclusions, the participant submits a separate statement presenting his or her conclusions.

Determination of Eligibility

An evaluation conducted by an IEP team under s. 115.782, Stats, shall focus on the consideration of information and activities that assist the IEP team in determining how to teach the child in the way he or she is most capable of learning. Specifically, the IEP team shall meet the evaluation criteria when conducting tests and using other evaluation materials in determining a child's disability.

A child shall be identified as having a disability if the IEP team has determined from an evaluation conducted that the child has impairment that adversely affects the child's educational performance, and the child, as a result thereof, needs special education and related services. As part of an evaluation or reevaluation conducted by the IEP team in determining whether a child is or continues to be a child with a disability, the IEP team shall identify all of the following:

- The child's needs that cannot be met through the regular education program as structured at the time the evaluation was conducted.
- Modifications, if any, that can be made in the regular education program, such as adaptation of content, methodology or delivery of instruction to meet the child's needs identified by the IEP team that will allow the child to access the general education curriculum and meet the educational standards that apply to all children.
- Additions or modifications, if any, the child needs, which are not, provided through the general education curriculum, including replacement content, expanded core curriculum or other supports.

Areas of Impairment

AUTISM is a developmental disability significantly affecting a child's social interaction and verbal and non-verbal communication, generally evident before age 3 that adversely affects learning and educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences. The term

does not apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.

The results of standardized or norm-referenced instruments used to evaluate and identify a child under this paragraph may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessments, achievement assessments, observation and work samples, shall be considered to identify a child under this paragraph.

Augmentative communication strategies, such as facilitated communication, picture boards or signing shall be considered when evaluating a child under this paragraph. To identify a child as a child with autism, the criteria under 1. and 2. and one or more criteria under 3. through 6. shall be met.

1. The child displays difficulties or differences or both in interacting with people and events. The child may be unable to establish and maintain reciprocal relationships with people. The child may seek consistency in environmental events to the point of exhibiting rigidity in routines.
2. The child displays problems, which extend beyond speech and language to other aspects of social communication, both receptively and expressively. The child's verbal language may be absent or, if present, lacks the usual communicative form, which may involve deviance or delay or both. The child may have a speech or language disorder or both in addition to communication difficulties associated with autism.
3. The child exhibits delays, arrests or regressions in motor, sensory, social or learning skills. The child may exhibit precocious or advanced skill development, while other skills may develop at normal or extremely depressed rates. The child may not follow normal developmental patterns in the acquisition of skills.
4. The child exhibits abnormalities in the thinking process and in generalizing. The child exhibits strengths in concrete thinking while difficulties are demonstrated in abstract thinking, awareness and judgment. Perseverant thinking and impaired ability to process symbolic information may be present.
5. The child exhibits unusual, inconsistent, repetitive or unconventional responses to sounds, sights, smells, tastes, touch or movement. The child may have a visual or hearing impairment or both in addition to sensory processing difficulties associated with autism.
6. The child displays marked distress over changes, insistence on following routines and a persistent preoccupation with or attachment to objects. The child's capacity to use objects in an age-appropriate or functional manner may be absent, arrested or delayed.

COGNITIVE DISABILITY

Cognitive disability means significantly sub average intellectual functioning that exists concurrently with deficits in adaptive behavior and that adversely affects educational performance. The IEP team may identify a child as having a cognitive disability if the child meets the criteria under 1.a. or b., 2. and 3.a. or b. as follows:

- 1.a. The child has a standard score of 2 or more standard deviations below the mean on at least one individually administered intelligence test developed to assess intellectual functioning.
- 1.b. The child has a standard score between 1 and 2 standard deviations below the mean on at least one individually administered intelligence test, the child has been documented as having a cognitive disability in the past, and the child's condition is expected to last indefinitely.
2. The child has deficits in adaptive behavior as demonstrated by a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments that include interviews of the parents, tests, and observations of the child in adaptive behavior which are relevant to the child's age, such as:
 - a. Communication
 - b. Self-care
 - c. Home living skills
 - d. Social skills
 - e. Appropriate use of resources in the community
 - f. Self-direction
 - g. Wealth and safety
 - h. Applying academic skills in life
 - i. Leisure
 - j. Work
- 3.a. The child is age 3 through 5 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in at least 2 of the following areas: academic readiness, comprehension of language or communication, or motor skills.
- 3.b. The child is age 6 through 21 and has a standard score of 2 or more standard deviations below the mean on standardized or nationally-normed measures, as measured by comprehensive, individual assessments, in general information and at least 2 of the following areas: written language, reading, or mathematics

EMOTIONAL, BEHAVIORAL DISABILITY

Emotional behavioral disability, pursuant to s. 1 15.76 (5) (a) 5, Stats, means social, emotional or behavioral functioning that so departs from generally accepted, age appropriate ethnic or cultural norms that it adversely affects a child's academic progress, social relationships, personal adjustment, classroom adjustment, self-care or vocational skills.

The IEP team may identify a child as having an emotional behavioral disability if the child meets the preceding definition and meets all of the following:

- The child demonstrates severe, chronic and frequent behavior that is not the result of situational anxiety, stress or conflict.

- The child's behavior described under par. (a) occurs in school and in at least one other setting.
- The child displays any of the following:
 - Inability to develop or maintain satisfactory interpersonal relationships.
 - Inappropriate behavior response to a normal situation.
 - Pervasive unhappiness, depression or anxiety.
 - Physical symptoms, pains or fears associated with personal or school problems.
 - Inability to learn that cannot be explained by intellectual, sensory or health factors.
 - Extreme withdrawal from social interactions.
 - Extreme aggressiveness for a long period of time.
 - Other inappropriate behaviors that are so different from children of similar age, ability, educational experiences and opportunities that the child or other children in a regular or special education program are negatively affected.

The IEP team shall rely on a variety of sources of information, including systematic observations of the child in a variety of educational settings and shall have reviewed prior, documented interventions. If the IEP team knows the cause of the disability under this paragraph, the cause may be, but is not required to be, included in the IEP team's written evaluation summary.

The IEP team may not identify or refuse to identify a child as a child with an emotional behavioral disability solely on the basis that the child has another disability, or is socially maladjusted, adjudged delinquent, a dropout, chemically dependent, or a child whose behavior is primarily due to cultural deprivation, familial instability, suspected child abuse or socio-economic circumstances, or when medical or psychiatric diagnostic statements have been used to describe the child's behavior.

HEARING IMPAIRMENT

Hearing impairment, including deafness, means a significant impairment in hearing, with or without amplification, whether permanent or chronically fluctuating, that significantly adversely affects a child's educational performance including academic performance, speech perception and production, or language and communication skills. A current evaluation by an audiologist licensed shall be one of the components for an initial evaluation of a child with a suspected hearing impairment.

SPECIFIC LEARNING DISABILITY

Specific learning disability is a severe learning problem due to a disorder in one or more of the basic psychological processes involved in acquiring, organizing or expressing information that manifests itself in school as an impaired ability to listen, reason, speak, read, write, spell or do mathematical calculations, despite appropriate instruction in the general education curriculum. Specific learning disability may include conditions such as perceptual disability, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia.

The IEP team shall base its decision of whether a child has a specific learning disability on formal and informal assessment data on intellectual ability, academic achievement, and learning behavior from sources such as standardized tests, error analysis, criterion referenced measures, curriculum-based assessments, student work samples, interviews, observations, and an analysis of the child's response to previous interventions, classroom expectations, and curriculum. The IEP team may identify a child as having a specific learning disability if all of the following are true:

- *Classroom achievement.* Upon initial identification, the child's ability to meet the instructional demands of the classroom and to achieve commensurate with his or her age and ability levels is severely delayed in any of the following areas:
 - Oral expression
 - Listening comprehension
 - Written expression
 - Basic reading skill
 - Reading comprehension
 - Mathematical calculation
 - Mathematical reasoning
- *Significant discrepancy.* Upon initial identification, a significant discrepancy exists between the child's academic achievement in any of the areas above and intellectual ability as documented by the child's composite score on a multiple score instrument or the child's score on a single score instrument. The IEP team may base a determination of significant discrepancy only upon the results of individually administered, standardized achievement and ability tests that are reliable and valid. A significant discrepancy means a difference between standard scores for ability and achievement equal to or greater than 1.75 standard errors of the estimate below expected achievement, using a standard regression procedure that accounts for the correlation between ability and achievement measures. This regression procedure shall be used except under any of the following conditions:
 - The regression procedure under this subdivision may not be used to determine a significant discrepancy if the IEP team determines that the child cannot attain valid and reliable standard scores for intellectual ability or achievement because of the child's test behavior, the child's language, another impairment of the child that interferes with the attainment of valid and reliable scores or the absence of valid and reliable standardized, diagnostic tests appropriate for the child's age.

- If the IEP team makes such a determination, it shall document the reasons why it was not appropriate to use the regression procedure and shall document that a significant discrepancy exists, including documentation of a variable pattern of achievement or ability, in at least one of the areas classroom achievement cited above using other empirical evidence.
- If the discrepancy between the child's ability and achievement approaches but does not reach the 1.75 standard error of the estimate cut-off, the child's performance in any of the areas in classroom achievement cited above is variable, and the IEP team determines that the child meets all other criteria relating to classroom achievement, significant discrepancy, and information processing deficit, the IEP team may consider that a significant discrepancy exists.
- *Information processing deficit.* The child has an information-processing deficit that is linked to the child's classroom achievement delays and to the significant discrepancy. An information-processing deficit means a pattern of severe problems with storage, organization, acquisition, retrieval, expression, or manipulation of information rather than relative strengths and weaknesses.

The IEP team shall document the reasons for and data used to make its determination that the child has an information-processing deficit. The IEP team may not identify a child as having a specific learning disability if it determines that the significant discrepancy between ability and achievement is primarily due to environmental, cultural or economic disadvantage.

If the IEP team is concerned that a child has a significant discrepancy in oral expression or listening comprehension, the IEP team shall include a person qualified to assess speech and language impairments.

A child who is found to have a significant discrepancy between ability and achievement in the single area of oral expression or listening comprehension and who meets criteria for speech and language impairment under s. PI 11.36 (5) shall be considered to have a primary impairment in the area of speech and language.

At least one observation in the general classroom setting by a team member other than the classroom teacher shall be conducted.

Upon reevaluation, a child who met initial identification criteria and continues to demonstrate a need for special education, including specially designed instruction, is a child with a disability under this section, unless the significant discrepancy between ability and achievement is now primarily due to environmental, cultural or economic disadvantage. If a child with a specific learning disability performs to generally accepted performance expectations in the general education classroom without specially designed instruction, the IEP team shall determine whether the child is no longer a child with a disability.

ORTHOPEDIC IMPAIRMENT is a severe orthopedic impairment that adversely affects a child's educational performance. The term includes but is not limited to impairments caused by congenital anomaly such as clubfoot or absence of some member; impairments caused by

disease such as poliomyelitis or bone tuberculosis; and impairments from other causes such as cerebral palsy, amputations and fractures or burns that cause contractures.

OTHER HEALTH IMPAIRMENT is having limited strength, vitality or alertness due to chronic or acute health problems. The term includes but is not limited to a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, diabetes or acquired injuries to the brain caused by internal occurrences or degenerative conditions which adversely affects a child's educational performance.

NOTE: With respect to the eligibility criteria under s. PI 11.36, in September 1991 the U.S. Department of Education issued a memorandum clarifying state and local responsibilities for addressing the educational needs of children with attention deficit disorder (ADD). A child with ADD is neither automatically eligible nor ineligible for special education and related services under Ch. 115, Stats. In considering eligibility, an IEP team must determine whether the child diagnosed with ADD has one or more impairments under this section and a need for special education.

SPEECH OR LANGUAGE IMPAIRMENT is an impairment of speech or sound production, voice, fluency, or language that significantly affects educational performance or social, emotional or vocational development. The IEP team may identify a child as having speech or language impairment if the child meets the preceding definition and meets any of the following criteria:

- The child's conversational intelligibility is significantly affected and the child displays at least one of the following:
 - The child performs on a norm-referenced test of articulation or phonology at least 1.75 standard deviations below the mean for his or her chronological age.
 - Demonstrates consistent errors in speech sound production beyond the time when 90% of typically developing children have acquired the sound.
- One or more of the child's phonological patterns of sound are at least 40% disordered or the child scores in the moderate to profound range of phonological process use in formal testing and the child's conversational intelligibility is significantly affected.
- The child's voice is impaired in the absence of an acute, respiratory virus or infection and not due to temporary physical factors such as allergies, short-term vocal abuse or puberty. The child exhibits atypical loudness, pitch, quality or resonance for his or her age and gender.
- The child exhibits behaviors characteristic of a fluency disorder.
- The child's oral communication or, for a child who cannot communicate orally, his or her primary mode of communication, is inadequate, as documented by all of the following:
 - Performance on norm referenced measures that are at least 1.75 standard deviations below the mean for chronological age.

- Performance in activities is impaired as documented by informal assessment such as language sampling, observations in structured and unstructured settings, interviews, or checklists.
- The child's receptive or expressive language interferes with oral communication or his or her primary mode of communication.

The IEP team may not identify a child who exhibits any of the following as having speech or language impairment:

- Mild, transitory or developmentally appropriate speech or language difficulties that children experience at various times and to various degrees.
- Speech or language performance that is consistent with developmental levels as documented by formal and informal assessment data unless the child requires speech or language services in order to benefit from his or her educational programs in school, home, and community environments.
- Speech or language difficulties resulting from dialectical differences or from learning English as a second language, unless the child has language impairment in his or her native language.
- Difficulties with auditory processing without a concomitant documented oral speech or language impairment.
- A tongue thrust which exists in the absence of a concomitant impairment in speech sound production.
- Elective or selective mutism or school phobia without a documented oral speech or language impairment.

The IEP team shall substantiate speech or language impairment by considering all of the following:

- Formal measures using normative data or informal measures using criterion referenced data.
- Some form of speech or language measures such as developmental checklists, intelligibility ratio, language sample analysis, minimal core competency.
- Information about the child's oral communication in natural environments.
- Information about the child's augmentative or assistive communication needs.

An IEP team shall include a department-licensed speech or language pathologist and information from the most recent assessment to document speech or language impairment and the need for speech or language services.

TRAUMATIC BRAIN INJURY

Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; speech and language; memory; attention; reasoning; abstract thinking; communication; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and executive functions, such as organizing, evaluating and carrying out goal-directed activities. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

Children whose educational performance is adversely affected as a result of acquired injuries to the brain caused by internal occurrences, such as vascular accidents, infections, anoxia, tumors, metabolic disorders and the effects of toxic substances or degenerative conditions may meet the criteria of one of the other impairments.

The results of standardized and norm-referenced instruments used to evaluate and identify a child, as traumatic brain injured may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessment, achievement assessment, observation, work samples, and neuropsychological assessment data are considered to identify a child who exhibits total or partial functional disability or psychosocial impairment in one or more areas listed above. Before a child may be identified as traumatic brain injured, available medical information from a licensed physician shall be considered.

VISUAL IMPAIRMENT is a child's visual functioning significantly adversely affects his or her educational performance. The IEP team may identify a child as having a visual impairment after all of the following events occur:

- A certified teacher of the visually impaired conducts a functional vision evaluation, which includes a review of medical information, formal, and informal tests of visual functioning and the determination of the implications of the visual impairment on the educational and curricular needs of the child.
- An ophthalmologist or optometrist finds at least one of the following:
 - Central visual acuity of 20/70 or less in the better eye after conventional correction.
 - Reduced visual field to 50° or less in the better eye.
 - Other ocular pathologies that are permanent and irremediable.
 - Cortical visual impairment.
 - A degenerative condition that is likely to result in a significant loss of vision in the future.

An orientation and mobility specialist, or teacher of the visually impaired in conjunction with an orientation and mobility specialist, evaluates the child to determine if there are related mobility needs in home, school, or community environments.

Meetings to Develop, Review or Revise an Individualized Education Program

INDIVIDUALIZED EDUCATIONAL PROGRAM IN EFFECT

At the beginning of each school year ALIBI has in effect an individualized education program for each child with a disability within its jurisdiction. ALIBI ensures that a meeting to develop an IEP for the child is conducted within 30 days of a determination that the child needs special education and related services. ALIBI ensures an IEP is in effect before special education and related services are provided to children with disabilities and is implemented as soon as possible following the meetings at which the individualized education program is developed. ALIBI develops and implements an individualized education program for each child with a disability served by that agency including children placed in or referred to a private school or facility by ALIBI.

ALIBI ensures each child's IEP is accessible to each regular education teacher, special education teacher, related service provider and other service provider who is responsible for its implementation. ALIBI ensures each teacher and provider responsible for implementing a child's individualized education program is informed of his or her specific responsibilities related to implementing the child's individualized education program and the specific accommodations, modifications and supports that must be provided for the child in accordance with the individualized education program. ALIBI provides special education and related services to a child with a disability in accordance with the child's individualized education program and makes a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the individualized education program.

Individualized Education Program Development

In developing, reviewing and revising each child's individualized education program, the IEP team considers the strengths of the child, the concerns of the child's parents for enhancing the education of their child, and the results of the initial evaluation or most recent reevaluation of the child and, as appropriate, the results of the child's performance on any general state-wide or district-wide assessment programs.

The individualized education program team:

- considers, when appropriate, strategies including positive behavioral interventions and supports to address behavior in the case of a child whose behavior impedes his or her learning or that of others;
- considers the language needs of the child as such needs relate to the child's individualized education program in the case of a child with limited English proficiency;

- provides for instruction in Braille and the use of Braille in the case of a child who is visually impaired unless the individualized education program team determines, after an evaluation of the child's reading and writing skills, needs and appropriate reading and writing media including an evaluation of the child's future needs for instruction in Braille or the use of Braille, that instruction in Braille or the use of Braille is not appropriate for the child;
- considers the communicative needs of the child and, in the case of a child who is hearing impaired, consider the child's language and communicative needs, opportunities for direct communications with peers and professional personnel in the child's language and communicative mode, academic level and full range of needs including opportunities for direct instruction in the child's language and communicative mode; and
- considers whether the child requires assistive technology devices and services.

If when considering these special factors, the individualized education program team determines a child needs a particular device or services in order to receive a free appropriate public education, the individualized education program team includes a statement to that effect in the IEP.

The child's regular education teacher, as a participant on the IEP team, participates in the development of the IEP of the child to the extent appropriate. The teacher participates in the determination of appropriate positive behavioral interventions and strategies, supplementary aids and services, program modifications and support for school personnel.

ALIBI gives a copy of the IEP to the child's parents with the notice of placement.

Individualized Education Program Review

The individualized education program team reviews the child's IEP periodically, but at least once a year, to determine whether the annual goals for the child are being achieved and revises the individualized education program as appropriate to address:

- any lack of expected progress toward the annual goals and in the general curriculum,
- the results of any reevaluation,
- information about the child provided to or by the parents,
- the child's anticipated needs and other matters.

To the extent appropriate, the regular education teacher of the child, as a participant on the individualized education program team, participates in the review and revision of the individualized education program of the child.

If a participating agency, other than ALIBI, fails to provide transition services, ALIBI reconvenes the individualized education program team to identify alternative strategies to meet the transition objectives for the child set out in the individualized education program.

Individualized Education Program Content

The individualized education program for each child with a disability includes:

- a statement of the child's present level of educational performance including how the child's disability affects the child's involvement and progress in the general curriculum (i.e., the same curriculum as for non-disabled children).
- a statement of measurable annual goals for the child including benchmarks or short-term objectives related to meeting the child's needs that result from the child's disability to enable the child to be involved in and progress in the general curriculum and to meeting each of the child's other educational needs that result from the child's disability;
- a statement of the special education and related services and supplementary aids and services to be provided to the child or on behalf of the child and a statement of the program modifications or supports for school personnel that will be provided for the child to:
 - advance appropriately toward the annual goals;
 - be involved and progress in the general curriculum and participate in extracurricular and other non academic activities; and
 - be educated and participate with other children with disabilities and non-disabled children in the activities described above;
- an explanation of the extent to which the child will not participate with non-disabled children in regular classes in the general curriculum and in extracurricular and other nonacademic activities;
- a statement of any individual modifications in the administration of any state-wide or local educational agency assessment of pupil achievement that are needed for the child to participate in the assessment;
- if the individualized education program team determines a child will not participate in a particular state-wide or local educational agency assessment of pupil achievement or part of such an assessment, a statement indicating why that assessment is not appropriate for the child and how the child will be assessed through alternative means;
- the projected date for the beginning of the services and modifications described in the individualized education program and the anticipated frequency, duration and location of those services and modifications;
- beginning when the child attains the age of 14 and younger, if appropriate, and annually thereafter until the child is no longer eligible for special education and related services, a statement of transition service needs of the student under the applicable components of the individualized education program that focuses on the courses of study needed to prepare the child for a successful transition to his or her goals for life after secondary

school such as participation in advanced placement courses or a vocational education program;

- for each student beginning at age 16, or younger if that is determined to be appropriate by the individualized educational program team, and annually thereafter until the child is no longer eligible for special education and related services, a statement of needed transition services for the student including, when appropriate,
- a statement of the interagency responsibilities or any cooperative arrangements between and among persons; a statement that the student has been informed of the parental rights that will transfer to the pupil under special education law on reaching the age of 18, beginning at least one year before the child attains the age of 18, and annually thereafter until the pupil is no longer eligible for special education and related services;
- a statement indicating how the child's progress toward the annual goals will be measured; and
- a statement of how the child's parents will be regularly informed, at least as often as parents are informed of their non-disabled children's progress, of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the effective period of the individualized education program.

Placement

ALIBI ensures an evaluation is conducted before special education and related services are provided to a child with a disability and an educational placement is provided to implement each child's individualized education program. The individualized education program team makes placement decisions. The placement is based upon and implements the child's individualized education program and is determined at least annually.

LEAST RESTRICTIVE ENVIRONMENT

ALIBI ensures the following:

- Unless the individualized education program requires a different arrangement, the child is educated in the school he or she would attend if not disabled.
- The placement is provided as close as possible to the child's home.
- In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.
- A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.

- To the maximum extent appropriate, a child with a disability is educated with children who are not disabled.
- Special classes separate schooling or any other removal of a child from the regular educational environment occurs only when the nature or severity of a child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- ALIBI ensures a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- The continuum makes provision for supplementary aids and services that are provided in conjunction with regular classroom instruction such as resource rooms.
- ALIBI provides or arranges for nonacademic and extracurricular services and activities including meals and recess periods so each child with a disability can participate with non-disabled children to the maximum extent appropriate to the needs of that child.

NOTICE OF PLACEMENT

Following the development of the individualized education program, a notice of placement is sent to the child's parent(s). The notice includes the way in which the parents may obtain a description of the procedural safeguards.

CONSENT FOR PLACEMENT

ALIBI obtains written parental consent prior to the initial provision of special education and related services to a child with a disability in a program providing special education and related services.

Related Service: Physical and Occupational Therapy

If a child is suspected to need occupational therapy or physical therapy or both, the individualized education program team includes an appropriate therapist employed or contracted by ALIBI.

PHYSICAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS

ALIBI ensures the following:

- The Department of Public Instruction licenses ALIBI physical therapists.
- Caseloads for physical therapists are consistent with the requirements in state law.
- ALIBI physical therapist has medical information from a licensed physician regarding a child before the child receives physical therapy.

- ALIBI physical therapist delegates to a school physical therapist assistant only those portions of a child's physical therapy, which are consistent with ALIBI physical therapist assistant's education, training and experience.
- ALIBI physical therapist supervises the physical therapy provided by a ALIBI physical therapist assistant. ALIBI physical therapist develops a written policy and procedure for written and oral communication to the physical therapist assistant. The policy and procedure includes a specific description of the supervisory activities undertaken for ALIBI physical therapist assistant which includes either of the following levels of supervision:
 - ALIBI physical therapist has daily, direct contact on the premises with ALIBI physical therapist assistant or
 - ALIBI physical therapist has direct, face-to-face contact with ALIBI physical therapist assistant at least once every 14-calendar day. Between direct contacts the physical therapist is available by telecommunication. ALIBI physical therapist providing general supervision under this subdivision provides an onsite reevaluation of each child's physical therapy a minimum of one time per calendar month or every tenth day of physical therapy, whichever is sooner, and adjusts the physical therapy as appropriate;
- A full-time ALIBI physical therapist supervises no more than two full-time equivalent physical therapist assistant positions, which may include no more than three physical therapist assistants.
- Acts undertaken by ALIBI physical therapist assistant are considered acts of the supervising physical therapist that has delegated the act.
- ALIBI physical therapist conducts all physical therapy evaluations and reevaluations of a child, participates in the development of the child's individualized education program, and develops physical therapy treatment plans for the child. A school physical therapist assistant on an individualized education program team does not represent ALIBI physical therapist.

PHYSICAL THERAPIST ASSISTANTS' QUALIFICATIONS AND SUPERVISION OF PHYSICAL THERAPY

ALIBI ensures the following:

- The Department of Public instruction licenses ALIBI physical therapist assistants.
- ALIBI physical therapist assistant providing physical therapy to a child is supervised by ALIBI physical therapist as specified in these policies.

OCCUPATIONAL THERAPISTS' LICENSURE AND SERVICE REQUIREMENTS

ALIBI ensures the following:

- The Department of Public instruction licenses ALIBI occupational therapists.
- Caseloads for occupational therapists are consistent with the requirements in state law.
- ALIBI occupational therapist has medical information before a child is evaluated for occupational therapy.

DELEGATION AND SUPERVISION OF OCCUPATIONAL THERAPY

ALIBI ensures the following:

- ALIBI occupational therapist may delegate to occupational therapy assistant only those portions of a child's occupational therapy which are consistent with ALIBI occupational therapy assistant's education, training and experience.
- ALIBI occupational therapist has daily, direct contact on the premises with ALIBI occupational therapy assistant or
- ALIBI occupational therapist has direct, face-to-face contact with ALIBI occupational therapy assistant at least once every 14-calendar day. Between direct contacts the occupational therapist is available by telecommunication.
- ALIBI occupational therapist providing general supervision provides an onsite re-evaluation of each child's occupational therapy a minimum of one time per calendar month or every tenth day of occupational therapy, whichever is sooner, and adjust the occupational therapy as appropriate.
- A full-time ALIBI occupational therapist supervises no more than two full-time equivalent occupational therapy assistant positions which includes no more than three occupational therapy assistants;
- An act undertaken by ALIBI occupational therapy assistant is considered the act of the supervising occupational therapist that has delegated the act.

RESPONSIBILITY OF ALIBI OCCUPATIONAL THERAPIST

ALIBI ensures the following:

- ALIBI occupational therapist conducts all occupational therapy evaluations and reevaluations of a child, participates in the development of the child's individualized education program and develops occupational therapy treatment plans for the child.

- ALIBI occupational therapy assistant on an individualized education program team may not represent ALIBI occupational therapist.

ALIBI OCCUPATIONAL THERAPY ASSISTANTS' QUALIFICATIONS AND SUPERVISION

ALIBI ensures the following:

- The Department of Public Instruction licenses ALIBI occupational therapy assistants.
- ALIBI occupational therapy assistant providing occupational therapy to a child is supervised by ALIBI occupational therapist as specified in these policies.

Transfer Pupils

A "transfer pupil with a disability" means a child with a disability whose enrollment has changed from ALIBI to another local educational agency in this state or from a public agency in another state to ALIBI.

ALIBI ensures there is no interruption of special education and related services when a child with a disability transfers from another Wisconsin local educational agency. When ALIBI receives a transfer pupil with a disability, ALIBI implements the individualized education program from the sending Wisconsin local educational agency until ALIBI adopts the sending local educational agency's individualized education program or develops its own individualized education program. To the extent that ALIBI is not able to implement the sending local educational agency's individualized education program, ALIBI provides services that approximate, as closely as possible, the sending local educational agency's individualized education program.

When ALIBI receives a transfer pupil with a disability and does not receive the pupil's records from the sending local educational agency, ALIBI requests in writing the pupil's records from the sending local educational agency. When ALIBI receives such a request for a transfer pupil, ALIBI transfers the pupil's records to another local educational agency within five working days of receipt of the written notice as required under s. 118.125(4), Wis. Stats.

When ALIBI receives a transfer pupil with a disability from a public agency in another state, ALIBI may provide special education and related services in accordance with the most recent individualized education program developed by the sending public agency until ALIBI develops its own individualized education program or adopt the sending public agency's individualized education program.

ALIBI adopts the evaluation and the eligibility determination of the sending public agency or conducts a new evaluation and eligibility determination of the transfer pupil. If ALIBI decides not to adopt the evaluation and eligibility determination of the sending public agency, ALIBI initiates a special education referral of the child. ALIBI completes the evaluation and develops an individualized education program and the placement in accordance with the requirements of sub.ch. V of ch. 115, Wis. Stats, within 90 days of the date the child enrolled in ALIBI. ALIBI adopts the individualized education program of the sending public agency or develops a new

individualized education program. ALIBI does not adopt the evaluation and eligibility determination or the individualized education program of the sending public agency if the evaluation and eligibility determination or the individualized education program does not meet state and federal requirements.

Due Process Procedures

OPPORTUNITY TO EXAMINE RECORDS AND PARENT PARTICIPATION IN MEETINGS

The parents of a child with a disability are afforded, in accordance with the policies in the "Confidentiality" section of this document, an opportunity to:

- inspect and review all education records with respect to the identification, evaluation, and educational placement of the child and the provision of a free appropriate public education to the child; and
- Participate in meetings with respect to the identification, evaluation and educational placement of the child and the provision of a free appropriate public education to the child.

ALIBI provides notice consistent with the policies in the "Parent Participation in Individualized Education Program Team Meetings" section of these policies to ensure that parents of children with disabilities have the opportunity to participate in meetings described above.

A placement decision may be made by a group without the involvement of the parents if ALIBI is unable to obtain the parents' participation in the decision. In this case, ALIBI must have a record of its attempt to ensure their involvement including information that is consistent with the policies in this section.

ALIBI makes reasonable efforts to ensure the parents understand and are able to participate in any group discussions relating to the educational placement of their child including arranging for an interpreter for parents with deafness, or whose native language is other than English.

NOTICE

ALIBI ensures a child's parents are provided prior written notice a reasonable time before ALIBI proposes to initiate or change or refuses to initiate or change the identification, evaluation or educational placement of the child or the provision of a free appropriate public education to the child. The notice contains

- a description of the action proposed or refused and why;
- a statement that the parents of a child with a disability have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;

- a description of any other options considered and the reason(s) they were rejected;
- a description of each evaluation procedure, test, record or report used as a basis for the proposed or refused action
- a description of any other factors relevant to the proposal or refusal;
- sources for parents to contact to obtain assistance in understanding special education law; and
- The right to ask for additional time and their right to a copy of the evaluation report at the beginning of any meeting to address the evaluation, individualized education program or placement of the child.

Each prior written notice is written in language understandable to the general public, in the parent's native language or other means of communication unless it is clearly not feasible to do so. If the native language or other mode of communication of the parent is not a written language, ALIBI takes steps to ensure the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; the parent understands the content of the notice and there is written evidence parents understand the notice if their language is not written.

PROCEDURAL SAFEGUARDS NOTICE

Upon the child's initial referral for evaluation, upon each notification of an individualized education program meeting and upon reevaluation of the child, ALIBI gives the parents a full explanation of the procedural safeguards available under special education law written so as to be easily understood by the general public relating to:

- independent educational evaluation;
- prior written notice;
- a parental consent;
- access to educational records;
- opportunity to present complaints to initiate due process hearings;
- the child's placement during pendency of due process proceedings;
- procedures for pupils who are subject to placement in interim alternative educational settings under 20 USC § 1415(k);
- mediation;

- due process hearings including requirements for disclosure of evaluation results and recommendations;
- civil actions;
- attorney fees; and
- a statement informing the parents about the state Individuals with Disabilities Education Act complaint procedures including a description of how to file a complaint and the timelines under those procedures.

LIMITATIONS ON REQUIRING CONSENT

ALIBI does not use a parent's refusal to consent to an initial evaluation or reevaluation or the initial provision of special education and related services to a child with a disability to deny the parent or child any other service, benefit or activity of ALIBI.

INDEPENDENT EDUCATIONAL EVALUATIONS

A parent may obtain an independent educational evaluation of his or her child. If a parent requests information from ALIBI about an independent evaluation, ALIBI provides the parent with information about where an independent evaluation may be obtained and ALIBI criteria applicable for independent educational evaluations. A parent has the right to an independent educational evaluation at public expense if the parent disagrees with an evaluation obtained by ALIBI.

If a parent requests an independent educational evaluation at public expense, ALIBI, without unnecessary delay, either initiates a due process hearing to show its evaluation is appropriate or insures an independent educational evaluation is provided at public expense unless ALIBI demonstrates in a due process hearing that the evaluation obtained by the parent did not meet ALIBI criteria.

If a parent requests an independent educational evaluation, ALIBI may ask for the parent's reason why they object to the public evaluation. However, ALIBI does not require the explanation and ALIBI does not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation.

If ALIBI initiates a hearing and the final decision is that ALIBI's evaluation is appropriate, the parent still has the right to an independent educational evaluation but not at public expense. If the parent obtains an independent educational evaluation at private expense, the results of the evaluation must be considered by ALIBI, if it meets ALIBI criteria, in any decision made with respect to the provision of a free appropriate public education to the child.

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense. When an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the