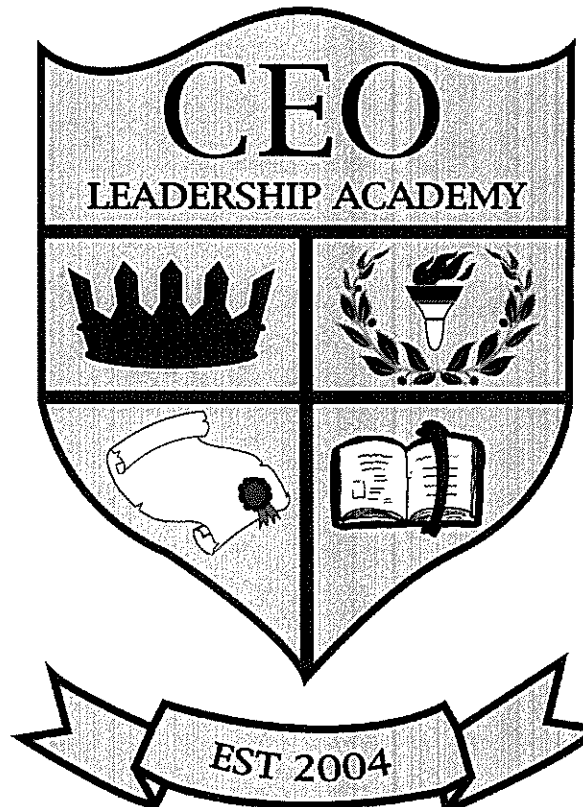


**C**ommitment . . . **E**xcellence . . . **O**ppportunity

# CEO Leadership Academy



CHARTER SCHOOL APPLICATION  
FOR 2011-2012

3222 W. Brown Street  
Milwaukee, WI 53208  
414-873-4014

# Section 1

*Sample table  
for hit civic  
# of ppl who  
know*

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## SECTION I: SCHOOL OPERATIONS

### **Mission and Vision of the Charter School and Persons Seeking to Establish a Charter School**

**Name of Proposed Charter School**

CEO Leadership Academy

**Mission of Proposed Charter School:**

CEO Leadership Academy's mission is to nurture scholars capable of transforming their worlds by sending them to and through college.

**Vision of Proposed Charter School:**

CEO Leadership Academy's vision is to produce responsible leaders through academic mastery, community focused education and the fostering of lifelong learning in any environment.

**Name of Organizing Group**

CEO Leadership Academy Board of Directors

**Primary Contact:**

Denise Pitchford – Director of Education

**Present Address of Academy:**

3222 W. Brown Street  
Milwaukee, WI 53208

**Board President:**

Dr. Howard Fuller

**Telephone Numbers:**

Denise Pitchford -- Day - 414-873-4014 Evening – 414-349-0562

**Email:** [Edukatr4life@yahoo.com](mailto:Edukatr4life@yahoo.com)

**New or Existing School Applicant:**

Existing School Applicant

**Grades and number of students to be served in the first year:**

Grades 9 –12; 200 students

**Grades and number of students to be served at capacity:**

Grades 9 –12; 200 students

**Year the school will reach full capacity:** 2011-2012

**Description of the School:** This description can be found on the following page.



## **Description of the School**

### **CEO Leadership Academy**

CEO Leadership Academy is in its sixth year of providing academically challenging, college preparatory education for students in the ninth through twelfth grades. Established by a former Superintendent of Schools and eight local leaders in religious and civic organizations, its mission is to nurture scholars capable of transforming their world, by sending them to and through college.

### **Achievement of Mission**

CEO Leadership Academy is a Professional Learning Community, one which combines high academic standards, high character expectations and an emphasis on giving back to the communities. CEO's founders and Board of Directors believe that preparation for college goes far beyond academics. Student leadership is cultivated through academic mastery, community-focused education and the fostering of lifelong learning in any environment.

### **Nurture scholars...**

CEO students are part of a learning community that is kept intentionally small. With enrollment capped at just 200 students, class sizes are often as small as ten to fifteen students. Students receive the one-on-one and small group time that is necessary to help them grasp and apply challenging concepts in the classroom. They also receive assistance through individual assessments performed by staff, which highlights areas of strength or growth for each student. Students who qualify for special assistance in mathematics or English, for example, can be connected with these resources in early ninth grade.

### **...Capable of transforming their world...**

CEO's community-focused perspective on the educational process means that all students are required to complete community service activities that enable them to give back to their communities. This expectation is lowest while students are youngest; it increases with each year as student maturity and academic preparation increase. It is a vital method by which students learn about the world around them. Students may find their own community service activities or they may work with CEO faculty and staff to identify activities that will qualify. Staff follows up at the site of the community service activity to ensure that the process has been a positive one for all involved.

### **...By sending them to and through college.**

CEO Students receive college preparatory coursework and testing preparation beginning in the ninth grade. All students are screened for areas of strength and areas of potential growth as they prepare for college. Students are given access to academic supports if they need them, and this

often consists of establishing one-on-one or small group sessions with students. While assuring that each student is at or above grade level in core academic areas, a tandem path of college preparation is also established. Students begin taking practice college entrance examinations as early as the 9<sup>th</sup> grade. With each successive year, this preparation becomes more focused and by their junior year, they begin taking real college entrance examinations, such as the ACT.

Academics, however, are only part of the college preparation experience. Students begin visiting college and university campuses in the ninth grade, familiarizing themselves with what campuses look like, what the classrooms are like, and by writing and asking their own questions of student or staff guides at each campus. CEO has been fortunate for the last two years to receive funding support to bring 35 eleventh and twelfth graders on college tours to the southeastern, eastern and southern states. On each tour, students visited 7-8 colleges and universities, then came back to conduct a panel presentation designed to enlighten students who did not go about what college might really be like. These tours have been truly transformative for the students who have attended.

Preparation for college, particularly for CEO students, must involve the whole family. Almost all CEO students will be the first in their families to attend college. This creates a learning experience for the entire family unit, and CEO hosts frequent parent/student information nights to discuss Financial Aid Forms, the college application process, and college decision making. Online services help each student keep track of his or her college preparation process, guiding them to the next step in concert with supportive CEO staff.

For the third school year, CEO was fortunate to also have a full-time College Coach whose job it has been to set up and maintain:

- The college tour: Seven Colleges in Seven Days, which brought 35 CEO students on college and university visits around the United States.
- Career Speaker Series: professionals from the community, all of whom have a four-year degree or greater, come in to speak to CEO students about their educational backgrounds and their current professional duties.
- Family Preparation Nights: Special information nights, often supported by CEO's partners, in which financial aid, scholarships, or other helpful topics were covered for parents and students.
- College Fairs: Colleges and universities from the city, state and region come to present information to students and, possibly, recruit them.
- Summer employment opportunities: the College Coach has assisted students with the application for summer employment opportunities on and off site.

A dedicated staff and a full-time College Coach have been significant contributing factors to these accomplishments to date:

- Each year by April, over 90% of CEO students have had letters of acceptance to colleges or universities.

- In 2008, the CEO graduation rate was nearly 100%.
- In 2009, the CEO graduation rate was 100%.
- College acceptance rates were nearly 100%.
- Students have been accepted to colleges all over the United States, and have successfully attracted hundreds of thousands of dollars in scholarship offers each year.

CEO is proud of its accomplishments in getting its students accepted and “to college” and recognizes the hard work it will take to continue to build its program for a strong reputation with the “through college.” To date CEO has graduated 67 students. 66.7% of those students are attending colleges and universities across the country, some of those colleges include: Pepperdine University (California), University of Wisconsin-Milwaukee, Rust College (Mississippi), University of Wisconsin-Whitewater, Kansas Technical College, Marian College, Central State University (Ohio), and Milwaukee Area Technical College.

CEO could not accomplish these things without the significant contributions of generous donors and strong partnerships.

Generous donors or donor organizations have included, but are not limited to:

The Challenge Foundation  
 Mrs. Christie Walton and the Walton Foundation  
 We Energies Corporation Foundation  
 M & I Bank Foundation  
 Northwestern Mutual Foundation  
 The Harry & Lynde Bradley Foundation  
 The Elizabeth A. Brinn Foundation

Our partnerships with local and national organizations to date include, but are not limited to:

Black Alliance for Educational Options  
 Great Lakes Higher Education Guaranty Corp  
 Milwaukee Area Workforce Development Investment Board  
 Usher New Look, Inc.  
 Unity in Motion, Inc.  
 Make a Difference Wisconsin Organization

**Information about persons seeking charter(Attachment A):**

The Board of Directors of CEO Leadership Academy (“the Academy”) is seeking to establish a charter school under the authority of the City of Milwaukee. The Academy’s principal business office is located at 3222 N. Brown Street, Milwaukee, WI 53208. The Board of Directors is led by Dr. Howard Fuller, who serves as the Board Chairman. Dr. Fuller is a founding board member. The Board currently is comprised of 11 members. The school is managed on a day-to-day basis by Ms. Denise Pitchford, who is the founding Director of Education and has served in this role since 2004. The Academy’s mission is to nurture scholars capable of transforming their world by sending them to and through college. The Academy’s vision is to produce responsible leaders through academic mastery, community focused education and the fostering of lifelong learning in any environment.

At this time, the Board proffers a full disclosure that Dr. Howard Fuller has recused himself from this charter school application process. Since Dr. Fuller functions as both the Board Chair of the Academy and as the Chair of the Charter School Review Committee, his recusal from this process is paramount. During this application process, the Vice Chair, Dr. Archie Ivy, will represent and speak for the Board. Ms. Denise Pitchford, Director of Education has been designated as the lead spokesperson during this application process and has the authority to speak in regard to this application and on behalf of the school administration.

Resumes for the Board Chair, Director of Education, and Finance Manager are contained in ***Attachment A***. In addition, college transcripts for the Director of Education and Finance Manager are contained in ***Attachment A***.

## **School Governance**

### Areas of Expertise of Board Members

#### Dr. Howard Fuller:

Dr. Howard Fuller is a founding member of the Academy and has served on the Board since 2004. He is the Chair of the Board. Dr. Fuller's career includes many years of experience in both public service and education sectors. Currently, he is a Distinguished Professor of Education and Founder/Director of the Institute for the Transformation of Learning at Marquette University. Previously, he has held the positions of Superintendent of the Milwaukee Public Schools and Dean of General Education at the Milwaukee Area Technical College. Currently, he serves as the Chair of the Charter School Review Committee. He is the former Board Chair of the Black Alliance for Educational Options and has served on many other boards that have direct connection to providing quality education to low-income youth, as well as charter school authorizers.

#### Dr. Archie Ivy:

Dr. Archie Ivy is a founding board member of the Academy and has served on the Board since 2004. He was the first Board Chair of the organization. Currently he serves as the Vice-Chair of the Board. Dr. Ivy is a distinguished educator with 30 years of service in the Milwaukee Public Schools system. He taught for 23 years; served as an Assistant Principal for 3 years and was the Principal of North Division High School for 4 years. In addition to his service in education, he has devoted many years to serving the community on various boards as well as in the clergy. Dr. Ivy currently pastors the New Hope Baptist Church where he has demonstrated his leadership and management skills in all areas of the organization. He has pastored for over 20 years.

#### Rev. John McVicker:

Pastor John McVicker is a founding board member of the Academy. He has served on the Board and has been the Chair of the Finance Committee since 2004. Pastor McVicker has a wealth of experience in building the King's Academy and with helping to start up the Academy. As the chairman of the Finance Committee, he has been a pivotal leader in overseeing and ensuring the financial health of the Academy. Pastor McVicker currently pastors Christ the King Baptist Church. In his role as pastor, he has demonstrated his leadership and financial acumen in growing and leading a large congregation for over 25 years. He serves as a member of the Partners Advancing Values in Education (PAVE) Board of Directors and is a board member of the Black Alliance for Educational Options.

#### Bishop RJ Burt:

Bishop R. J. Burt is a founding board member of the Academy. He has served on the Board and has been the Recording Secretary since 2004. Bishop Burt has been the Senior Pastor of Greater New Birth Church in Milwaukee from 1990 to Present, where he has demonstrated his leadership and management skills in leading a large congregation. His wealth of experience in social work

and community activism are critical skills that are much needed in our quest to ensure that the Academy maintain a bridge between the Academy, students and families. In addition to the ministerial duties for Greater New Birth Church he has served on several community and private organizational Board of Directors.

Mr. Travis Bates:

Mr. Travis Bates began working with the Academy in 2006 and currently fulfills the role of College Coach. He has responsibility for functioning as the liaison between colleges and universities and for overseeing the admission of the Academy graduates into college. Mr. Bates has strong skills in finance, real estate, and business administration. His management of the high school placement process has yielded significant success for the Academy as he has helped to guide students and their families through the college admissions process. Mr. Bates works under a professional services agreement to provide services to the College Coaching Program. Mr. Bates' membership on the Board has added tremendous value to the Academy's college-bound culture. As a member of the Board, Mr. Bates does not vote on personnel or compensation issues.

Ms. Diane Brown:

Ms. Brown has served on the Academy Board since 2008. She is a parent member of the Board. She has two children attending the Academy. Ms. Brown is an extremely active parent who is involved in many school activities and provides support to the school administration as well as teachers and students. Ms. Brown has worked with the Department of Social Services from 2007 to the present time as a foster care parent. As such, she provides a safe, loving, and nurturing home environment for children. Her experiences with children as a foster parent and with the Academy make her uniquely qualified to serve on the Board. As a board member, she has demonstrated her commitment to the mission and vision of the Academy.

Pastor Frank Headd:

Pastor Frank Headd is a founding board member of the Academy. He has served on the Board since 2004. Pastor Head has been the senior pastor of the Spirit of Christ Deliverance Church in Milwaukee from 1992-present. He has provided valuable leadership and guidance to the Board during his tenure. He is a long-time resident of Milwaukee and has extensive knowledge of the educational system in the city. His organizational, leadership, and management skills are an asset to the Board.

Ms. Barbara Horton:

Ms. Barbara Horton is a founding board member of the Academy. She has served on the Board since 2004. Ms. Horton has extensive experience in public education. She served as Acting Superintendent, Acting Deputy Superintendent, and Human Resources Director of the Milwaukee Public Schools from 1991 to 1997. In addition, she was elected and served on the Milwaukee Board of School Directors from 2002 to 2007. She has been the Executive Director of the Darrell Lynn Hines Academy (DLH Academy), which is a 2r charter school operating

under the authority of the City of Milwaukee, since 1999 to the present. DLH Academy has operated as a charter school since 2002. She has a broad base of experience working in and with charter schools.

Mr. Naryan Leazer:

Mr. Leazer is a founding member of the Board of Directors of the CEO Leadership Academy. He has served on the Board since 2004. Mr. Leazer has distinguished himself as a counselor and advocate for youth in Milwaukee. He has held various positions that provided him with the opportunity to help prepare students for entrance into college. He served as the Associate Director of Pre-College Programs at Marquette University from 2003-2006. In this role he developed and administered a comprehensive academic, social, and cultural program for Upward Bound students. From 2007 to the present, he has been the Stein Scholars Program Director with the Boys & Girls Clubs of Greater Milwaukee. In this role, he administers a comprehensive academic, mentoring, scholarship, and social and cultural pre-college program for over 200 high school students. Mr. Leazer has a wealth of knowledge regarding how to help students transition to college. His experience is well suited to the academic goals of the Academy.

Dr. Felicia Saffold:

Dr. Saffold has been a member of the Board of the Academy since 2004. Dr. Saffold has unique training and a strong background in teaching in both secondary and higher education. As an Associate Professor, from 2008 to the present, she has a strong curriculum vitae that attests to her experience in teaching, scholarly research, and professional activities. Her specialty areas of curriculum and instruction, teacher mentoring, teacher preparation, pre-service teaching, and her focus on equity, multicultural and cultural gap issues are an attestation of her strong professorial skills. Her skills and talents in secondary and higher education are an asset to the Academy.

Mr. Joseph Tate:

Mr. Tate has been a member of the Board of the Academy since 2008. He possesses very strong expertise as a business owner, as a corporate President and CEO, and as an entrepreneur. His business experience and interests are critical skills that are very much needed to help the Academy strengthen its business practices and possible future ventures. In addition to his many outstanding and profitable business ventures, Mr. Tate shared his talents with the Next Door Foundation as a board member from 1998-2007. Through the Tate Family Foundation, Mr. Tate has focused his efforts on improving life skills for youth in southeastern Wisconsin. Mr. Tate's skills, knowledge and experiences are a tremendous asset to the Board.

### ***Description of Legal Structure***

The Academy is a nonstock, nonprofit corporation organized as a nonsectarian organization under Wisconsin statutes for the purpose of managing, guiding, directing and promoting the Academy. The Academy was incorporated and opened its doors to students in September of 2004. The Academy has functioned as a private school as defined by state statutes since its inception. The Academy has also functioned as a participant in the Milwaukee Parental Choice Program since it opened. As a legal entity, the Academy is governed by its Board.

The Academy has received its designation as a charitable organization under section 501(c)(3) of the Internal Revenue Service (IRS) Code. Copies of the Academy's Articles of Incorporation, Bylaws, and IRS Determination Letter are presented in *Attachment B*.

### ***Description of Roles and Responsibilities of Those Who Will Govern and Manage the School***

The Academy's mission and vision are grounded in the values of: Commitment, Excellence, and Opportunity. These three (3) values inspire the work of the Academy:

- **Commitment**- the Academy engages and inspires all stakeholders to make a commitment to the mission and vision;
- **Excellence**- the Academy's main objective is to get every student above the academic standards; and
- **Opportunity**- collaborative planning and shared decision-making activities are the foundation for choices, resource planning and acquisition and networking to sustain the work of students and staff.

The Academy utilizes a four-part governance model that consists of the following connected parts:

- Board of Directors
- School Administration
- School Governance Council
- Parent/Teacher Association

This governance structure is designed to be inclusive and collaborative. By sharing a common focus, with high expectations for staff and students, and shared decision-making activities, each entity in the governance model collaborates around the Academy's operations, climate, and budget. Additionally, these groups are committed to the educational goals and work with community agencies to strengthen the Academy's mission and its outcomes. The respective entities described above are discussed in brief in the following sections. A detailed description of the roles and responsibilities of those who will govern and manage the school will be presented following these brief sections.



## The Board

### Membership

The number of voting members of the Board shall be no fewer than five (5) people and no larger than 21. The Board must include at least two parents who have students enrolled in the school. The Director of Education shall be an Ex-Officio member of the Board with no voting rights. Currently, there are eleven (11) Board members. A majority of the sitting Board members have been involved with the Academy since its inception in 2004. A narrative description of Board members' areas of expertise, skills and qualifications that each individual possesses to ensure the success of the school, as well as the organizational chart are provided in *Attachment C*.

### Non-Discriminatory Policy

The Academy prohibits discrimination in all of its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parent status, religion, sexual orientation, genetic information, political beliefs, or because all or part of an individual's income is derived from any public assistance program.

### Non-Sectarian Status

The Academy shall be non-sectarian and non-religious in its curriculum, programs, admission policies, employment practices, governance and all other operations.

### Duties and Responsibilities of the Board

With respect to the mission of the Academy, the responsibilities of the Board are, but are not limited to, the following:

- To develop the philosophy of the Academy.
- To develop and review long-range institutional goals and objectives.
- To establish overall policy for the management of the Academy, which is consistent with the Articles of Incorporation, the By-Laws, and the policy established by the Academy.
- To determine, except as otherwise provided by the Articles of Incorporation and By-Laws who shall be authorized to sign bills, notes, receipts, acceptances, endorsements, checks, releases, contracts, and documents on behalf of the Academy.
- To amend, restate or modify the Articles of Incorporation or the By-Laws of the Academy.
- To approve any plan for dissolution, merger, consolidation or liquidation of the Academy.
- To approve annual capital budget and any major fund raising project plans.
- To accept major gifts/bequests or gifts/bequests with restrictions in the name of the Academy.
- To approve acquisition, purchase, sale, mortgage, lease, transfer or encumbrances of the real property in the name of the Academy as well as all major capital financing by means of loans or other methods.

- To approve the appointment of the Director of Education of the Academy.
- To approve the addition or deletion of the school site.
- To develop a process for and hold grievance and/or conciliation hearings for all employees or make appropriate referrals for such.
- To be the final determinant of expulsion of students in accordance with policies developed to handle such matters.

The Academy's Board meets quarterly, with the Chairman presiding over the meetings. The Board operates with four (4) standing committees. These respective committees and their responsibilities include:

- (1) Finance Committee: Prepare annual operating and capital budgets for approval by the Board; review monthly actual revenues and expenditures of the operating, capital, and enterprise activities and present the same to the Board; and provide advice on financial matters to the Board and the Director of Education of the Academy.
- (2) Facilities and Equipment: Determine space and equipment needs and costs associated therewith; negotiate lease; ensure compliance with all regulations; develop plans for any necessary renovations to site; monitor ongoing compliance with regulations; and oversee maintenance of building and equipment.
- (3) Academic Policy: Review curriculum to ensure compliance with the mission of the Academy; recommend policy changes to the Board where appropriate; and participate in the development of program development and evaluation.
- (4) Community Relations: Seek out active involvement of community; act as a liaison between the board, staff, parents, volunteers, town and community to ensure smooth operations of the school; plan social events; and oversee a strong home-school communication program.

Board members are expected to actively contribute their expertise by participating on standing Board committees as well as ad hoc committees. Members are expected to use their networks to promote the Academy's accomplishments, goals, and objectives. Board members participate in trainings and board development activities designed to assist them in discharging their responsibilities as board members.

#### School Governance Council

The School Governance Council consists of community members, teachers, parents and the Director of Education and is advisory in nature. The Governance Council has influence on the educational program and budget processes. The Council reviews and assesses school performance with respect to student achievement, school culture/climate, and parent involvement. Dependent upon the needs and issues, there may be more than one Council operating at the same time to review different issues. Councils are the primary vehicles used to

foster collaborative development of school-wide rules and policies. Councils will have representatives from recognized employee and student organizations, as well as from respective parent organizations. The Academy may use sub-committees from time to time to permit representative groups to focus on specific areas of Academy operations. These groups are intended to be ad hoc, rather than standing or ongoing in nature.

#### Parent/Teacher Association

The Parent/Teacher Association consists of parents and teachers. Its primary purpose is to empower parents with the knowledge and understanding of how the Academy operates; to be partners with teachers; to assist in moving the mission and vision forward. This group will take the lead with school fund raisers. The Association is strictly voluntary and has no term limits.

The Organizational Chart, narrative listing of the Board names and areas of expertise as well as the Conflict of Interest Policy are provided in *Attachment C*.

#### Internal Procedures for Resolutions of Disputes

The Academy is committed to ensuring that parents, students, and staff have a venue in which they can voice concerns and complaints. If employees have concerns about working conditions or any other issues that affect their employment, they may take those concerns to their supervisor. If the matter is not resolved, they may pursue the matter further by petitioning the Director of Education. Employees will have access to a grievance procedure that will allow their concerns to be heard at various levels in the organization.

Procedures for parent complaints will be formalized and published. Parent concerns regarding governance, management of the Academy, policies and procedures, or any other issues that might affect them as parents, will be reviewed and attempts made to resolve them at every level of the organization. The ultimate authority for resolving internal disputes relative to the governance or management of the Academy shall rest with the Board.

#### Description of Method to Ensure Parental Involvement

The Academy is aware that parents differ greatly in their willingness, areas of interest, and time availability for involvement in Academy activities. The Academy provides a variety and continuum of options to increase parent participation. The Academy encourages a minimum of three types of parental involvement options that parents can follow, including: actively monitoring students' time, helping with homework, and discussing school matters. Parents can also assist with learning by attending Academy functions and parent-teacher conferences.

The Academy will continue to encourage effective parental involvement activities to support their students in the form of monitoring homework, helping students make postsecondary plans

and selecting courses. Also, the Academy will continuously encourage parents to keep regular home/school communications about students' progress and parent attendance at school-sponsored activities.

In order to further promote and increase parental involvement, the Academy will continue to do the following:

- Communicate with parents that their involvement and support makes a great deal of difference in their students' academic achievement, attendance, and overall matriculation;
- Encourage parent involvement beginning on the first day of attendance at the Academy;
- Provide orientation and training for parents several times throughout the school year;
- Make a special effort to engage the involvement of parents of special needs students;
- Publish a clear policy, welcoming parental involvement, publicizing it, and posting it in the Academy and disseminating it to all parents;
- Encourage home visits by teachers as a great tool for educating parents about the Academy and building strong relations between parents, students and teachers;
- Make sure that the Academy's front office, and every place in the building are friendly and open and that parents are treated with respect;
- Maintain the Academy's website so that it will be used effectively for continuous communication between the Academy and homes;
- Sponsor parent-to-parent events so that parents can get to know one another and develop common standards for their children's behavior and social lives.

In order to track parental involvement at parent/teacher conferences, the Academy will ask parents to pick up the students' report cards or progress reports at these conferences. The Academy will also ask parents to sign in when they arrive so an accurate record may be kept of the parents' attendance. When the Academy holds "Parents Nights," the parents will also be asked to sign in so an accurate record of attendance may be kept.

Administrators and teachers will be expected to keep phone and email logs, which they will be required to submit to the Dean of Students. These logs will keep track of how many parents are being contacted and how often they are contacted. The logs should also state the reason for the contact. Parents will be required to read and sign off on the Academy Parent Handbook. This handbook will inform parents of all of the expectations and policies that the Academy has put in place to govern parent, student, and school relationships. The Parent Handbook is provided in *Attachment S*; the Personnel Manual is provided in *Attachment D*; and, the Operational Manual is provided in *Attachment E*.

## **Operational and Fiscal Management of School**

### ***Description of Organizational Structure***

The organizational chart for the Academy is contained in *Attachment C*. The chart shows that the Director of Education is the administrative manager with lines of responsibility for all of the functions of the school. While the Director of Education has the authority to run the Academy, there is a deep commitment to shared-decision making and participatory management processes that allow the staff, parents, students, and community to have a voice in the school. The Director of Education also supervises the Principal, who serves as the instructional leader of the school, as well as the Finance Manager and the Dean of Students. The personnel manual that addresses staff recruitment, retention, licensing, and other personnel policies is provided in *Attachment D*.

Under the organizational chart, the Director of Education has the responsibility for supervising the Principal. The Financial Manager, under the direct supervision of the Education Director, has the responsibility for managing the financial affairs of the Academy. Resumes for the Director of Education and the Financial Manager are provided in *Attachment F*. The Principal serves as the instructional leader and supervises the teaching staff. The Dean of Students has responsibility for managing student and family affairs.

### ***Responsibilities of Management and Staff***

#### **Director of Education:**

The Director of Education is hired by the Board and has delegated authority to direct and administer the program and activities of the Academy, subject only to such policies as have been adopted by the Board. The Director of Education is accountable to and is evaluated by the Board.

The Director of Education is responsible for the overall operation of the Academy, including planning, supervision, and evaluation of the education programs, services, school facilities, and the annual evaluations of teaching and non-teaching staff. The Director of Education orchestrates programs and services deliver to students. The Director of Education establishes and maintains regular communications with the Board, charter authorizer, and city, county, and state administrators.

#### **Principal:**

The Principal is primarily responsible for the implementation of the educational plan and the daily school operations, including supervision and observing teaching staff. The Principal ensures that: all classes are covered by appropriate staff and arranges for substitute teachers as needed; ensures that school safety is a priority; and maintains school discipline and monitors behavior in the school common areas. The Principal, in addition to performing other administrative duties as assigned, holds parent meeting and handles complaints.

### Financial Manager:

The Financial Manager reports to the Director of Education and is responsible for overseeing and administering the financial operations and fiscal affairs of the Academy. This position requires high level of education and training in accounting and finance. The Finance Manager works closely with the Finance Committee and administers all accounting, payroll, timely financial reporting, purchasing, risk management, audits, budget development, and budget administration responsibilities.

### Dean of Students:

The Dean of Students assists the Principal by overseeing student activities and services. In addition, the Dean of Students deals with attendance issues, dress code violations and ensures that school rules set forth in the student handbook are followed. The Dean of Students determines appropriate disciplinary actions, including detentions, suspensions and recommending expulsions.

### ***Fiscal Management***

The Board is ultimately responsible for the Academy and its fiscal management. As a result, the Board will ensure, through administrative oversight that the Academy is operating in a fiscally responsible manner. Additional details regarding the internal control and fiscal management processes of the Academy can be found in the Operations Manual provided in ***Attachment E*** and the Accounting Policies and Procedures Manual provided in ***Attachment J***.

## **Budget**

The budget for the Academy is designed to support the mission of the school taking into considerations the instructional program and delivery methods. The budget is created through the collective efforts of the staff, administration and the board. Additional details of the budgeting process is located in the Accounting Policies and Procedures Manual, section G provided in *Attachment J*.

A detailed budget along with key assumptions, including a monthly cash flow projection for the first year of operations, are all provided in this section.

### ***Basis for Revenue and Expense Estimates***

The Academy has six years of operating experience, and thus is able to develop a budget based on historical costs trends and inflationary market increases. In addition, the school has occasionally experienced revenue shortfalls and as a result, reduces its expenses to ensure sound fiscal operations. The Academy takes a conservative approach to budgeting so that typically, revenues and expenses are aligned with the school's needs.

### ***Contingency Plan for Revenue Shortfalls***

The Academy currently has a Line of Credit with North Milwaukee State Bank in the amount of \$300,000. Available funds on the line at the time of this application are approximately \$70,000. It is anticipated that additional principal reductions will be made prior to the end of the current fiscal year, in the amount of a \$25,000, thus bringing the available funds to approximately \$95,000 by the end of the current year. This line is its source of cash as needed to adequately cover any shortfalls that may occur during the fiscal year.

### ***Number of Charter School Students Expected***

Currently, the Academy has an enrollment of 187 students in its 9<sup>th</sup> through 12<sup>th</sup> grade program. It is anticipated and reflected in the four year projections that the school will reach its maximum capacity of 200 students by the 2010-2011 academic year. As the school has no plans to expand its enrollment capacity, the four year projections reflect this maximum enrollment for each of the projected years.

The Line of Credit document can be found at the end of this section

**CEO Leadership Academy  
Line of Credit Paperwork**



<b>CEO LEADERSHIP ACADEMY INC</b> 2433 WEST ROOSEVELT DRIVE MILWAUKEE, WI 53209  <b>BORROWER'S NAME AND ADDRESS</b> <small>"I" Includes each borrower above, jointly and severally.</small>	<b>NORTH MILWAUKEE STATE BANK</b> 563D W FOND DU LAC AVENUE MILWAUKEE, WI 53218  <b>LENDER'S NAME AND ADDRESS</b> <small>"You" means the lender, its successors and assigns.</small>	<b>TERM</b> 12 MONTHS <b>Loan Number</b> 3728903 <b>Date</b> 05-22-2009 <b>Maturity Date</b> 05-22-2010 <b>Loan Amount</b> \$ 300,000.00 <b>Renewal Of</b> NOTE DATED: 09-28-2007
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For value received, I promise to pay to you, or your order, at your address listed above the **PRINCIPAL** sum of THREE HUNDRED THOUSAND AND NO/100 Dollars \$ 300,000.00

Single Advance: I will receive all of this principal sum on \_\_\_\_\_ . No additional advances are contemplated under this note.  
 Multiple Advance: The principal sum shown above is the maximum amount of principal I can borrow under this note. On \_\_\_\_\_ I will receive the amount of \$ \_\_\_\_\_ and future principal advances are contemplated.  
 Conditions: The conditions for future advances are \_\_\_\_\_

Open End Credit: You and I agree that I may borrow up to the maximum amount of principal more than one time. This feature is subject to all other conditions and expires on 05-22-2010

Closed End Credit: You and I agree that I may borrow up to the maximum only one time (and subject to all other conditions).

**INTEREST:** I agree to pay interest on the outstanding principal balance from 05-22-2009 at the rate of 6.250% per year until 06-22-2009

Variable Rate: This rate may then change as stated below.

Index Rate: The future rate will be 3.000 PERCENT ABOVE the following index rate: U.S. PRIME RATE IS THE BASE RATE ON CORPORATE LOANS POSTED BY AT LEAST 75% OF THE 30 LARGEST U.S. BANKS. THE RESULT OF THIS CALCULATION WILL BE ROUNDED TO THE NEAREST 0.010

No Index: The future rate will not be subject to any internal or external index. It will be entirely in your control.

Frequency and Timing: The rate on this note may change as often as EVERY MONTH BEGINNING 06-22-2009

A change in the interest rate will take effect ON THE SAME DAY

Limitations: During the term of this loan, the applicable annual interest rate will not be more than 18.000 % or less than 5.000 %. The rate may not change more than 1.000 % each MONTH

Effect of Variable Rate: A change in the interest rate will have the following effect on the payments:

The amount of each scheduled payment will change.  The amount of the final payment will change.

**ACCRUAL METHOD:** Interest will be calculated on a ACTUAL/360 basis.

**POST MATURITY RATE:** I agree to pay interest on the unpaid balance of this note owing after maturity, and until paid in full, as stated below:

on the same fixed or variable rate basis in-effect before maturity (as indicated above).  
 at a rate equal to \_\_\_\_\_

**LATE CHARGE:** If a payment is made more than 10 days after it is due, I agree to pay a late charge of 5.000% OF THE LATE AMOUNT

**RETURNED CHECK CHARGE:** I agree to pay a charge of \$32.00 for each check returned unsatisfied because of insufficient funds, no account, or insufficient credit.

**ADDITIONAL CHARGES:** In addition to interest, I agree to pay the following charges which  are  are not included in the principal amount above: LOAN FEE

**PAYMENTS:** I agree to pay this note as follows:

**MONTHLY PAYMENTS OF ACCRUED INTEREST CALCULATED ON THE AMOUNT OF CREDIT OUTSTANDING BEGINNING ON 06-22-2009 AND PRINCIPAL DUE ON 05-22-2010. THIS IS A VARIABLE RATE LOAN AND THE PAYMENT AMOUNTS MAY CHANGE. THE FINAL PAYMENT MAY ALSO CHANGE.**

**PURPOSE:** The purpose of this loan is RENEWAL OF NOTE DATED: 09-28-2007

**ADDITIONAL TERMS:**

**SPOUSAL NOTICES - WISCONSIN RESIDENTS ONLY**

Married Borrower. If checked, the obligation evidenced by this note and any agreement securing this note is incurred in the interest of my marriage or family.

Non-Signing Spouse. The undersigned is married to the borrower signing this note, actually knows of the credit extended under this note, and waives any notice of this extension of credit.

X \_\_\_\_\_ [Seal] X \_\_\_\_\_ [Seal]

**SECURITY:** This note is separately secured by (describe separate document by type and date):

[This section is for your internal use. Failure to list a separate security document does not mean the agreement will not secure this note.]

Signature for Lender

**SIGNATURES:** BY SIGNING UNDER SEAL, I AGREE TO THE TERMS OF THIS NOTE (INCLUDING THOSE ON PAGE 2). I have received a copy of today's date. CEO LEADERSHIP ACADEMY INC

Howard Fuller [Seal]  
 HOWARD FULLER

Denise Pitchford [Seal]  
 DENISE PITCHFORD

Harrol Barnett, Executive Vice President [Seal]

<b>CED LEADERSHIP ACADEMY INC</b> 2433 WEST ROOSEVELT DRIVE MILWAUKEE, WI 53209	<b>NORTH MILWAUKEE STATE BANK</b> 5630 W FOND DU LAC AVENUE MILWAUKEE, WI 53216	<b>TERM</b> 12 MONTHS <b>Loan Number</b> 3728903 <b>Date</b> 05-22-2009 <b>Maturity Date</b> 05-22-2010 <b>Loan Amount</b> \$ 300,000.00 <b>Renewal Of</b> NOTE DATED: 09-28-2007
<b>BORROWER'S NAME AND ADDRESS</b> "I" includes each borrower above, jointly and severally.		<b>LENDER'S NAME AND ADDRESS</b> You means the lender, its successors and assigns.

COPY

For value received, I promise to pay to you, or your order, at your address listed above the **PRINCIPAL** sum of THREE HUNDRED THOUSAND AND NO/100 Dollars \$ 300,000.00

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 Conditions: The conditions for future advances are \_\_\_\_\_

**Open End Credit:** You and I agree that I may borrow up to the maximum amount of principal more than one time. This feature is subject to all other conditions and expires on 05-22-2010  
 **Closed End Credit:** You and I agree that I may borrow up to the maximum only one time (and subject to all other conditions).

**INTEREST:** I agree to pay interest on the outstanding principal balance from 05-22-2009 at the rate of 6.250% per year until 08-22-2009

**Variable Rate:** This rate may then change as stated below.  
 **Index Rate:** The future rate will be 3.000 PERCENT ABOVE the following index rate: U.S. PRIME RATE IS THE BASE RATE ON CORPORATE LOANS POSTED BY AT LEAST 75% OF THE 30 LARGEST U.S. BANKS. THE RESULT OF THIS CALCULATION WILL BE ROUNDED TO THE NEAREST 0.010

**No Index:** The future rate will not be subject to any internal or external index. It will be entirely in your control.  
 **Frequency and Timing:** The rate on this note may change as often as EVERY MONTH BEGINNING 06-22-2009  
 A change in the interest rate will take effect ON THE SAME DAY  
 **Limitations:** During the term of this loan, the applicable annual interest rate will not be more than 18.000 % or less than 5.000 %. The rate may not change more than 1.000 % each MONTH

**Effect of Variable Rate:** A change in the interest rate will have the following effect on the payments:  
 The amount of each scheduled payment will change.  The amount of the final payment will change.

**ACCRUAL METHOD:** Interest will be calculated on a ACTUAL/360 basis.

**POST MATURITY RATE:** I agree to pay interest on the unpaid balance of this note owing after maturity, and until paid in full, as stated below:  
 on the same fixed or variable rate basis in effect before maturity (as indicated above).  
 at a rate equal to \_\_\_\_\_

**LATE CHARGE:** If a payment is made more than 10 days after it is due, I agree to pay a late charge of 5.000% OF THE LATE AMOUNT

**RETURNED CHECK CHARGE:** I agree to pay a charge of \$ 32.00 for each check returned unsatisfied because of insufficient funds, no account, or insufficient credit.

**ADDITIONAL CHARGES:** In addition to interest, I agree to pay the following charges which  are  are not included in the principal amount above: LOAN FEE

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**MONTHLY PAYMENTS OF ACCRUED INTEREST CALCULATED ON THE AMOUNT OF CREDIT OUTSTANDING BEGINNING ON 06-22-2009 AND PRINCIPAL DUE ON 05-22-2010. THIS IS A VARIABLE RATE LOAN AND THE PAYMENT AMOUNTS MAY CHANGE. THE FINAL PAYMENT MAY ALSO CHANGE.**

**PURPOSE:** The purpose of this loan is RENEWAL OF NOTE DATED: 09-28-2007  
**ADDITIONAL TERMS:**

**SPOUSAL NOTICES - WISCONSIN RESIDENTS ONLY**

**Married Borrower.** If checked, the obligation evidenced by this note and any agreement securing this note is incurred in the interest of my marriage or family.  
 X \_\_\_\_\_ [Seal] X \_\_\_\_\_ [Seal]  
 **Non-Signing Spouse.** The undersigned is married to the borrower signing this note, actually knows of the credit extended under this note, and waives any notice of this extension of credit.  
 X \_\_\_\_\_ [Seal] X \_\_\_\_\_ [Seal]

**SECURITY:** This note is separately secured by (describe separate document by type and date):  
 [This section is for your internal use. Failure to list a separate security document does not mean the agreement will not secure this note.]  
 Signature for Lender

**SIGNATURES: BY SIGNING UNDER SEAL, I AGREE TO THE TERMS OF THIS NOTE INCLUDING THOSE ON PAGE 2.** I have received a copy of today's note. CED LEADERSHIP ACADEMY INC  
 \_\_\_\_\_ [Seal]  
 HOWARD FULLER  
 \_\_\_\_\_ [Seal]  
 DENIS PITCHFORD

\_\_\_\_\_ [Seal]  
 ERROL BARNETT, EXECUTIVE VICE PRESIDENT  
 \_\_\_\_\_ [Seal]

CEO LEADERSHIP ACADEMY INC 2433 WEST RODSVELT DRIVE MILWAUKEE, WI 53209	NORTH MILWAUKEE STATE BANK 5630 W FOND DU LAC AVENUE MILWAUKEE, WI 53216	TERM 12 MONTHS Loan Number 3728903 Date 05-22-2009 Maturity Date 05-22-2010 Loan Amount \$ 300,000.00 Renewal Of NOTE DATED: 09-28-2007
Borrower's Name and Address "I" includes each borrower above, jointly and severally.		Lender's Name and Address You means the lender, its successors and assigns.

COPY

For value received, I promise to pay to you, or your order, at your address listed above the PRINCIPAL sum of THREE HUNDRED THOUSAND AND NO/100 Dollars \$ 300,000.00

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INTEREST: I agree to pay interest on the outstanding principal balance from 05-22-2009 at the rate of 6.250% per year until 06-22-2009

Variable Rate: This rate may change as stated below.  
 Index Rate: The future rate will be 3.000 PERCENT ABOVE the following index rate: U.S. PRIME RATE IS THE BASE RATE ON CORPORATE LOANS POSTED BY AT LEAST 75% OF THE 30 LARGEST U.S. BANKS. THE RESULT OF THIS CALCULATION WILL BE ROUNDED TO THE NEAREST 0.010

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 X \_\_\_\_\_ (Seal) X \_\_\_\_\_ (Seal)  
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 X \_\_\_\_\_ (Seal) X \_\_\_\_\_ (Seal)

SECURITY: This note is separately secured by (describe separate document by type and date):  
 SIGNATURES: BY SIGNING UNDER SEAL, I AGREE TO THE TERMS OF THIS NOTE INCLUDING THOSE ON PAGE 21. I have received a copy of today's date CEO LEADERSHIP ACADEMY INC

(This section is for your internal use. Failure to list a separate security document does not mean the agreement will not secure this note.)  
 Signature for Lender  
 \_\_\_\_\_ (Seal)  
 ERROL BARNETT, EXECUTIVE VICE PRESIDENT  
 \_\_\_\_\_ (Seal)  
 \_\_\_\_\_ (Seal)  
 \_\_\_\_\_ (Seal)

CEO LEADERSHIP ACADEMY INC 2433 WEST ROOSEVELT DRIVE MILWAUKEE, WI 53209	NORTH MILWAUKEE STATE BANK 5630 W FOND DU LAC AVENUE MILWAUKEE, WI 53216	TERM 12 MONTHS Loan Number 3728903 Date 05-22-2009 Maturity Date 05-22-2010 Loan Amount \$ 300,000.00 Renewal Of NOTE DATED: 09-28-2007
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 \_\_\_\_\_ [Seal]  
 HOWARD FULLER  
 \_\_\_\_\_ [Seal]  
 DENISE PITCHFORD

Signature for Lender  
 \_\_\_\_\_ [Seal]  
 ERROL BARNETT, EXECUTIVE VICE PRESIDENT  
 \_\_\_\_\_ [Seal]

DEBTOR NAME AND ADDRESS	SECURED PARTY NAME AND ADDRESS
CEO LEADERSHIP ACADEMY INC 2433 WEST ROOSEVELT DRIVE MILWAUKEE, WI 53209	NORTH MILWAUKEE STATE BANK 5630 W FOND DU LAC AVENUE MILWAUKEE, WI 53216
Type: <input type="checkbox"/> individual <input type="checkbox"/> partnership <input checked="" type="checkbox"/> corporation <input type="checkbox"/> _____	
State of organization/registration (if applicable) <u>WI</u>	
<input type="checkbox"/> If checked, refer to addendum for additional Debtors and signatures.	

**COMMERCIAL SECURITY AGREEMENT**

The date of this Commercial Security Agreement (Agreement) is 05-22-2009  
**SECURED DEBTS.** This Agreement will secure all sums advanced by Secured Party under the terms of this Agreement and the payment and performance of the following described Secured Debts that (check one)  Debtor  \_\_\_\_\_

(Borrower) owes to Secured Party:  
 Specific Debts. The following debts and all extensions, renewals, refinancings, modifications, and replacements (describe):

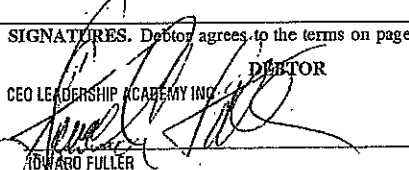
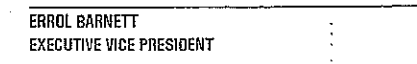
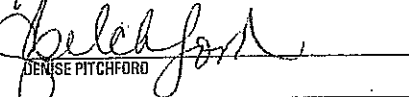
All Debts. All present and future debts, even if this Agreement is not referenced, the debts are also secured by other collateral, or the future debt is unrelated to or of a different type than the current debt. Nothing in this Agreement is a commitment to make future loans or advances.

**SECURITY INTEREST.** To secure the payment and performance of the Secured Debts, Debtor gives Secured Party a security interest in all of the Property described in this Agreement that Debtor owns or has sufficient rights in which to transfer an interest, now or in the future, wherever the Property is or will be located, and all proceeds and products of the Property. "Property" includes all parts, accessories, repairs, replacements, improvements, and accessions to the Property; any original evidence of title or ownership; and all obligations that support the payment or performance of the Property. "Proceeds" includes anything acquired upon the sale, lease, license, exchange, or other disposition of the Property; any rights and claims arising from the Property; and any collections and distributions on account of the Property. This Agreement remains in effect until terminated in writing, even if the Secured Debts are paid and Secured Party is no longer obligated to advance funds to Debtor or Borrower.

**PROPERTY DESCRIPTION.** The Property is described as follows:

- Accounts and Other Rights to Payment: All rights to payment, whether or not earned by performance, including, but not limited to, payment for property or services sold, leased, rented, licensed, or assigned. This includes any rights and interests (including all liens) which Debtor may have by law or agreement against any account debtor or obligor of Debtor.
- Inventory: All inventory held for ultimate sale or lease, or which has been or will be supplied under contracts of service, or which are raw materials, work in process, or materials used or consumed in Debtor's business.
- Equipment: All equipment including, but not limited to, machinery, vehicles, furniture, fixtures, manufacturing equipment, farm machinery and equipment, shop equipment, office and record keeping equipment, parts, and tools. The Property includes any equipment described in a list or schedule Debtor gives to Secured Party, but such a list is not necessary to create a valid security interest in all of Debtor's equipment.
- Instruments and Chattel Paper: All instruments, including negotiable instruments and promissory notes and any other writings or records that evidence the right to payment of a monetary obligation, and tangible and electronic chattel paper.
- General Intangibles: All general intangibles including, but not limited to, tax refunds, patents and applications for patents, copyrights, trademarks, trade secrets, goodwill, trade names, customer lists, permits and franchises, payment intangibles, computer programs and all supporting information provided in connection with a transaction relating to computer programs, and the right to use Debtor's name.
- Documents: All documents of title including, but not limited to, bills of lading, dock warrants and receipts, and warehouse receipts.
- Farm Products and Supplies: All farm products including, but not limited to, all poultry and livestock and their young, along with their produce, products, and replacements; all crops, annual or perennial, and all products of the crops; and all feed, seed, fertilizer, medicines, and other supplies used or produced in Debtor's farming operations.
- Government Payments and Programs: All payments, accounts, general intangibles, and benefits including, but not limited to, payments in kind, deficiency payments, letters of entitlement, warehouse receipts, storage payments, emergency assistance and diversion payments, production flexibility contracts, and conservation reserve payments under any preexisting, current, or future federal or state government program.
- Investment Property: All investment property including, but not limited to, certificated securities, uncertificated securities, securities entitlements, securities accounts, commodity contracts, commodity accounts, and financial assets.
- Deposit Accounts: All deposit accounts including, but not limited to, demand, time, savings, passbook, and similar accounts.
- Specific Property Description: The Property includes, but is not limited by, the following (if required, provide real estate description):

**USE OF PROPERTY.** The Property will be used for  personal  business  agricultural  \_\_\_\_\_ purposes.

<b>SIGNATURES.</b> Debtor agrees to the terms on pages 1 and 2 of this Agreement and acknowledges receipt of a copy of this Agreement.	
<b>DEBTOR</b>	<b>SECURED PARTY</b>
CEO LEADERSHIP ACADEMY INC	NORTH MILWAUKEE STATE BANK
 EDWARD FULLER	 ERROL BARNETT EXECUTIVE VICE PRESIDENT
 DENISE PITCHFORD	

DEBTOR NAME AND ADDRESS

CEO LEADERSHIP ACADEMY INC  
2433 WEST ROOSEVELT DRIVE  
MILWAUKEE, WI 53209

SECURED PARTY NAME AND ADDRESS

NORTH MILWAUKEE STATE BANK  
5630 W FOND DU LAC AVENUE  
MILWAUKEE, WI 53218

COPY

Type:  individual  partnership  corporation  
State of organization/registration (if applicable) WI  
 If checked, refer to addendum for additional Debtors and signatures.

COMMERCIAL SECURITY AGREEMENT

The date of this Commercial Security Agreement (Agreement) is 05-22-2009

SECURED DEBTS. This Agreement will secure all sums advanced by Secured Party under the terms of this Agreement and the payment and performance of the following described Secured Debts that (check one)  Debtor  \_\_\_\_\_

(Borrower) owes to Secured Party:

Specific Debts. The following debts and all extensions, renewals, refinancings, modifications, and replacements (describe):

All Debts. All present and future debts, even if this Agreement is not referenced, the debts are also secured by other collateral, or the future debt is unrelated to or of a different type than the current debt. Nothing in this Agreement is a commitment to make future loans or advances. SECURITY INTEREST. To secure the payment and performance of the Secured Debts, Debtor gives Secured Party a security interest in all of the Property described in this Agreement that Debtor owns or has sufficient rights in which to transfer an interest, now or in the future, wherever the Property is or will be located, and all proceeds and products of the Property. "Property" includes all parts, accessories, repairs, replacements, improvements, and accessions to the Property; any original evidence of title or ownership; and all obligations that support the payment or performance of the Property. "Proceeds" includes anything acquired upon the sale, lease, license, exchange, or other disposition of the Property; any rights and claims arising from the Property; and any collections and distributions on account of the Property. This Agreement remains in effect until terminated in writing, even if the Secured Debts are paid and Secured Party is no longer obligated to advance funds to Debtor or Borrower.

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- Inventory: All inventory held for ultimate sale or lease, or which has been or will be supplied under contracts of service, or which are raw materials, work in process, or materials used or consumed in Debtor's business.
- Equipment: All equipment including, but not limited to, machinery, vehicles, furniture, fixtures, manufacturing equipment, farm machinery and equipment, shop equipment, office and record keeping equipment, parts, and tools. The Property includes any equipment described in a list or schedule Debtor gives to Secured Party, but such a list is not necessary to create a valid security interest in all of Debtor's equipment.
- Instruments and Chattel Paper: All instruments, including negotiable instruments and promissory notes and any other writings or records that evidence the right to payment of a monetary obligation, and tangible and electronic chattel paper.
- General Intangibles: All general intangibles including, but not limited to, tax refunds, patents and applications for patents, copyrights, trademarks, trade secrets, goodwill, trade names, customer lists, permits and franchises, payment intangibles, computer programs and all supporting information provided in connection with a transaction relating to computer programs, and the right to use Debtor's name.
- Documents: All documents of title including, but not limited to, bills of lading, dock warrants and receipts, and warehouse receipts.
- Farm Products and Supplies: All farm products including, but not limited to, all poultry and livestock and their young, along with their produce, products, and replacements; all crops, annual or perennial, and all products of the crops; and all feed, seed, fertilizer, medicines, and other supplies used or produced in Debtor's farming operations.
- Government Payments and Programs: All payments, accounts, general intangibles, and benefits including, but not limited to, payments in kind, deficiency payments, letters of entitlement, warehouse receipts, storage payments, emergency assistance and diversion payments, production flexibility contracts, and conservation reserve payments under any preexisting, current, or future federal or state government program.
- Investment Property: All investment property including, but not limited to, certificated securities, uncertificated securities, securities entitlements, securities accounts, commodity contracts, commodity accounts, and financial assets.
- Deposit Accounts: All deposit accounts including, but not limited to, demand, time, savings, passbook, and similar accounts.
- Specific Property Description: The Property includes, but is not limited by, the following (if required, provide real estate description):

USE OF PROPERTY. The Property will be used for  personal  business  agricultural  \_\_\_\_\_ purposes.

SIGNATURES. Debtor agrees to the terms on pages 1 and 2 of this Agreement and acknowledges receipt of a copy of this Agreement.

DEBTOR  
CEO LEADERSHIP ACADEMY INC

ARWARD FULLER

GENISE PITCHFORD

SECURED PARTY

NORTH MILWAUKEE STATE BANK

ERROL BARRETT  
EXECUTIVE VICE PRESIDENT

DEBTOR NAME AND ADDRESS	SECURED PARTY NAME AND ADDRESS
CEO LEADERSHIP ACADEMY INC 2433 WEST ROOSEVELT DRIVE MILWAUKEE, WI 53209	NORTH MILWAUKEE STATE BANK 5630 W FOND DU LAC AVENUE MILWAUKEE, WI 53216
COPY	
Type: <input type="checkbox"/> individual <input type="checkbox"/> partnership <input checked="" type="checkbox"/> corporation State of organization/registration (if applicable) <u>WI</u> <input type="checkbox"/> If checked, refer to addendum for additional Debtors and signatures.	

### COMMERCIAL SECURITY AGREEMENT

The date of this Commercial Security Agreement (Agreement) is 05-22-2009  
**SECURED DEBTS.** This Agreement will secure all sums advanced by Secured Party under the terms of this Agreement and the payment and performance of the following described Secured Debts that (check one)  Debtor  \_\_\_\_\_ (Borrower) owes to Secured Party:

Specific Debts. The following debts and all extensions, renewals, refinancings, modifications, and replacements (describe):

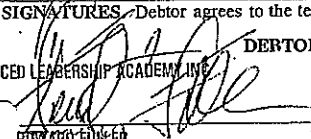
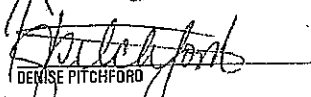
All Debts. All present and future debts, even if this Agreement is not referenced, the debts are also secured by other collateral, or the future debt is unrelated to or of a different type than the current debt. Nothing in this Agreement is a commitment to make future loans or advances.

**SECURITY INTEREST.** To secure the payment and performance of the Secured Debts, Debtor gives Secured Party a security interest in all of the Property described in this Agreement that Debtor owns or has sufficient rights in which to transfer an interest, now or in the future, wherever the Property is or will be located, and all proceeds and products of the Property. "Property" includes all parts, accessories, repairs, replacements, improvements, and accessions to the Property; any original evidence of title or ownership; and all obligations that support the payment or performance of the Property. "Proceeds" includes anything acquired upon the sale, lease, license, exchange, or other disposition of the Property; any rights and claims arising from the Property; and any collections and distributions on account of the Property. This Agreement remains in effect until terminated in writing, even if the Secured Debts are paid and Secured Party is no longer obligated to advance funds to Debtor or Borrower.

**PROPERTY DESCRIPTION.** The Property is described as follows:

- Accounts and Other Rights to Payment: All rights to payment, whether or not earned by performance, including, but not limited to, payment for property or services sold, leased, rented, licensed, or assigned. This includes any rights and interests (including all liens) which Debtor may have by law or agreement against any account debtor or obligor of Debtor.
- Inventory: All inventory held for ultimate sale or lease, or which has been or will be supplied under contracts of service, or which are raw materials, work in process, or materials used or consumed in Debtor's business.
- Equipment: All equipment including, but not limited to, machinery, vehicles, furniture, fixtures, manufacturing equipment, farm machinery and equipment, shop equipment, office and record keeping equipment, parts, and tools. The Property includes any equipment described in a list or schedule Debtor gives to Secured Party, but such a list is not necessary to create a valid security interest in all of Debtor's equipment.
- Instruments and Chattel Paper: All instruments, including negotiable instruments and promissory notes and any other writings or records that evidence the right to payment of a monetary obligation, and tangible and electronic chattel paper.
- General Intangibles: All general intangibles including, but not limited to, tax refunds, patents and applications for patents, copyrights, trademarks, trade secrets, goodwill, trade names, customer lists, permits and franchises, payment intangibles, computer programs and all supporting information provided in connection with a transaction relating to computer programs, and the right to use Debtor's name.
- Documents: All documents of title including, but not limited to, bills of lading, dock warrants and receipts, and warehouse receipts.
- Farm Products and Supplies: All farm products including, but not limited to, all poultry and livestock and their young, along with their produce, products, and replacements; all crops, annual or perennial, and all products of the crops; and all feed, seed, fertilizer, medicines, and other supplies used or produced in Debtor's farming operations.
- Government Payments and Programs: All payments, accounts, general intangibles, and benefits including, but not limited to, payments in kind, deficiency payments, letters of entitlement, warehouse receipts, storage payments, emergency assistance and diversion payments, production flexibility contracts, and conservation reserve payments under any preexisting, current, or future federal or state government program.
- Investment Property: All investment property including, but not limited to, certificated securities, uncertificated securities, securities entitlements, securities accounts, commodity contracts, commodity accounts, and financial assets.
- Deposit Accounts: All deposit accounts including, but not limited to, demand, time, savings, passbook, and similar accounts.
- Specific Property Description: The Property includes, but is not limited by, the following (if required, provide real estate description):

**USE OF PROPERTY.** The Property will be used for  personal  business  agricultural  \_\_\_\_\_ purposes.

SIGNATURES Debtor agrees to the terms on pages 1 and 2 of this Agreement and acknowledges receipt of a copy of this Agreement.	
<p style="text-align: center;"><b>DEBTOR</b></p> <p>CEO LEADERSHIP ACADEMY INC              HOWARD FULLER</p> <p>            DENISE PITCHFORD</p>	<p style="text-align: center;"><b>SECURED PARTY</b></p> <p>NORTH MILWAUKEE STATE BANK              ERROL BARNETT            EXECUTIVE VICE PRESIDENT</p>

**GUARANTOR NAME AND ADDRESS**

CEO LEADERSHIP ACADEMY INC  
2433 WEST ROOSEVELT DRIVE  
MILWAUKEE, WI 53209

**LENDER NAME AND ADDRESS**

NORTH MILWAUKEE STATE BANK  
5630 W FOND DU LAC AVENUE  
MILWAUKEE, WI 53216

Number 3728903

Amount 300,000.00

Date MAY 22, 2009

**GUARANTY**

**DATE.** The date of this Guaranty is 05-22-2009

For good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, and to induce Lender [with its participants, successors and assigns], at its option, at any time or from time to time to make loans or extend other accommodations to or for the account of CEO LEADERSHIP ACADEMY INC

(Borrower) or to engage in any other transactions with Borrower, the Guarantor hereby absolutely and unconditionally guarantees to the Lender the full and prompt payment when due, whether at maturity or earlier by reason of acceleration or otherwise, of the debts, liabilities and obligations described as follows:

**INDEBTEDNESS.**

**Specific Debts.** The Guarantor guarantees to Lender the payment and performance of the debt, liability or obligation of Borrower to Lender evidenced by or arising out of the following: \_\_\_\_\_ and any extensions, renewals or replacements thereof (Indebtedness).

**All Debts.** Except as this Guaranty may otherwise provide, the Guarantor guarantees to Lender the payment and performance of each and every debt, liability and obligation of every type and description which Borrower may now or at any time hereafter owe to Lender (whether such debt, liability or obligation now exists or is hereafter created or incurred, and whether it is or may be direct or indirect, due or to become due, absolute or contingent, primary or secondary, liquidated or unliquidated, or joint, several, or joint and several; all such debts, liabilities and obligations (Indebtedness)). Without limitation, this Guaranty includes the following described debt(s):

UNLIMITED GUARANTY FOR LOAN NUMBER: 3728903

**Exclusions:**

Guarantor will be liable for \$ \_\_\_\_\_ of the principal amount of the indebtedness outstanding at default and for all of the accrued interest, and the expenses of collection, enforcement or protection of Lender's rights and remedies under this Guaranty, including reasonable attorneys' fees.

Guarantor's liability will not exceed \_\_\_\_\_ % of the indebtedness outstanding at default and all of the accrued interest, and the expenses of collection, enforcement or protection of Lender's rights and remedies under this Guaranty, including reasonable attorneys' fees.

Indebtedness Excludes:

**SECURITY.**

the Guaranty is unsecured.

secured by \_\_\_\_\_

IL only  **CONFESSION OF JUDGMENT.** If Guarantor defaults, it authorizes any attorney to appear in a court of record and confess judgment against it in favor of Lender. The confession of judgment may be without process and for any amount due on this Guaranty including collection costs and reasonable attorneys' fees.

PA only  **WARRANT OF AUTHORITY TO CONFESS JUDGMENT.** Upon default, in addition to all other remedies and rights available to Lender, by signing below Guarantor irrevocably authorizes the prothonotary, clerk, or any attorney to appear in any court of record having jurisdiction over this matter and to confess judgment against Guarantor at any time without stay of execution. Guarantor waives notice, service of process and process. Guarantor agrees and understands that judgment may be confessed against Guarantor for any unpaid principal, accrued interest and accrued charges due on this Note, plus collection costs and reasonable attorneys' fees up to 15 percent of the judgment. The exercise of the power to confess judgment will not exhaust this warrant of authority to confess judgment and may be done as often as Lender elects. Guarantor further understands that Guarantor's property may be seized without prior notice to satisfy the debt owed. Guarantor knowingly, intentionally, and voluntarily waives any and all constitutional rights Guarantor has to pre-deprivation notice and hearing under federal and state laws and fully understands the consequences of this waiver.

By signing immediately below, Guarantor agrees to the terms of the WARRANT OF AUTHORITY TO CONFESS JUDGMENT section.

**SIGNATURES.** By signing under seal, Guarantor agrees to the terms contained in this Guaranty (including those on page 2). Guarantor also acknowledges receipt of a copy of this Guaranty.

**GUARANTOR:**

CEO LEADERSHIP ACADEMY INC  
Entity Name \_\_\_\_\_ [Seal]

Howard Fuller  
Name, Title \_\_\_\_\_ [Seal]

Denise Pittsford  
Name, Title \_\_\_\_\_ [Seal]



GUARANTOR NAME AND ADDRESS

CEO LEADERSHIP ACADEMY INC  
2433 WEST ROOSEVELT DRIVE  
MILWAUKEE, WI 53209

LENDER NAME AND ADDRESS

N8RTH MILWAUKEE STATE BANK  
5630 W FOND DU LAC AVENUE  
MILWAUKEE, WI 53216

Number 3728903

Amount 300,000.00

Date MAY 22, 2009

COPY  
GUARANTY

DATE. The date of this Guaranty is 05-22-2009

For good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, and to induce Lender (with its participants, successors and assigns), at its option, at any time or from time to time to make loans or extend other accommodations to or for the account of CEO LEADERSHIP ACADEMY INC

(Borrower) or to engage in any other transactions with Borrower, the Guarantor hereby absolutely and unconditionally guarantees to the Lender the full and prompt payment when due, whether at maturity or earlier by reason of acceleration or otherwise, of the debts, liabilities and obligations described as follows:

INDEBTEDNESS.

Specific Debts. The Guarantor guarantees to Lender the payment and performance of the debt, liability or obligation of Borrower to Lender evidenced by or arising out of the following:

and any extensions, renewals or replacements thereof (Indebtedness).

All Debts. Except as this Guaranty may otherwise provide, the Guarantor guarantees to Lender the payment and performance of each and every debt, liability and obligation of every type and description which Borrower may now or at any time hereafter owe to Lender (whether such debt, liability or obligation now exists or is hereafter created or incurred, and whether it is or may be direct or indirect, due or to become due, absolute or contingent, primary or secondary, liquidated or unliquidated, or joint, several, or joint and several; all such debts, liabilities and obligations (Indebtedness)). Without limitation, this Guaranty includes the following described debt(s):

UNLIMITED GUARANTY FOR LOAN NUMBER: 3728903

Exclusions.

Guarantor will be liable for \$ of the principal amount of the Indebtedness outstanding at default and for all of the accrued interest, and the expenses of collection, enforcement or protection of Lender's rights and remedies under this Guaranty, including reasonable attorneys' fees.

Guarantor's liability will not exceed % of the Indebtedness outstanding at default, and all of the accrued interest, and the expenses of collection, enforcement or protection of Lender's rights and remedies under this Guaranty, including reasonable attorneys' fees.

Indebtedness Excludes:

SECURITY.

the Guaranty is unsecured.

secured by

IL only  CONFESSON OF JUDGMENT. If Guarantor defaults, it authorizes any attorney to appear in a court of record and confess judgment against it in favor of Lender. The confession of judgment may be without process and for any amount due on this Guaranty including collection costs and reasonable attorneys' fees.

PA only  WARRANT OF AUTHORITY TO CONFESS JUDGMENT. Upon default, in addition to all other remedies and rights available to Lender, by signing below Guarantor irrevocably authorizes the prothonotary, clerk, or any attorney to appear in any court of record having jurisdiction over this matter and to confess judgment against Guarantor at any time without stay of execution. Guarantor waives notice, service of process and process. Guarantor agrees and understands that judgment may be confessed against Guarantor for any unpaid principal, accrued interest and accrued charges due on this Note, plus collection costs and reasonable attorneys' fees up to 15 percent of the judgment. The exercise of the power to confess judgment will not exhaust this warrant of authority to confess judgment and may be done as often as Lender elects. Guarantor further understands that Guarantor's property may be seized without prior notice to satisfy the debt owed. Guarantor knowingly, intentionally, and voluntarily waives any and all constitutional rights Guarantor has to pre-deprivation notice and hearing under federal and state laws and fully understands the consequences of this waiver.

By signing immediately below, Guarantor agrees to the terms of the WARRANT OF AUTHORITY TO CONFESS JUDGMENT section.

SIGNATURES. By signing under seal, Guarantor agrees to the terms contained in this Guaranty including those on page 21. Guarantor also acknowledges receipt of a copy of this Guaranty.

GUARANTORS

CEO LEADERSHIP ACADEMY INC

Entity Name

(Seal)

NAME: THE HOWARD FULLER

(Seal)

NAME: DENISE PITCHERO

(Seal)

GUARANTOR NAME AND ADDRESS

CEO LEADERSHIP ACADEMY INC  
2433 WEST ROOSEVELT DRIVE  
MILWAUKEE, WI 53209

LENDER NAME AND ADDRESS

NORTH MILWAUKEE STATE BANK  
5630 W FOND DU LAC AVENUE  
MILWAUKEE, WI 53216

Number 3728803

Amount 300,000.00

Date MAY 22, 2009

COPY  
GUARANTY

DATE. The date of this Guaranty is 05-22-2009

For good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, and to induce Lender (with its participants, successors and assigns), at its option, at any time or from time to time to make loans or extend other accommodations to or for the account of CEO LEADERSHIP ACADEMY INC

(Borrower) or to engage in any other transactions with Borrower, the Guarantor hereby absolutely and unconditionally guarantees to the Lender the full and prompt payment when due, whether at maturity or earlier by reason of acceleration or otherwise, of the debts, liabilities and obligations described as follows:

INDEBTEDNESS.

Specific Debts. The Guarantor guarantees to Lender the payment and performance of the debt, liability or obligation of Borrower to Lender evidenced by or arising out of the following: \_\_\_\_\_ and any extensions, renewals or replacements thereof (Indebtedness).

All Debts. Except as this Guaranty may otherwise provide, the Guarantor guarantees to Lender the payment and performance of each and every debt, liability and obligation of every type and description which Borrower may now or at any time hereafter owe to Lender (whether such debt, liability or obligation now exists or is hereafter created or incurred, and whether it is or may be direct or indirect, due or to become due, absolute or contingent, primary or secondary, liquidated or unliquidated, or joint, several, or joint and several; all such debts, liabilities and obligations (Indebtedness)). Without limitation, this Guaranty includes the following described debt(s):

UNLIMITED GUARANTY FOR LOAN NUMBER: 3728803

Exclusions.

Guarantor will be liable for \$ \_\_\_\_\_ of the principal amount of the Indebtedness outstanding at default and for all of the accrued interest, and the expenses of collection, enforcement or protection of Lender's rights and remedies under this Guaranty, including reasonable attorneys' fees.

Guarantor's liability will not exceed \_\_\_\_\_ % of the Indebtedness outstanding at default and all of the accrued interest, and the expenses of collection, enforcement or protection of Lender's rights and remedies under this Guaranty, including reasonable attorneys' fees.

Indebtedness Excludes:

SECURITY.

the Guaranty is unsecured.

secured by \_\_\_\_\_

IL only  CONFESSION OF JUDGMENT. If Guarantor defaults, it authorizes any attorney to appear in a court of record and confess judgment against it in favor of Lender. The confession of judgment may be without process and for any amount due on this Guaranty including collection costs and reasonable attorneys' fees.

PA only  WARRANT OF AUTHORITY TO CONFESS JUDGMENT. Upon default, in addition to all other remedies and rights available to Lender, by signing below Guarantor irrevocably authorizes the prothonotary, clerk, or any attorney to appear in any court of record having jurisdiction over this matter and to confess judgment against Guarantor at any time without stay of execution. Guarantor waives notice, service of process and process. Guarantor agrees and understands that judgment may be confessed against Guarantor for any unpaid principal, accrued interest and accrued charges due on this Note, plus collection costs and reasonable attorneys' fees up to 15 percent of the judgment. The exercise of the power to confess judgment will not exhaust this warrant of authority to confess judgment and may be done as often as Lender elects. Guarantor further understands that Guarantor's property may be seized without prior notice to satisfy the debt owed. Guarantor knowingly, intentionally, and voluntarily waives any and all constitutional rights Guarantor has to pre-deprivation notice and hearing under federal and state laws and fully understands the consequences of this waiver.

By signing immediately below, Guarantor agrees to the terms of the WARRANT OF AUTHORITY TO CONFESS JUDGMENT section.

SIGNATURES. By signing under seal, Guarantor agrees to the terms contained in this Guaranty (including those on page 2). Guarantor also acknowledges receipt of a copy of this Guaranty.

GUARANTOR:

CEO LEADERSHIP ACADEMY INC  
Entity Name (Seal)

Howard Fuller  
Name Title HOWARD FULLER (Seal)

Denise Pitchford, Executive Director of Education  
Name Title DENISE PITCHFORD (Seal)

## Facility

The Academy is located at 3222 W. Brown Street, Milwaukee, WI 53208. The Academy moved into this facility in the fall of 2009. The facility consists of a three story building approximately 15,299.6 square feet situated on .9248 -acre of land. The building was built in 1965 and was remodeled in 2008. The remodeling that was done included installation of a new furnace, upgrade of energy efficient lighting throughout the school, air conditioners, energy efficient windows and other work required to meet building codes and to restore the facility for optimal use as a school. The floor plan can be found at the end of this section.

The first floor of the Academy consists of the main office, two administrator offices, three classrooms, kitchen, a multi-purpose space that serves as the gymnasium, cafeteria, and auditorium, a Science Lab, a staff lounge, and a conference room. Space is available for recreational and extracurricular activities. All students have an assigned locker space. The second floor includes three classrooms and one computer lab. The third floor consists of three classrooms. The Academy leases this facility from Nelson Properties. A copy of the lease agreement is provided in *Attachment K*. The occupancy certificate for school use from the City of Milwaukee Department of Building Inspection, and a copy of a letter from the Building Inspection Department regarding code compliance are provided in *Attachments H and M*.

The Academy worked with the IFF (formerly known as the Illinois Financial Fund) for a Financial Analysis and Feasibility Study for the purpose of expansion of the building. At this time the Academy does not anticipate any expansion, opening of a second facility, or moving to a different facility during the next three years.

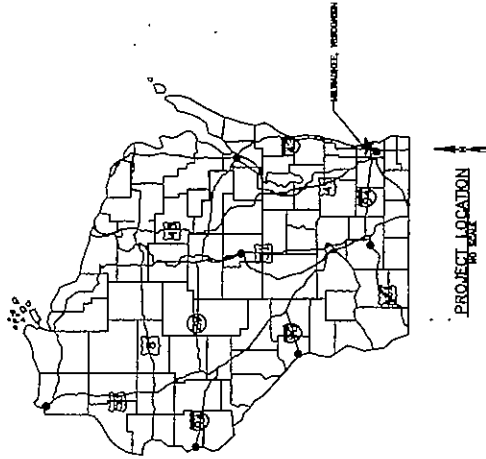
Floor plans can be found at the end of this section.

**CEO Leadership Academy  
Floor Plan Information**

# BETHANY SCHOOL REMODELING

## MILWAUKEE, WISCONSIN

### JUNE, 2008



633 West Wisconsin Avenue, Suite 800  
 Milwaukee, WI 53203  
 414 271-0771  
 414 271-8312 FAX  
 www.strand.com

**CONTRACT 2-2008**

- LIST OF DRAWINGS**
- REMARKS/NOTES**
- TITLE SHEET, LOCATION MAP, AND LIST OF DRAWINGS
  - EXISTING STRUCTURE, CODE COMPLIANT AND LIFE SAFETY AND EGRESS PLAN
  - INTERPLAN INCLUDES: TYPICAL, L.O.C.
  - FOUNDATION - FIRST FLOOR PLAN
  - FOUNDATION - SECOND FLOOR PLAN
  - FOUNDATION - THIRD FLOOR PLAN
  - FOUNDATION - FOURTH FLOOR PLAN
  - FOUNDATION - FIFTH FLOOR PLAN
  - FOUNDATION - SIXTH FLOOR PLAN
  - FOUNDATION - SEVENTH FLOOR PLAN
  - FOUNDATION - EIGHTH FLOOR PLAN
  - FOUNDATION - NINTH FLOOR PLAN
  - FOUNDATION - TENTH FLOOR PLAN
  - FOUNDATION - ELEVENTH FLOOR PLAN
  - FOUNDATION - TWELFTH FLOOR PLAN
  - FOUNDATION - THIRTEENTH FLOOR PLAN
  - FOUNDATION - FOURTEENTH FLOOR PLAN
  - FOUNDATION - FIFTEENTH FLOOR PLAN
  - FOUNDATION - SIXTEENTH FLOOR PLAN
  - FOUNDATION - SEVENTEENTH FLOOR PLAN
  - FOUNDATION - EIGHTEENTH FLOOR PLAN
  - FOUNDATION - NINETEENTH FLOOR PLAN
  - FOUNDATION - TWENTIETH FLOOR PLAN
  - FOUNDATION - TWENTY-FIRST FLOOR PLAN
  - FOUNDATION - TWENTY-SECOND FLOOR PLAN
  - FOUNDATION - TWENTY-THIRD FLOOR PLAN
  - FOUNDATION - TWENTY-FOURTH FLOOR PLAN
  - FOUNDATION - TWENTY-FIFTH FLOOR PLAN
  - FOUNDATION - TWENTY-SIXTH FLOOR PLAN
  - FOUNDATION - TWENTY-SEVENTH FLOOR PLAN
  - FOUNDATION - TWENTY-EIGHTH FLOOR PLAN
  - FOUNDATION - TWENTY-NINTH FLOOR PLAN
  - FOUNDATION - THIRTIETH FLOOR PLAN

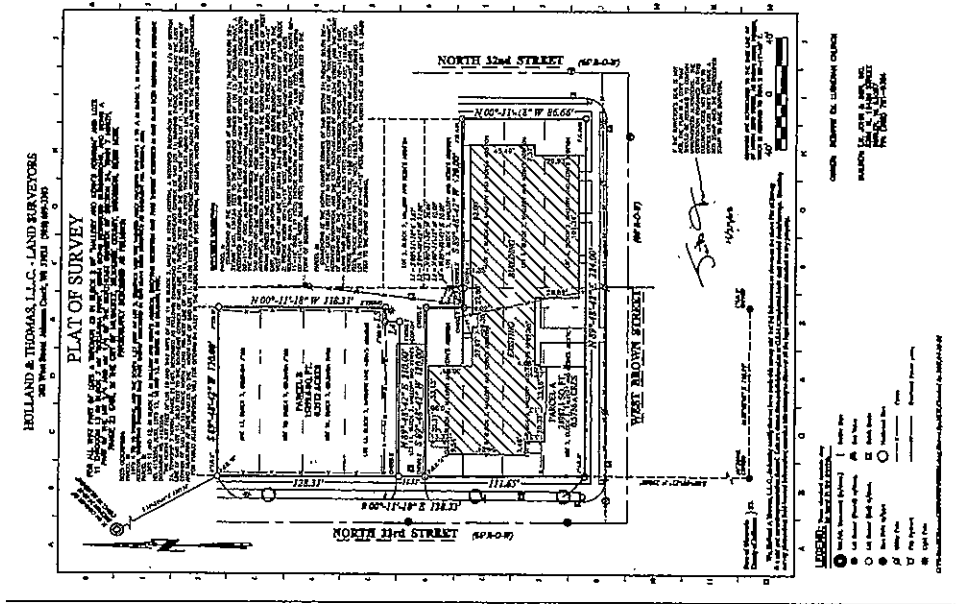
CHECKED BY: CITY INSPECTION  
 EXAMINED BY:  
 DESIGNER: [Signature]  
 DATE: [Signature]  
 PROJECT NO. [Signature]



REG. NO. 1-153-008  
 G.C.-1









NO.	REVISIONS	DATE

DATE: March, 2008	DESIGNER: CHK: B.P.H.	PROJECT: DEMOLITION - FIRST FLOOR PLAN
DATE:	DATE:	DATE:
DATE:	DATE:	DATE:

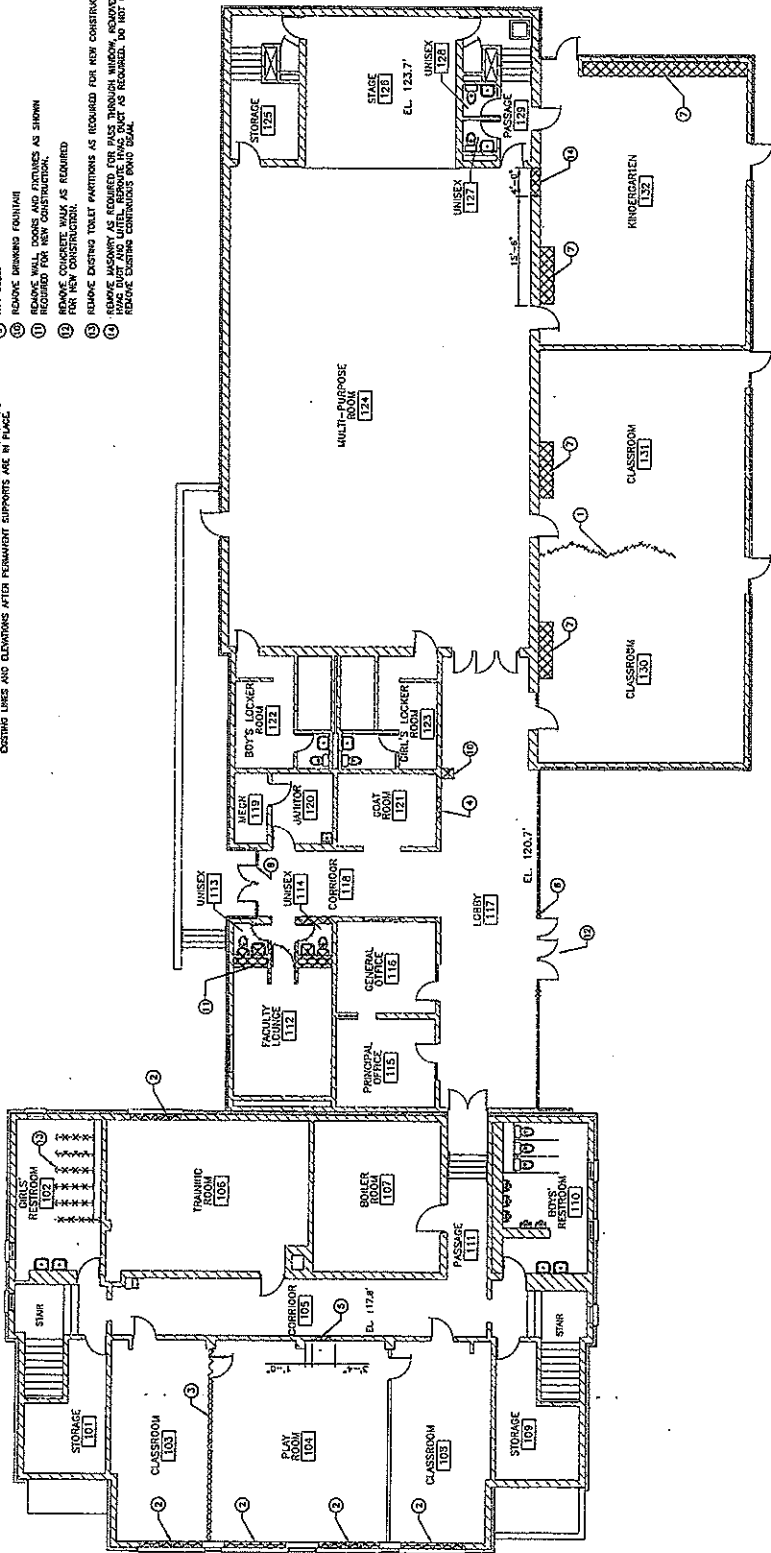
DEMOLITION - FIRST FLOOR PLAN  
 BETANY SCHOOL REMODELING  
 T.J. JOHN & SON, INC.  
 MILWAUKEE, WISCONSIN



SCALE: 1/8"=1'-0"  
 JOB NO. 1-935-002

- DEMOLITION - ILL. NOTES:**
- REMOVE DIVISIBLE PARTITION WALL.
  - REMOVE WINDOW FRAMES, GLAZING, AND INTERIOR SIGHTING.
  - REMOVE INTERIOR PARTITION WALL.
  - REMOVE INTERIOR SIGHTING AT EXISTING OPENINGS.
  - REMOVE WALL AS REQUIRED FOR NEW DOOR AND FRAME.
  - REMOVE FLEXGLASS GLAZING AS REQUIRED FOR NEW CONSTRUCTION.
  - REMOVE CABINETS.
  - REMOVE HELLOX METAL DOOR, FRAME AND HARDWARE.
  - NOT USED.
  - REMOVE DRINKERS FURNITURE.
  - REMOVE WALL, DOORS AND PARTINGS AS SHOWN.
  - REMOVE CONCRETE WALL AS REQUIRED FOR NEW CONSTRUCTION.
  - REMOVE EXISTING TOILET PARTITIONS AS REQUIRED FOR NEW CONSTRUCTION.
  - REMOVE EXISTING TOILET PARTITIONS AS REQUIRED FOR NEW CONSTRUCTION.
  - REMOVE EXISTING TOILET PARTITIONS AS REQUIRED FOR NEW CONSTRUCTION.
  - REMOVE EXISTING TOILET PARTITIONS AS REQUIRED FOR NEW CONSTRUCTION.

- GENERAL DEMOLITION NOTES:**
- EXISTING INFORMATION SHOWN ON DRAWINGS WAS OBTAINED FROM EXISTING CONTRACT DOCUMENTS. THE CONTRACTOR SHALL VERIFY THE ACCURACY OF EXISTING INFORMATION AS SHOWN ON THE DRAWINGS. THE CONTRACTOR SHALL BE RESPONSIBLE FOR VERIFYING THE ACCURACY OF EXISTING INFORMATION. DIMENSIONS IN GENERAL DO NOT SHOW DIMENSIONS OF EXISTING CONSTRUCTION, BUT ARE SHOWN APPROXIMATELY TO SCALE. CONTRACTOR SHALL OBTAIN ALL DIMENSIONS REQUIRED FOR DEMOLITION AND CONSTRUCTION.
  - ALL DEMOLITION, REMOVAL, CUTTING, PATCHING, AND OTHER WORK NECESSARY TO COMPLETE THE DEMOLITION SHALL BE THROUGH AS PART OF THE CONTRACT.
  - COORDINATE DEMOLITION OF PLUMBING, HVAC, AND ELECTRICAL ITEMS WITH RESPONSIBLE CONTRACTOR.
  - PRIOR TO REMOVAL OF THE EXISTING SUPPORTING STRUCTURE, ADEQUATELY THE EXISTING FLOOR AND CEILING SHALL BE PROTECTED WITH FURNISHMENT SUPPORTS AND IN PLACE.



DEMOLITION - FIRST FLOOR PLAN





NO.	REVISIONS	DATE:
1	REVISED	
2	REVISED	
3	REVISED	
4	REVISED	
5	REVISED	
6	REVISED	
7	REVISED	
8	REVISED	
9	REVISED	
10	REVISED	

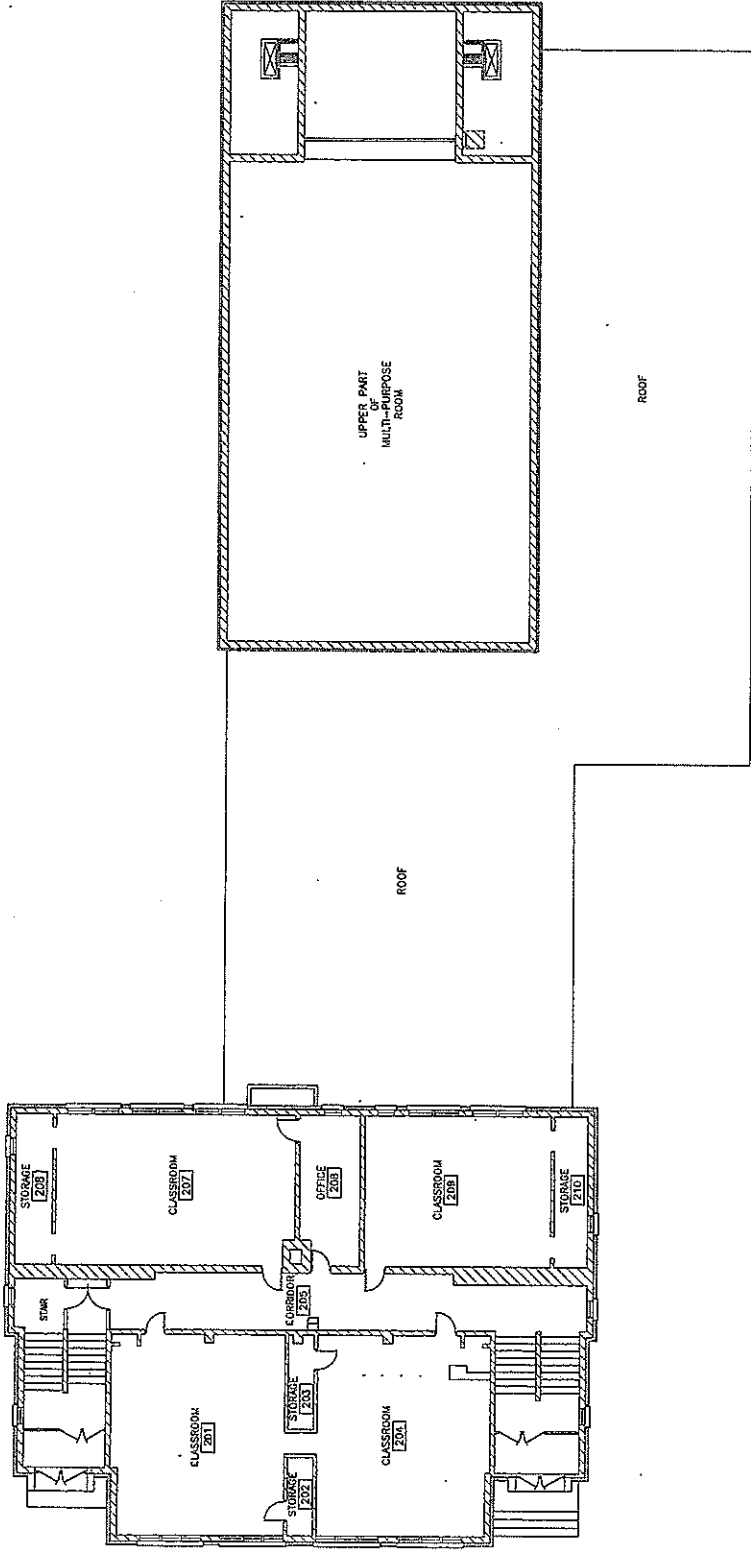
DATE: 06/03/2008	DESIGNER: CHOK PRINAK
PROJECT: RECORD DRAWING	
DATE: 06/03/2008	CONTRACTOR:

DEMOLITION - SECOND FLOOR PLAN  
 TV JOHN & SON, INC.  
 MILWAUKEE, WISCONSIN



DATE: 06/03/2008  
 JOB NO. 1-03-002

GENERAL DEMOLITION NOTES:  
 1. DEMOLITION SHALL BE IN ACCORDANCE WITH THE LOCAL AND STATE BUILDING DEPARTMENT REGULATIONS AND ALL APPLICABLE CODES.



DEMOLITION - SECOND FLOOR PLAN

1

2

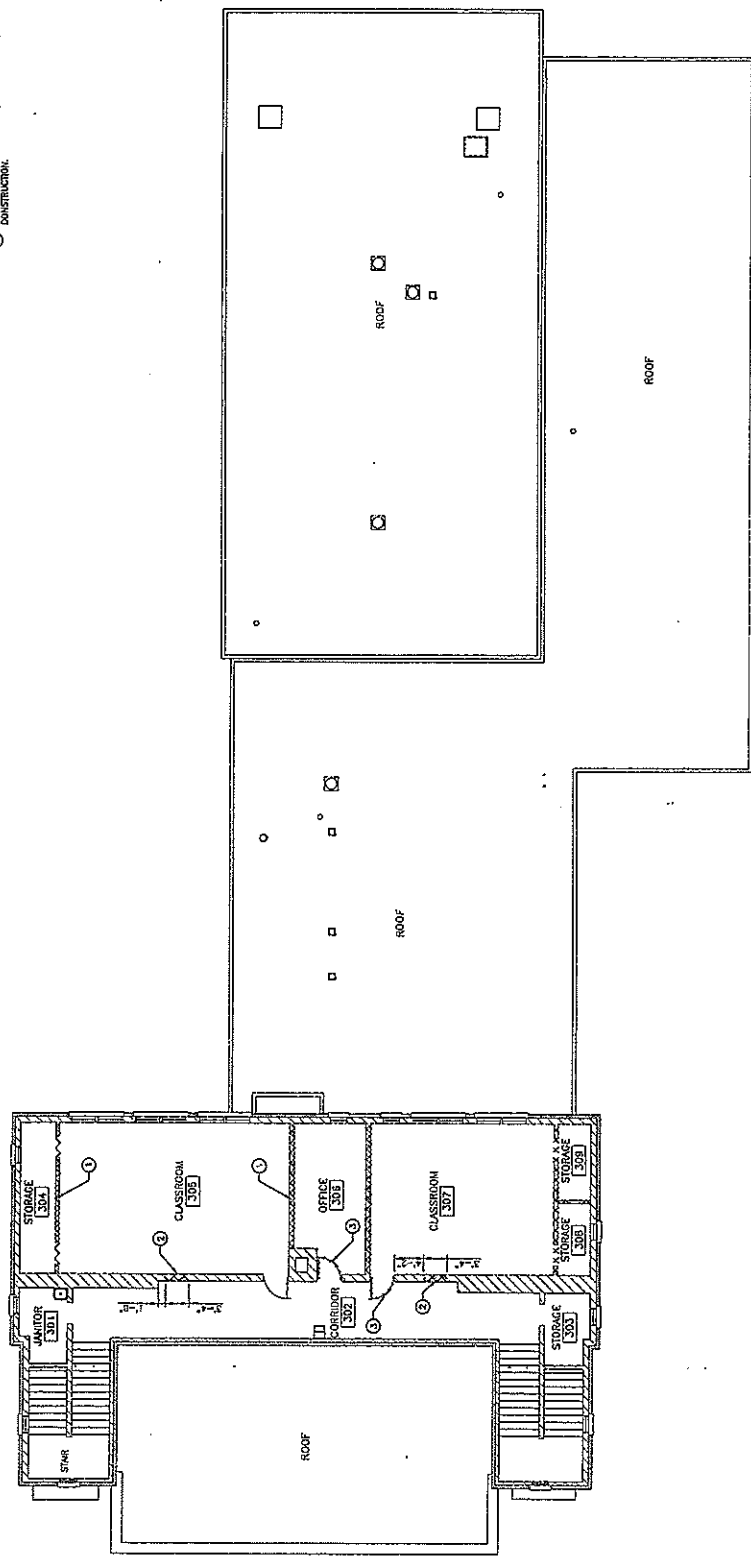
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S:\PSA\901--950\955\002\Wood\Drawing\01.3-TW BERTHARD.dwg Time: Jun 03, 2008 - 4:15pm

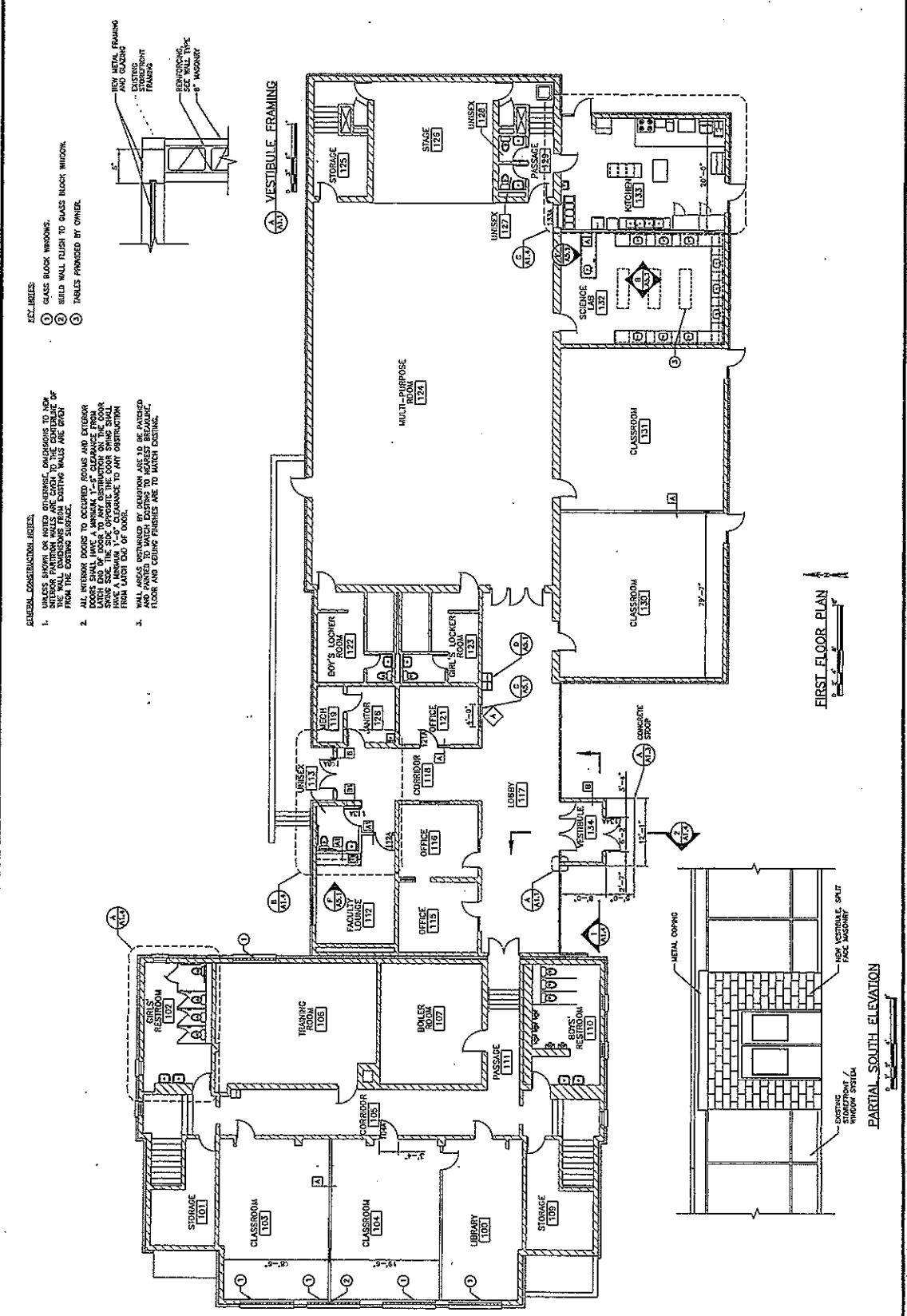
	DATE: 2/28/08	DATE: 2/28/08	DATE: 2/28/08
	REVISIONS	NO.	REVISIONS
DEMOLITION - THIRD FLOOR PLAN DETMANN SCHOOL REMODELING T. JOHN & SON, INC. MILWAUKEE, WISCONSIN			
PROJECT NO. 1-955-002 SHEET D1.3		JOB NO. 1-955-002	

**NOT FOR CONSTRUCTION**

- GENERAL DEMOLITION NOTES:**
- SEE SHEET D1.1 FOR ORIGINAL CONSTRUCTION NOTES.
- DEMOLITION KEY LINES:**
- REMOVES EXISTING PARTITION WALL.
  - REMOVES WALL AS REQUIRED FOR NEW DOOR AND FRAME.
  - REMOVES DOOR AND FRAME. RE-USE IN NEW CONSTRUCTION.



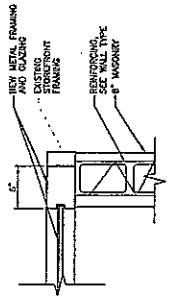
DEMOLITION - THIRD FLOOR PLAN



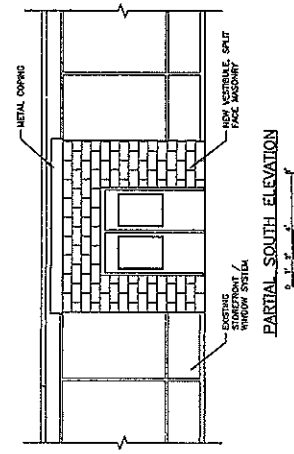
- EXCLUSIES:**
- 1. GLASS BLOCK WINDOWS.
  - 2. BUILD WALL TUSH TO GLASS BLOCK WINDOW.
  - 3. TABLES PROVIDED BY OWNER.

**GENERAL CONSTRUCTION NOTES:**

1. UNLESS SHOWN OR NOTED OTHERWISE, DIMENSIONS TO NEW INTERIOR PARTITION WALLS ARE GIVEN TO THE CENTERLINE OF THE EXISTING SURFACE. EXISTING WALLS ARE OPEN FROM THE EXISTING SURFACE.
2. ALL INTERIOR DOORS TO OCCUPIED ROOMS AND EXTERIOR DOORS SHALL HAVE A MINIMUM 1'-0" CLEARANCE FROM THE BOTTOM OF THE DOOR TO THE FLOOR FINISH. ALL DOORS SHALL HAVE A MINIMUM 1'-0" CLEARANCE TO ANY OBSTRUCTION FROM EACH END OF DOOR.
3. ALL FINISHES TO MATCH EXISTING UNLESS SPECIFICALLY NOTED OTHERWISE. ALL FINISHES TO MATCH EXISTING FLOOR AND CEILING FINISHES ARE TO MATCH EXISTING.



**FIRST FLOOR PLAN**



**PARTIAL SOUTH ELEVATION**

UNIT	BEAM	H	BEARING PLATE	THICKNESS
1-1	TYPE A-2	8"	8" x 15" x 3/4"	3/4"
1-2	WIDADO	10"	8" x 15" x 3/4"	3/4"
1-3			8" x 6" x 3/4"	3/4"

SEE BEAM LIMIT FOR DETAILS

CANTY AND BLOCK SHALL BE GRADEOUT FULL HEIGHT BELOW THE UNIT.

CAULK JOIST SIDE  
FRAMING FILL  
UNLESS NOTED  
"REMOVABLE"

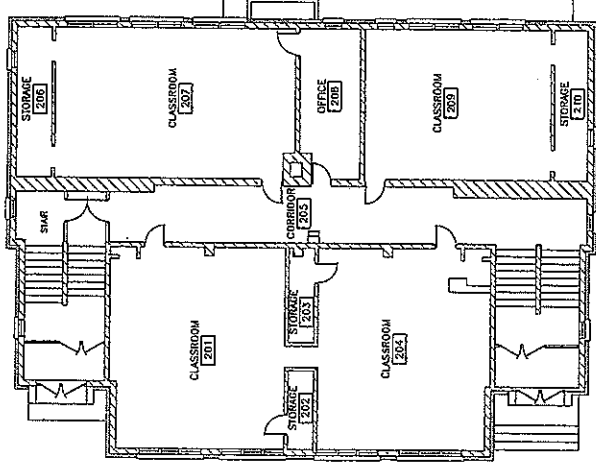
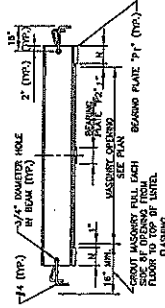
MASONRY ANCHORS  
DOOR SILL

WALL & OPENING	MISCELLANEOUS UNIT DETAILS
TYPE 8-1 8" OR 12" BLOCK TO TYPE A-1	UNIT BLOCK 2-2-18 CONTIGUOUS
TYPE A-1	3/16" x 20" x 3/16" (LW)
TYPE A-2	3/16" x 20" x 3/16" (LW)

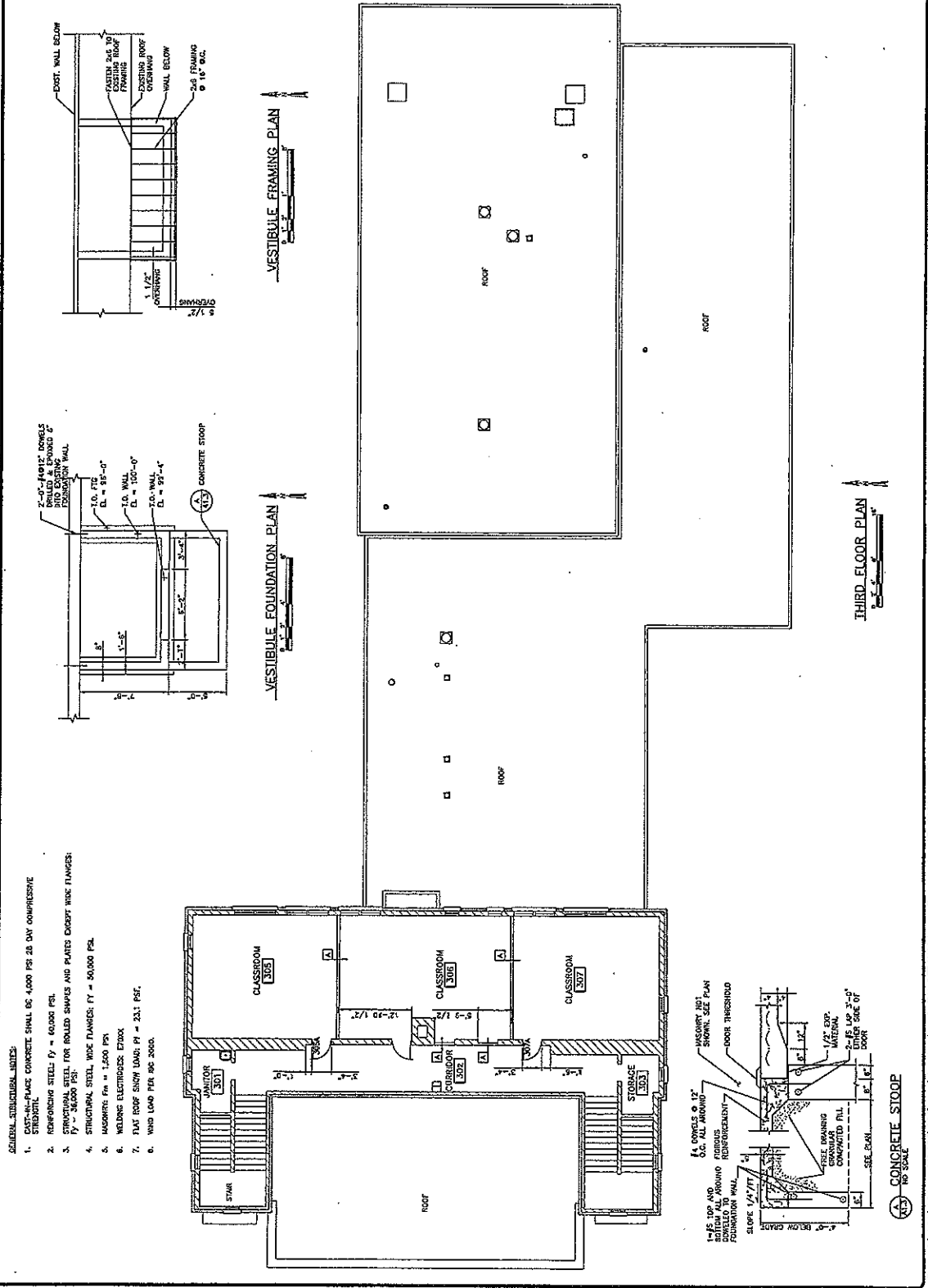
NOTES:  
 1. UNITS ARE REQUIRED OVER ALL MASONRY OPENINGS.  
 2. UNITS SHALL HAVE A MINIMUM BEARING OF 8".  
 3. SHEET ALL UNITS TO FLOOR.  
 4. SHEET ALL UNITS TO FLOOR.

GENERAL CONSTRUCTION NOTES:  
 1. NO WORK IS TO BE DONE ON THE EXISTING SECOND FLOOR LEVEL UNDER THE PHASE OF BUILDING RECONSTRUCTION.

UNITEL  
NO SCALE



**SECOND FLOOR PLAN**  
 1/8" = 1'-0"



- GENERAL STRUCTURAL NOTES:**
- CAST-IN-PLACE CONCRETE SHALL BE 4000 PSI 28 DAY COMPRESSIVE STRENGTH.
  - REINFORCING STEEL: F<sub>y</sub> = 60,000 PSI.
  - STRUCTURAL STEEL: FOR ROLLED SHAPES AND PLATES: A36; FOR WIDE FLANGES: F<sub>y</sub> = 50,000 PSI.
  - STRUCTURAL STEEL: WIDE FLANGES: F<sub>y</sub> = 50,000 PSI.
  - INSURITE: F<sub>m</sub> = 1,500 PSF.
  - WALLS: E70XX.
  - FLOOR ROOF SLEW LOADS: F<sub>r</sub> = 23.1 PSF.
  - WIND LOAD PER IRC 2006.

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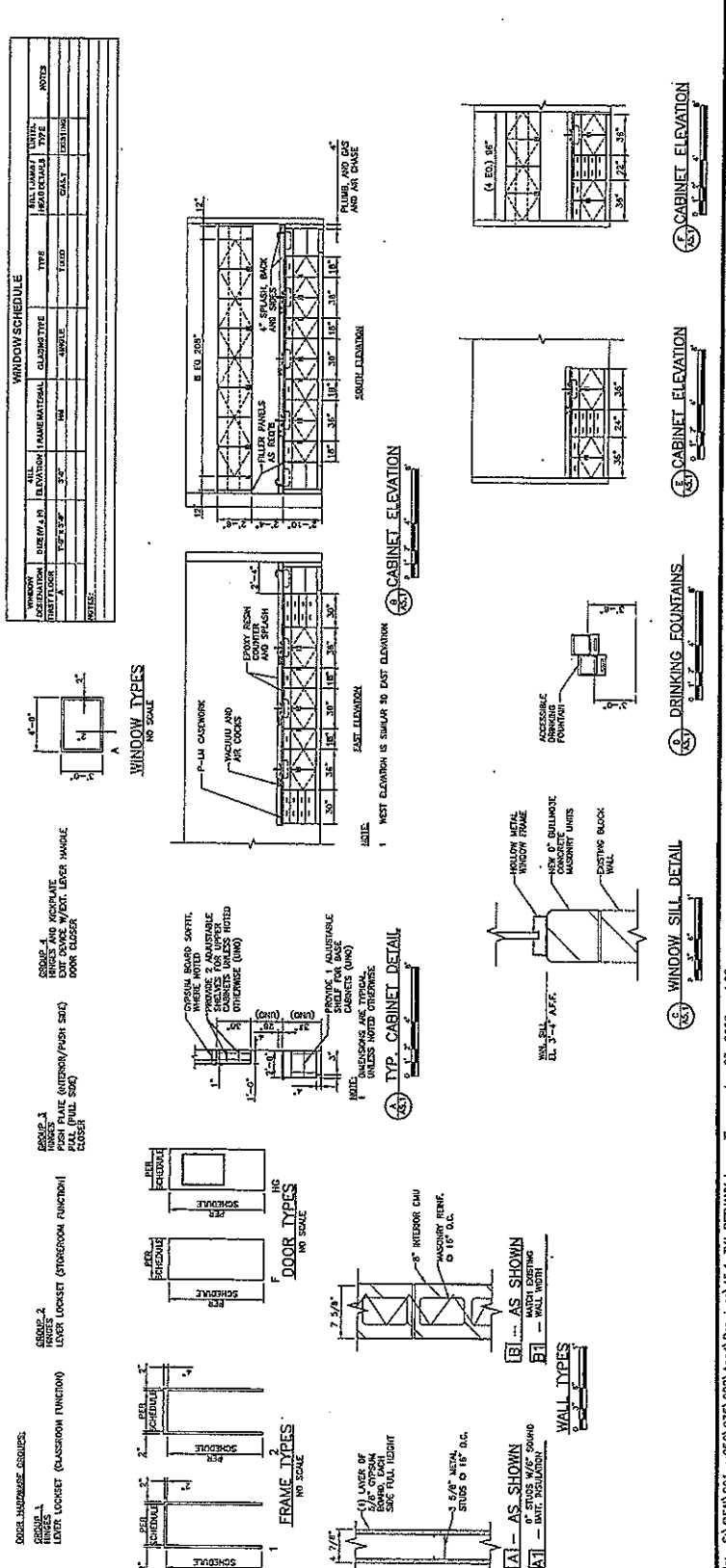


### ROOM FINISH SCHEDULE

ROOM NO.	ROOM NAME	FLOOR FINISH	WALL	CEILING	W. WALL	E. WALL	W. WALL	CEILING	NOTES
101	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
102	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
103	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
104	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
105	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
106	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
107	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
108	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
109	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
110	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
111	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
112	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
113	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
114	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
115	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
116	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
117	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
118	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
119	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
120	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
121	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
122	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
123	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
124	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
125	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
126	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
127	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
128	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
129	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
130	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
131	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
132	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
133	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
134	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
135	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
136	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
137	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
138	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
139	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
140	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
141	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
142	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
143	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
144	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
145	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
146	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
147	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
148	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
149	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING
150	CLASSROOM	1	1	1	1	1	1	1	WALL FINISHES TO MATCH EXISTING

### DOOR SCHEDULE

DOOR NUMBER	SUB	MATERIAL	TYPE	FINISH	ACTIVE	INACTIVE	MARKING GROUP	DETAIL	TYPE	DETAIL	NOTES
101	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
102	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
103	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
104	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
105	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
106	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
107	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
108	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
109	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
110	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
111	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
112	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
113	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
114	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
115	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
116	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
117	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
118	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
119	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
120	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
121	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
122	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
123	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
124	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
125	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
126	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
127	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
128	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
129	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
130	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
131	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
132	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
133	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
134	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
135	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
136	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
137	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
138	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
139	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
140	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
141	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
142	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
143	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
144	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
145	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
146	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
147	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
148	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
149	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1
150	1	1/2" LAMINATE	1	1	1	1	1	1	1	1	1



## Insurance

The Academy currently maintains adequate insurance coverage to comply with all City requirements. Coverage is reviewed each year to ensure adequacy of coverage, as well as to monitor pricing.

As required by the Common Council, the Academy confirms that it will continue to provide at least the minimum insurance coverage in the amounts as required under the charter school contract, as specified in the following chart:

Type of Coverage	Minimum Amounts
<b>Worker's Compensation*</b> Worker's Compensation	Statutory Coverage
<b>Employer's Liability Limits</b> Bodily Injury by Accident Bodily Injury by Disease Bodily Injury by Disease	\$100,000 each accident \$500,000 policy limit \$100,000 each employee
<b>Commercial General Liability</b> Commercial General Liability General Aggregate Personal & Advertising Injury Limit Products – Completed Operations Aggregate Medical Expense	\$1,000,000 per occurrence/ \$2,000,000 \$1,000,000 \$2,000,000 \$ 5,000
<b>Auto Liability</b> Combined Single Limit	\$1,000,000 each accident
<b>Umbrella (excess) Liability</b> Umbrella (excess) Liability	\$4,000,000 per occurrence/\$4,000,000 Aggregate
<b>Fidelity Bond/Crime Insurance</b> Fidelity Bond/Crime Insurance	50% of the Value of the contract
<b>School Leaders' Error &amp; Omissions</b> Limit per occurrence Aggregate Limit	\$1,000,000 \$2,000,000



## **Audit**

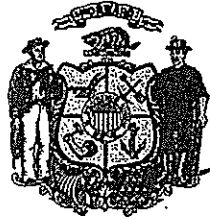
The Academy undergoes an annual financial audit and a DPI membership audit. The audits are performed by Ritz Holman LLP, certified public accountants. The Academy reviews audit services every three years. The Finance Committee of the Board reviews the audits each year, and then it is presented to the entire Board. The Financial Manager is responsible for ensuring compliance with recommendations made by the auditor for improving fiscal operations at the Academy site. *Attachment O* contains a copy of the most recent audit report which includes the unqualified audit opinion and management letter.

### ***Requirement for Annual Independent Audits***

Should the Academy receive a charter school contract, it hereby confirms that it understands and agrees to comply with its contractual responsibility to submit an annual independent audit and management letter to the Charter School Review Committee within 90 days of the close of the fiscal year(s).

Proof that the audit firm is acceptable to CSRC can be found at the end of this section.

**CEO Leadership Academy  
Proof of Acceptable Audit Firm**



**State of Wisconsin**  
**Department of Regulation and Licensing**  
**CERTIFIED PUBLIC ACCOUNTANT**  
**KATY L SOMMER**

**WHITEFISH BAY, WI 53217**  
has renewed the credential

Credential No. 15881-1

Expiration Date: 12-14-2011

To verify the current status of this credential, use "Look Up Credential Holders" at <http://drl.wi.gov>



**State of Wisconsin**  
Department of Regulation and Licensing  
Committed to Equal Opportunity in Employment and Licensing  
**CERTIFIED PUBLIC ACCOUNTANT**

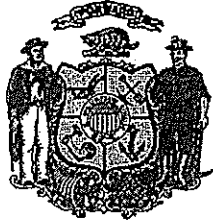
No. 15881-1

Expires: 12/14/2011

KATY L SOMMER  
5011 N IDLEWILD AVE  
WHITEFISH BAY WI 53217

The person whose name appears on this document has complied with the provisions of the Wisconsin Statutes and holds the credential specified on the front of this card. To verify the current status of this credential, use "Look Up Credential Holders" at <http://drl.wi.gov>.

Ch 440.11, Wis Statutes, requires you to notify the Department of a name or address change within 30 days. Please submit corrected information via the web at <http://drl.wi.gov> or by mail to DRL at PO Box 8935, Madison WI 53708-8935.



**State of Wisconsin**  
**Department of Regulation and Licensing**  
**ACCOUNTING FIRM**  
**RITZ HOLMAN LLP**

**MILWAUKEE, WI 53202**  
has renewed the credential

Credential No. 125-3

Expiration Date: 12-14-2011

To verify the current status of this credential, use "Look Up Credential Holders" at <http://drl.wi.gov>



**State of Wisconsin**  
Department of Regulation and Licensing  
Committed to Equal Opportunity in Employment and Licensing  
**ACCOUNTING FIRM**

No. 125-3

Expires: 12/14/2011

RITZ HOLMAN LLP  
DEAN R. GOETTER, CPA  
330 E KILBOURN AVE STE 550  
MILWAUKEE WI 53202

The person whose name appears on this document has complied with the provisions of the Wisconsin Statutes and holds the credential specified on the front of this card. To verify the current status of this credential, use "Look Up Credential Holders" at <http://drl.wi.gov>.

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# Section 2

## SECTION II: EDUCATIONAL PROGRAM

### Description of Educational Program

The Academy's mission and vision are grounded in the values of: Commitment, Excellence, and Opportunity. These three (3) values inspire the work of the Academy:

- **Commitment-** the Academy engages and inspires all stakeholders to make a commitment to the mission and vision;
- **Excellence-** the Academy's main objective is to get every student above the academic standards; and
- **Opportunity-** collaborative planning and shared decision-making activities are the foundation for choices, resource planning and acquisition and networking to sustain the work of students and staff.

The Academy believes that all young people, not just the privileged or exceptionally talented, can achieve the highest academic standards, if they are given the opportunities and support necessary to succeed. The Academy's overall goal is to create a "college-bound culture" that challenges students with a rigorous curriculum, fosters citizenship and promotes self-motivated, competent, life-long learners. Academy students recognize that an outstanding education is key to achieving personal success and leading a life of infinite opportunity. This goal is aligned with our mission to nurture scholars capable of transforming their worlds, by sending them to and through college. Integral to achieving the Academy mission is the realization of the Academy vision of producing responsible young leaders through academic mastery, community focused education, and the commitment to lifelong learning in any environment.

The educational program that the Academy offers has many vital components that contribute to the success of our high school. In addition to the Academy three core values, the specific aspects of the Academy's program that are essential to Academy students' academic performance are: (1) a demanding academic curriculum; (2) ongoing assessments; (3) academic support systems for regular and special education, and; (4) effective character education.

#### 1. A Demanding Academic Curriculum

According to a college readiness report entitled *Rigor at Risk* (ACT, 2007), "Students who are not ready for college are less likely to enroll in college, more likely to need remedial coursework during their first year of college, less likely to succeed in their college courses, and less likely to earn a college degree". As part of our "college-bound culture," the Academy strives to offer quality and rigorous high school courses. The Academy believes that it is essential that our students acquire prerequisite skills for college success. To provide our students with a college readiness curriculum, we have adopted the ACT Quality Core Curriculum. By using the ACT Quality Core Curriculum, the Academy can ensure that the essential core courses are provided to all students. The ACT score results have consistently shown that students who take this core curriculum are much more likely to be prepared for college than those students who do not take

this curriculum. These scores validate the effectiveness of the Academy's curriculum. Going forward, the Academy will maintain our commitment to this program.

## 2. Ongoing Assessments

An ongoing assessment of learning through systematically collecting and analyzing various types of data, including input, process, outcome and satisfaction data are used to guide a range of decisions to help improve the success of students at the Academy. The Academy believes that data are important sources of information to guide student improvement and to hold our staff and teachers accountable. In addition to the Academy's students taking standardized tests and analyzing those results, the Academy's teachers regularly collect classroom assessments, observations, and assignments. By analyzing and discussing data, the Academy is able to identify and solve the problems that need attention, identify appropriate interventions to solve those problems, and monitor how the Academy is progressing toward achievement of our goals. Moving forward, the Academy will continue to have a heavy emphasis on data collection and data analysis.

## 3. Academic Support Systems for Regular and Special Education

To complement our standards-driven, rigorous college preparatory program, the Academy has strong academic support systems. Each grade-level teaching team uses internal academic data, diagnostics and external assessments to determine appropriate student supports. The Academy provides a structured tutoring program to provide lower-achieving students with more time to focus on the acquisition of skills in reading, math, and writing required to be successful in a post-secondary learning program. Students in need of extra help are assigned to an enrichment class where they build the skills, habits of the mind, and attitudes needed to become successful in high school and beyond.

In addition to the assistance offered to all students, the Academy provides significant academic support to students with disabilities. All special education students are enrolled in an enrichment class where there is an emphasis on reading and math skills. A learning specialist also works with the regular education teachers and provides assistance in other classes. The specialist works with individual students based on their Student Assistance Plans (similar to an IEP). As the Academy moves forward, a special education teacher will be hired and students will receive assistance as determined by the IEP team. Students will receive academic support from learning specialists and special education staff. This academic support team will meet formally once a week with each academic teacher, and they will also engage in extensive informal collaboration to structure instruction and assessments to meet each student's special learning needs as specified in the IEP. The special education program will be developed and administered in full compliance with state and federal laws. The Academy believes that our students' success in high school will be due to this intense and constant collaboration among learning specialists, special education staff, and regular education classroom teachers.

#5  
✓  
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#### 4. Effective Character Education

The Academy believes that it is not enough just to build students' academic potential. Martin Luther King Jr. once said that, intelligence is not enough, but intelligence plus character is the goal of true education. The Academy has always embraced that philosophy and has created a school that fosters ethical, responsible and caring young people by modeling and teaching good character through emphasis on universal values that we all share. As the Academy moves forward, the intentional teaching of good character will be formally developed through a character education curriculum.

*Char. ->  
curric.*

#### **Academic Goals**

The Academy's academic goals are interrelated with college readiness goals that are necessary to ensure the level of preparation that is needed for students to be ready to enroll and succeed, without remediation, in credit-bearing courses at a two-year or four-year institution. The Academy's ultimate goals and measures of success will be linked to the success of its graduates.

*specific skills.*

#### "College-Bound Culture" Goals

*note taking -  
tests etc  
time mgmt.*

A "College-Bound Culture" refers to the beliefs, attitudes, expectations, and practices in school communities that encourage students and their families to obtain the perspective necessary for success in post-secondary education. To ensure that all students receive the message and skills needed to prepare for post-secondary opportunities, the entire school focuses its values, beliefs, and efforts on creating a learning environment that is aligned with college readiness goals and standards that are crucial to the long term sustainability and effective performance of a college-bound culture.

1. At least 80% of ninth-grade students will successfully complete 5.5 or more credits by the end of the school year.
2. 80% of tenth graders will complete 11.5 or more credits by the end of the school year.
3. 80% of eleventh graders will complete 17.5 or more credits by the end of the school year.
4. 90% of twelfth graders will complete 21 credits by the end of the school year.
5. 100% of seniors to be accepted to a two-year or four-year college/university.
6. At least 90% of seniors to matriculate full-time to a two-year or four-year college/university.
7. All twelfth-grade students will enroll/participate in the Senior Project (described later in this section).
8. All graduating twelfth-grade students will have completed applications to at least six colleges by the end of the school year.
9. At least 80% of eleventh graders will take the ACT by June 2012.
10. At least 95% of eleventh-grade students will complete a practice college admission essay and a practice college application.



\*These documents will be completed using a variety of technological tools and stored electronically in student folders by the College Coach.

### Standardized Testing Goals

Over the next five years, the Academy's goal is nothing short of 100% college readiness for each of our students. The Academy believes in the power of high expectations for every one of our students to excel academically, succeed in and complete college, and become future leaders.

1. On average, students will increase their composite scores by at least one point from the pre-test to the post-test.
2. On average, students will make some gains on each of the subtests (English, Math, Reading, and Science) scores from the pre-test to the post-test.
  - \*All ninth-grade students will take all the subtests of the EXPLORE test (the first in a series of two pre-ACT tests that will identify students not ready for the ACT) in the fall of 2011 and the spring of 2012 (these tests will be given in the same time frame identified by the State of Wisconsin Department of Public Instruction (DPI) for WKCE testing).
3. On average, students will increase their composite scores by at least one point from the pre-test to the post-test.
4. On average, students will make some gains on each of the subtests (English, Math, Reading, and Science) scores from the pre-test to the post-test.
  - \*All tenth grade students will take the PLAN test (the second in a series of two pre-ACT tests that will identify students not ready for the ACT) in the fall of 2011 and the spring of 2012 (students will take this test within two weeks of taking the WKCE).
5. All eleventh grade students will take the ACT during the fall semester.
6. All twelfth grade students who have not yet taken the ACT during eleventh grade are required to take the ACT during the fall semester.
7. Each 10<sup>th</sup> grade student will take the Wisconsin Knowledge Concept Examination – Criterion Referenced Test (WKCE-CRT) with a proficiency level via a scale score in Reading, and the WKCE-CRT Math subtest with a proficiency level via a scale score in Math.
8. By using ACT's Quality Core Curriculum, the Academy expects to see an increase in composite scores each year.
9. The Academy's ultimate goal is to have 90% of students obtain scores equivalent to the national average.

## Post-Secondary Goals

At least 80% of the students who graduate in June 2012 and June 2013 and are enrolled in college will continue to be enrolled in college for the 2013–14 and 2014-15 school years.

\*The College Coach will maintain contact with these students and record their status at the end of the first and second year of post-secondary instruction.

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## Curriculum

The immediate focus of the Academy is to prepare students for academic success, to prepare them to be responsible and productive citizens, and to enable students to keep open a broad spectrum of options for their future endeavors. The Academy believes that an educated citizen in the twenty-first century must have the skills and understanding necessary to participate and work productively in a multicultural, globally-oriented community. This includes the skills required to use technology to its full potential.

The Academy's strong academic program is designed to reduce achievement gaps by eliminating an important cause of them - the insufficient mastery of basic knowledge and skills required for further academic achievement. The Academy uses a variety of teaching methods to ensure mastery of appropriate skills, ideas, and knowledge by all students.

The Academy's educational model is focused on the basics—reading, writing, math and science—with additional emphasis on community service and character education. Through enrichment opportunities, students explore interests in art, finance, technology and other areas.

To provide the Academy's students with a college readiness curriculum, the Academy has adopted the ACT Quality Core Curriculum. By using the ACT Quality Core Curriculum, the Academy can ensure that the essential core courses are provided to all students. The Quality Core Curriculum consists of: at least four years of English; at least three years of Mathematics; at least three years Social Studies; and, at least three years of Natural Sciences. Citing empirical evidence, ACT states, "Students who take a minimum core curriculum also meet the ACT College Readiness Benchmarks in greater percentages than students who take less than core" (ACT, 2007, p. 6). The Academy offers a rigorous high school core curriculum to ensure that all students acquire the essential knowledge and skills needed for success in postsecondary education. In addition, to being guided by ACT standards, the Academy also uses supplemental curriculum such as Apex Learning which offers a comprehensive digital curriculum to meet high school graduation requirements in math. The curriculum is designed to support academic success for all students, from those not prepared for grade-level academic challenges to those capable of accelerating their learning. Apex Learning has designed its digital curriculum with multiple course pathways, each designed to meet specific needs of students as they progress toward graduation. The Academy is also invested in the Toulmin Writing Program, which incorporates writing throughout the curriculum and provides a way of doing a very detailed analysis of an argument.

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Table 1 contains the course subjects and the corresponding units of credit required for graduation from the Academy.

Table 1

<b>CEO Leadership Academy's Core Curriculum for College Readiness</b>	
<b>SUBJECTS</b>	<b>UNITS OF CREDIT</b>
<b>ENGLISH</b>	
<ul style="list-style-type: none"> <li>• English 9</li> <li>• English 10</li> <li>• English 11</li> <li>• English 12</li> </ul>	4.0 Credits
<b>SOCIAL STUDIES</b>	
<ul style="list-style-type: none"> <li>• World History</li> <li>• US History</li> <li>• Government/Economics</li> </ul>	3.0 Credits
<b>SCIENCE</b>	
<ul style="list-style-type: none"> <li>• Integrated Science</li> <li>• Biology</li> <li>• Physics</li> <li>• Chemistry</li> </ul>	3.0 Credits*
<b>MATHEMATICS</b>	
<ul style="list-style-type: none"> <li>• Algebra 1</li> <li>• Geometry</li> <li>• Algebra 2</li> <li>• Pre-Calculus</li> </ul>	3.0 Credits*
<b>FOREIGN LANGUAGE</b>	
<ul style="list-style-type: none"> <li>• Spanish 1</li> <li>• Spanish 2</li> </ul>	2.0 Credits
<b>PHYSICAL EDUCATION</b>	1.5 Credits

<p><b>HEALTH EDUCATION</b></p> <p><b>ELECTIVES</b></p> <ul style="list-style-type: none"> <li>• Enrichment</li> <li>• Finance</li> <li>• College Success</li> <li>• The Senior Project</li> <li>• Technology</li> <li>• Web Design</li> <li>• Choir</li> <li>• Current Events</li> <li>• Drawing and Painting</li> <li>• Essential Skill Development</li> <li>• Sociology</li> </ul>	<p>0.5 Credits</p> <p>4.0 Credits</p> <p><i>Pls plan to expand?</i> <i>Psychology</i> <i>more art-music</i></p>
<p><b>Total Credits Required for Graduation</b></p>	<p><b>21 Credits</b></p>

\*Students are only required to take three courses in the areas of Science and Math but the Academy offers four years of each.

A description of subject and skills that will be taught and the identification of content can be found at the end of this section.

### Character Education

The Academy has always made a deliberate effort to develop virtues that are good for the individual and good for society. The Academy believes that character education and academic learning are inseparable. The Academy believes that it is not enough to teach math, science, and history; students must also learn how to be good citizens and learners. Lessons about the classical virtues of truth, honesty, perseverance, kindness, fairness, courage, respect, friendship, citizenship, and self-discipline will be consistently woven throughout our curriculum. The Academy will use a holistic approach to character education that integrates character development into every aspect of school life. Character education will happen in many ways and in many places. It will happen in the classroom, on the basketball court, and even in our hallways. Character education will be part of the essential fabric of the Academy.

Fundamental to our academic success <sup>(is)</sup> our expectations for our students' behavior. The Academy insists that each student adhere to the school's rigorous code of conduct. Our "college-bound culture" approach to education permeates the entire school, and character education will be integrated into each day, guiding our teaching and learning, as well as helping us meet, and ideally surpass, our goals each year. The Academy will systematically and actively teach character in our ceremonies, our advisory groups, our classrooms, our discipline office, and in individual conversations with students and their family members. The Academy will regularly analyze discipline data to look for and address trends in student behavior, including both major and minor infractions of our discipline code. Finally, the Academy will survey our families once

each year for an external perspective on the results of our character education program. It is the Academy's goal to have at least eighty percent of families describe their students as respectful, and to express agreement with the statement, "The school is helping my child become a person of good character."

The Academy will consider implementing character education curriculum specifically designed for high schools such as: Character Education School-Connect®: Optimizing the High School Experience which is a 40-lesson curriculum (grades 9-12) designed to improve students' social and emotional skills, boost academic achievement, and facilitate supportive relationships among students and teachers; the WiseSkills High School Character Education Program which integrates character education into all high school subject areas and builds developmental assets and resiliency in high school students; and, the Capturing Kids' Hearts Program an explicit Character Education Program which emphasizes leadership skills.

### *Methods of Instruction*

#### Teaching and Learning to Meet College Readiness Standards

According to the Center for Teaching Quality (February, 2007), "...the rigor, relevance and relationship cornerstones of the high school reform movement are highly dependent on teaching and learning environments" (p.1). A school's ability to present rigorous courses requires that teachers possess sophisticated knowledge in their respective fields. Relevance in the classrooms requires that teachers are flexible and creative in ways that allow them to teach their subject matter in different ways. To spark productive relationships with their students, teachers must have a commitment to helping students grow in and out of the classroom.

The Academy teachers and staff are provided with extensive professional development opportunities in designing instruction for all students. They attend bi-weekly in-services on this topic and they have weekly observations and coaching sessions with a Instructional Coach who observes in their classroom and offers feedback, team-teaching, and help with planning. On a more strategic level, the Instructional Coach helps teachers assess their students' learning needs and maps out lessons to meet those needs. Collaborative planning time allows the teachers to collaborate on curriculum and assessment issues. Collaborative planning time also allows teachers to more effectively communicate with each other.

The Academy staff delivers an aligned curriculum and implements research-based teaching and learning strategies. Students are actively involved in their learning through inquiry, in-depth learning, and performance assessments. By employing a wide variety of instructional techniques, teachers are best suited to meet the individual needs of our students. The Academy believes in the use diverse teaching methods that will provide students with basic knowledge about a topic as well as methods of reflective inquiry to offer opportunities for students to use knowledge in productive and meaningful ways. The following researched-based instructional methods provide opportunities for all students to learn at the highest of levels of achievement across all disciplines. All of the following methods, working together, enable the creation of highly differentiated classrooms:

- **10-2 Lecture** is used when introducing and explaining new concepts. It is also used to add insight and expand on previously presented material. In this strategy, no more than 10 minutes of lecture occur before students are allowed 2 minutes for processing. Research shows that the rate of both comprehension and retention of information increases dramatically when this method is used.
- **Cooperative Learning** is integral and essential to all learning experiences. Success is measured at the group level as well as the individual level. The implementation of the thematic approach by formation of groups serves this purpose.
- **Small Group Discussions** are used to stimulate thought as well as provide students with opportunities to defend their position(s). This method allows students to be active participants in their learning while the teacher takes on the role as a facilitator. The Academy staff is comfortable switching roles in their classrooms.
- **Individualized instruction** is one of the most important instructional strategies of the Academy. By using a multi-sensory approach to learning, students are provided opportunities to learn through audio, visual, tactile, and kinesthetic activities. Students are guided through the process of determining which learning style is best suited to their needs.
- **Problem-Solving Activities** are used in the class, small groups, or with individual students. Students are given a problem or series of problems and are directed to find an appropriate solution. Our teachers include problems for which they do not have a preordained answer.
- **Demonstrations** are used to show practical applications of theory, product, or equipment. These are performed by the teacher, guest or student.
- **Simulations** are used to involve students in real-life problem situations where they are asked to work through particular situations as though they were actually a part of them. The emphasis of this strategy is on decision-making.
- **Project Based Learning (PBL)** is used so that students can create their own original designs, models, or structures to illustrate an important point or content fact. The students are encouraged to construct personally-meaningful projects that help to get them motivated, maintain their interest, have more control over their learning experience, and be more responsible throughout the process. This method of learning embraces different learning styles, student interests, and diversity.
- **Inquiry Based Learning** is used to focus on seeking out information, truth, or knowledge. Through this method, students learn to observe, question, draw conclusions, and pose explanations of what they are experiencing or seeing.
- **Field Trips** are used to make a connection between reality and theory and to provide authentic learning experiences.
- **Multiple Intelligences (MI)** are considered an important factor in designing instruction that meets the specific needs of students who may be dominant in one or several intelligences as opposed to other forms of intelligence. Our instructional planning techniques based on MI principles help our teachers thoughtfully create interesting, clearly differentiated components for integrated units.

The Academy will continue to use instructional methods that are appropriate for a particular lesson depending on many things, and among them are the developmental level of the

students, what the students already know, and what they need to know to succeed with the lesson, the subject-matter content, and the objective of the lesson.

**CEO Leadership Academy  
Description of Subject and Skills that will be  
Taught and Identification of Content**



**CEO Leadership Academy  
Description of Subject and Skills that will  
Be Taught and Identification of Content**

## **ENGLISH:**

### **IN ENGLISH 9, STUDENTS WILL:**

#### ***Reading Across the Curriculum***

- Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)
- Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)
- Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms

#### ***Reading Strategies***

- Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
- Use metacognitive skills (i.e., monitor, regulate, and orchestrate one's understanding) when reading increasingly challenging texts, using the most appropriate "fix-up" strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)
- Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions
- Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
- Compare texts to previously read texts, past and present events, and/or content learned in other coursework

#### ***Knowledge of Literary and Nonliterary Forms***

- Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographies, essays, myths, speeches) from various cultures and of nonliterary forms (e.g., workplace and technical documents)
- Compare works with similar themes or topics presented in different media or literary forms (e.g., the life of Helen Keller as presented in her autobiography *The Story of My Life* and in the play and movie *The Miracle Worker*)
- Read dramatic literature (e.g., *Our Town*, *Romeo and Juliet*) and analyze its conventions to identify how they express a writer's meaning
- Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)

#### ***Influences on Texts***

- Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Depression as represented in John Steinbeck's novel *Of Mice and Men* and Dorothea Lange's photographs)
- Describe archetypal images used in literature and film (e.g., the portrayal of Curley's wife in John Steinbeck's novel *Of Mice and Men* as the biblical Eve)

### ***Author's Voice and Method***

- Use organization or structure of text (e.g., comparison/contrast, cause/effect, problem/solution) and writer's techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts
- Distinguish between author and narrator/speaker/persona in increasingly challenging texts
- Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts
- Identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging texts
- Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts
- Analyze an author's implicit and explicit argument, perspective, or viewpoint in a text (e.g., the role of social position in John Steinbeck's novel *Of Mice and Men*)
- Describe what makes an author's style distinct from the styles of others
- Identify the author's stated or implied purpose in increasingly challenging texts

### ***Persuasive Language and Logic***

- Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches
- Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, logical gaps, and omissions
- Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources
- Distinguish between fact and opinion, basing judgments on evidence and reasoning

### ***Literary Criticism***

- Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the term *epiphany* or *symbolism* appropriately in a discussion of Toni Morrison's novel *The Bluest Eye*) ✓
- Generate interpretations of increasingly challenging texts; support judgments by citing evidence from the text

### ***Words and Their History***

- Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject area vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)
- Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts
- Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words
- Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts
- Comprehend foreign words and phrases in texts that are commonly used in English
- Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., Achilles' heel) in increasingly challenging texts
- Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language
- Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts

### ***Writing Process***

- Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
- Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to a friend about a party versus writing a letter to your grandmother about the same party)
- Revise, refine, edit, and proofread own and others' writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement
- Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product

### ***Modes of Writing for Different Purposes and Audiences***

- Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
- Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject and support the main ideas with facts, details, and examples
- Craft first and final drafts of persuasive papers that support arguments with detailed evidence, exclude irrelevant information, and correctly cite sources
- Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text
- Craft first and final drafts of workplace and other real-life writing (e.g., job applications, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task
- Craft first and final drafts of fictional, biographical, and autobiographical narratives that use specific settings, sensory details, dialogue, and tone to develop plot and characters

### ***Organization, Unity, and Coherence***

- Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
- Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
- Add important information and delete irrelevant information to more clearly establish a central idea
- Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice
- Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing

### ***Sentence-Level Constructions***

- Correct run-ons, fragments, and dangling and/or misplaced modifiers to improve clarity
- Use a variety of sentence structures to vary pace and to support meaning
- Use parallel structure to present items in a series and items juxtaposed for emphasis
- Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice
- Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
- Use strong action verbs, sensory details, vivid imagery, and precise words

### ***Conventions of Usage***

- Correctly spell commonly misspelled/confused words
- Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
- Make subject and verb agree in number, even when there is some text between the subject and verb
- Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
- Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
- Correctly use parts of speech

### ***Conventions of Punctuation***

- Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
- Use punctuation correctly within sentences and words
- Demonstrate correct use of capitalization

### ***Research***

- Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources
- Decide on a research question and develop a hypothesis, modifying questions as necessary during the project to further narrow the focus or extend the investigation
- Evaluate source information (e.g., primary and secondary sources) for accuracy, credibility, currency, utility, relevance, reliability, and perspective
- Compile and organize the important information to support central ideas, concepts, and themes
- Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism)
- Compose a short research report, oral or written, that includes a clear thesis statement, title page, outline, first and final drafts, and works-cited page, adhering to MLA or other stylebook guidelines

## **IN ENGLISH 10, STUDENTS WILL:**

### ***Reading Across the Curriculum***

- Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)
- Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)
- Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms

### ***Reading Strategies***

- Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
- Use metacognitive skills (i.e., monitor, regulate, and orchestrate one's understanding) when reading increasingly challenging texts, using the most appropriate "fix-up" strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)
- Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions

- Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
- Compare texts to previously read texts, past and present events, and/or content learned in other coursework

### ***Knowledge of Literary and Nonliterary Forms***

- Identify, analyze, and evaluate the characteristics of literary forms (e.g., short stories, novels, poems, plays, biographies, essays, myths, speeches) from various cultures and of nonliterary forms (e.g., workplace and technical documents)
- Describe how the choice of form (e.g., film, novel, sculpture) affects the presentation of a work's theme or topic (e.g., comparing *Fahrenheit 451* to Francois Truffaut's film version)
- Read dramatic literature (e.g., *Cyrano de Bergerac*, *Pygmalion*) and analyze its conventions to identify how they express a writer's meaning
- Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)

### ***Influences on Texts***

- Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Migration as represented in Richard Wright's work *Black Boy* and Jacob Lawrence's paintings)
- Describe archetypal images used in literature and film (e.g., the hero's journey as portrayed in Herman Hesse's novel *Siddhartha* and Bernardo Bertolucci's film *Little Buddha*)
- Explain the effects of the author's life upon his or her work (e.g., F. Scott Fitzgerald's experience with social class as reflected in his novel *The Great Gatsby*)

### ***Author's Voice and Method***

- Use organization or structure of text (e.g., comparison/contrast, cause/effect, problem/solution) and writer's techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts
- Distinguish between author and narrator/speaker/persona; articulate how the choice of narrator shapes the meaning of increasingly challenging texts
- Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts
- Identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging texts
- Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts
- Analyze an author's implicit and explicit argument, perspective, or viewpoint in a text (e.g., Toni Cade Bambara's argument about social class in the U.S. in her short story "The Lesson")
- Describe what makes an author's style distinct from the styles of others
- Identify the author's stated or implied purpose in increasingly challenging texts

### ***Persuasive Language and Logic***

- Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches
- Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities

- Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts, and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources
- Distinguish between fact and opinion, basing judgments on evidence and reasoning

### ***Literary Criticism***

- Learn appropriate literary terms and apply them to increasingly challenging texts (e.g., using the terms *symbol* and *allusion* appropriately in a discussion of Alice Walker's poem "Women")
- Provide an interpretation of a literary work that is supported by evidence from the text and from cogent reasoning
- Read literary criticism, with assistance, to increase comprehension of increasingly challenging literary texts

### ***Words and Their History***

- Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject area vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)
- Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts
- Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words
- Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts
- Comprehend foreign words and phrases in texts that are commonly used in English
- Define and identify common idioms and literary, classical, and biblical allusions (e.g., "He had the patience of Job.") in increasingly challenging texts
- Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language
- Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts

### ***Writing Process***

- Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
- Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to the editor endorsing need for a dog park)
- Revise, refine, edit, and proofread own and others' writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement
- Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product

### ***Modes of Writing for Different Purposes and Audiences***

- Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
- Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject and support the main ideas with facts, details, and examples
- Craft first and final drafts of persuasive papers that support arguments with detailed evidence, exclude irrelevant information, and correctly cite sources

- Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors
- Craft first and final drafts of workplace and other real-life writing (e.g., job applications, editorials, meeting minutes) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task
- Craft first and final drafts of fictional, biographical, and autobiographical narratives that use specific settings, sensory details, dialogue, and tone to develop plot and characters

### ***Organization, Unity, and Coherence***

- Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
- Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
- Add important information and delete irrelevant information to more clearly establish a central idea
- Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice
- Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing

### ***Sentence-Level Constructions***

- Correct run-ons, fragments, and dangling and misplaced modifiers to improve clarity
- Combine phrases and clauses to create simple, compound, complex, and compound-complex sentences and to coordinate or subordinate meaning for effect
- Use parallel structure to present items in a series and items juxtaposed for emphasis
- Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice
- Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
- Use strong action verbs, sensory details, vivid imagery, and precise words

### ***Conventions of Usage***

- Correctly spell commonly misspelled/confused words
- Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
- Make subject and verb agree in number, even when there is some text between the subject and verb
- Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
- Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
- Correctly use parts of speech

### ***Conventions of Punctuation***

- Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
- Use punctuation correctly within sentences and words
- Demonstrate correct use of capitalization

### ***Research***

- Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources



- Decide on a research question and develop a hypothesis, modifying questions as necessary during the project to further narrow the focus or extend the investigation
- Evaluate source information (e.g., primary and secondary sources) for accuracy, credibility, currency, utility, relevance, reliability, and perspective
- Compile and systematically organize important information to support central ideas, concepts, and themes
- Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism)
- Compose a research paper that develops a clear argument and includes title page, outline, first and final drafts, and works-cited page, adhering to guidelines from MLA or other stylebooks

### ***Comprehension and Analysis***

- Recognize the main ideas in a variety of oral presentations and draw valid conclusions
- Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements
- Identify types of arguments (e.g., causation, analogy, appeals to emotion or authority) in visual and oral texts
- Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event
- Analyze and evaluate the way language choice (e.g., repetition, use of rhetorical questions) and delivery style (e.g., eye contact, nonverbal messages) affect the mood and tone of the communication and make an impact on the audience

### ***Application***

- Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources
- Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
- Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes
- Write and deliver informational speeches that present a clear, distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources
- Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; structured arguments; and relevant evidence from a variety of sources
- Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings
- Actively participate in small-group and large-group discussions, assuming various roles

### ***Study Skills and Test Taking***

- Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted
- Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork
- Use appropriate essay-test-taking and timed-writing strategies that address and analyze the question (prompt)
- Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy

## IN ENGLISH 11, STUDENTS WILL:

### *Reading Across the Curriculum*

- Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)
- Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)
- Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms

### *Reading Strategies*

- Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
- Use metacognitive skills (i.e., monitor, regulate, and orchestrate one's understanding) when reading increasingly challenging texts, using the most appropriate "fix-up" strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)
- Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions
- Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
- Compare texts to previously read texts, past and present events, and/or content learned in other coursework

### *Knowledge of Literary and Nonliterary Forms*

- Identify, analyze, and evaluate the defining characteristics of specific literary and nonliterary forms (e.g., satire, allegory, parody, editorial, essay, memorandum) and describe how form affects the meaning and function of the texts
- Read contrasting literary works (e.g., romantic and ironic, comic and tragic) and determine how the forms influence structure and movement within the texts (e.g., reading William Shakespeare's tragic play *Hamlet* and Tom Stoppard's comedic play *Rosencrantz and Guildenstern Are Dead*)
- Read dramatic literature (e.g., *M. Butterfly*, *The Night Thoreau Spent in Jail*) and analyze its conventions to identify how they express a writer's meaning
- Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)

### *Influences on Texts*

- Explain the relationship between the time in which a literary work is set, the time during which the author wrote, and the time in which the reader reads (e.g., Arthur Miller's play *The Crucible* as a comment on the McCarthy era)
- Analyze and evaluate the influence of traditional and mythic literature on later literature and film (e.g., the quest for the holy grail as depicted in Terry Gilliam's film *The Fisher King*)
- Explain the effects of the author's life upon his or her work (e.g., Alexander Solzhenitsyn's experience in the gulag as reflected in his novel *One Day in the Life of Ivan Denisovich*)

### *Author's Voice and Method*

- Critique the effectiveness of the organizational pattern (e.g., comparison/contrast, cause/effect, problem/solution) and how clarity of meaning is affected by the writer's techniques (e.g., repetition of ideas, syntax, word choice) in increasingly challenging texts
- Recognize an author's choice of narration and evaluate how it affects characterization and credibility in increasingly challenging texts

- Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts
- Identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging texts
- Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts
- Critique the treatment and scope of ideas from multiple sources on the same topic, noting the authors' implicit and explicit philosophical assumptions and beliefs (e.g., analyze the treatment of Africa in Chinua Achebe's novel *Things Fall Apart* and Joseph Conrad's novel *Heart of Darkness*)
- Evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and theme; cite specific examples from increasingly challenging texts
- Identify the author's stated or implied purpose in increasingly challenging texts

#### ***Persuasive Language and Logic***

- Distinguish between valid and invalid arguments; provide evidence to support the author's findings; and note instances of unsupported inferences, fallacious reasoning, and propaganda techniques used in literature, film, advertising, and/or speeches
- Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities
- Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources
- Distinguish between fact and opinion, basing judgments on evidence and reasoning

#### ***Literary Criticism***

- Select and apply to increasingly challenging texts the relevant terms (e.g., *archetypal*, *oedipal*, *hegemony*) from a number of critical theories
- Evaluate a work of literature from a variety of perspectives (e.g., applying a feminist perspective to Kate Chopin's novel *The Awakening*)
- Read literary criticism to learn different ways of interpreting increasingly challenging literary texts

#### ***Words and Their History***

- Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject matter vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)
- Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts
- Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words
- Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts
- Comprehend foreign words and phrases in texts that are commonly used in English
- Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., the garden of Eden as it is used in Thomas Hardy's novel *Tess of the D'Urbervilles*) in increasingly challenging texts
- Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language

- Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts

### ***Writing Process***

- Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
- Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a speech to inform versus a speech to persuade)
- Create and use various tools (e.g., rubrics, checklists, models, writing conferences) to revise, refine, edit, and proofread own and others' writing, using appropriate rhetorical, logical, and stylistic criteria for assessing the final versions of compositions
- Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product

### ***Modes of Writing for Different Purposes and Audiences***

- Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
- Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject; support the main ideas with facts, details, and examples; and make distinctions about the relative value and significance of those facts, details, and examples
- Craft first and final drafts of persuasive papers that articulate a clear position; support assertions using rhetorical devices, including personal anecdotes and appeals to emotion or logic; and develop arguments using a variety of methods
- Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors
- Craft first and final drafts of workplace and other real-life writing (e.g., resumes, editorials, college entrance and/or scholarship essays) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task

### ***Organization, Unity, and Coherence***

- Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
- Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
- Add important information and delete irrelevant information and details to more clearly establish a central idea
- Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes
- Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing

### ***Sentence-Level Constructions***

- Recognize and correct errors that weaken writing, including nonparallel structure, shifts from active to passive voice, misused modifiers, and awkward sentence construction
- Combine phrases and clauses to create sentences of varying lengths and sophistication (e.g., simple, compound-complex, balanced, periodic, cumulative) and to coordinate or subordinate meaning for effect
- Use parallel structure to present items in a series and items juxtaposed for emphasis
- Evaluate own sentence style by identifying common sentence patterns and constructions

- Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice
- Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
- Use strong action verbs, sensory details, vivid imagery, and precise words

#### ***Conventions of Usage***

- Correctly spell commonly misspelled/confused words
- Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
- Make subject and verb agree in number, even when a phrase or clause between the two suggests a different number for the verb
- Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
- Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
- Correctly use parts of speech

#### ***Conventions of Punctuation***

- Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
- Use punctuation correctly within sentences and words
- Demonstrate correct use of capitalization
- Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and non print sources
- Decide on a research question and develop a hypothesis, modifying questions as necessary during the project to further narrow the focus or extend the investigation
- Evaluate multiple sources of information for accuracy, credibility, currency, utility, relevance, reliability, and perspective
- Identify discrepancies in information, recognize the complexities of issues conveyed about the topic, and systematically organize the information to support central ideas, concepts, or themes
- Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism)
- Compose a research paper that maintains an appropriate balance between researched information and original ideas, anticipates counterarguments, blends quotations into its body gracefully, and includes title page, outline, first and final drafts, and works-cited page, adhering to MLA or other stylebook guidelines

#### ***Comprehension and Analysis***

- Recognize the main ideas in a variety of oral presentations and draw valid conclusions
- Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements
- Analyze the effectiveness and validity of arguments (e.g., causation, analogy, inductive and deductive reasoning, appeals to emotion or authority) in visual and oral texts
- Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event
- Analyze and evaluate the way language choice (e.g., repetition, use of rhetorical questions) and delivery style (e.g., eye contact, nonverbal messages) affect the mood and tone of the communication and make an impact on the audience

### ***Application***

- Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources
- Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
- Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes
- Write and deliver informational speeches that present a clear and distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources
- Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; establish and develop a logical and structured argument; anticipate audience concerns and counterarguments; and include relevant evidence from a variety of sources
- Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings
- Actively participate in small-group and large-group discussions, assuming various roles
- Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted
- Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork
- Use appropriate essay-test-taking and timed-writing strategies that address and analyze the question (prompt)
- Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy

### **IN ENGLISH 12, STUDENTS WILL:**

#### ***Reading Across the Curriculum***

- Choose materials for independent reading on the basis of specific criteria (e.g., personal interest, own reading level, knowledge of authors and literary or nonliterary forms)
- Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)
- Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms

#### ***Reading Strategies***

- Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
- Use metacognitive skills (i.e., monitor, regulate, and orchestrate one's understanding) when reading increasingly challenging texts, using the most appropriate "fix-up" strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)
- Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions
- Use close-reading strategies (e.g., visualizing, annotating, questioning) in order to interpret increasingly challenging texts
- Compare texts to previously read texts, past and present events, and/or content learned in other coursework

### ***Knowledge of Literary and Nonliterary Forms***

- Identify, analyze, and evaluate the defining characteristics of specific literary and nonliterary forms (e.g., satire, allegory, parody, editorial, essay, memorandum) and describe how form affects the meaning and function of the texts
- Read contrasting literary works (e.g., classic and contemporary) and determine how the forms influence structure and movement within the texts (e.g., comparing the poem *Beowulf* to John Gardner's contemporary novel *Grendel*)
- Read dramatic literature (e.g., *Macbeth*, *A Man for All Seasons*) and analyze its conventions to identify how they express a writer's meaning
- Identify and interpret works in various poetic forms (e.g., ballad, ode, sonnet) and explain how meaning is conveyed through features of poetry, including sound (e.g., rhythm, repetition, alliteration), structure (e.g., meter, rhyme scheme), graphic elements (e.g., punctuation, line length, word position), and poetic devices (e.g., metaphor, imagery, personification, tone, symbolism)

### ***Influences on Texts***

- Explain the relationship between the time in which a literary work is set, the time during which the author wrote, and the time in which the reader reads (e.g., Charles Dickens' novel *A Tale of Two Cities* as a comment on the French Revolution and life in Victorian England)
- Analyze and evaluate the influence of traditional and mythic literature on later literature and film (e.g., the Aristotelian concept of the tragic hero as depicted in William Shakespeare's play *King Lear*)
- Explain the effects of the author's life upon his or her work (e.g., Charlotte Bronte's experience as a governess as reflected in her novel *Jane Eyre*)

### ***Author's Voice and Method***

- Critique the effectiveness of the organizational pattern (e.g., comparison/contrast, cause/effect, problem/solution) and how clarity of meaning is affected by the writer's techniques (e.g., repetition of ideas, syntax, word choice) in increasingly challenging texts
- Recognize an author's choice of narration and evaluate the overall impact of that choice in increasingly challenging texts
- Identify, analyze, and evaluate plot, character development, setting, theme, mood, and point of view as they are used together to create meaning in increasingly challenging texts
- Identify, analyze, and evaluate the author's use of parallel plots and subplots in increasingly challenging texts
- Identify, analyze, and evaluate the ways in which the devices the author chooses (e.g., irony, imagery, tone, sound techniques, foreshadowing, symbolism) achieve specific effects and shape meaning in increasingly challenging texts
- Critique the treatment and scope of ideas from multiple sources on the same topic, noting the authors' implicit and explicit philosophical assumptions and beliefs (e.g., analyze Chris Hedges' book *War Is a Force that Gives Us Meaning* and James Hillman's book *A Terrible Love of War*)
- Evaluate ways authors develop style to achieve specific rhetorical and aesthetic purposes, noting the impact of diction and figurative language on tone, mood, and theme; cite specific examples from increasingly challenging texts
- Identify the author's stated or implied purpose in increasingly challenging texts

### ***Persuasive Language and Logic***

- Distinguish between valid and invalid arguments; provide evidence to support the author's findings; and note instances of unsupported inferences, fallacious reasoning, and propaganda techniques used in literature, film, advertising, and/or speeches
- Summarize and paraphrase information in increasingly challenging texts, identifying key ideas, supporting details, inconsistencies, and ambiguities

- Locate important details and facts that support ideas, arguments, or inferences in increasingly challenging texts and substantiate analyses with textual examples that may be in widely separated sections of the text or in other sources
- Distinguish between fact and opinion, basing judgments on evidence and reasoning

### ***Literary Criticism***

- Select and apply to increasingly challenging texts the relevant terms (e.g., *archetype*, *oedipal*, *hegemony*) from a number of critical theories
- Evaluate a work of literature from a variety of perspectives (e.g., applying a postcolonialist perspective to E.M. Forster's novel *Passage to India*)
- Read literary criticism to learn different ways of interpreting increasingly challenging literary texts

### ***Words and Their History***

- Apply knowledge of Greek, Latin, and Anglo-Saxon affixes, inflections, and roots to understand unfamiliar words and new subject matter vocabulary in increasingly challenging texts (e.g., words in science, mathematics, and social studies)
- Infer word meanings by analyzing relationships between words (e.g., synonyms, antonyms, metaphors, analogies) in increasingly challenging texts
- Use general and specialized dictionaries, thesauruses, and glossaries (print and electronic) to determine the definition, pronunciation, derivation, spelling, and usage of words
- Use context clues (e.g., author's restatement, example) to understand unfamiliar words in increasingly challenging texts
- Comprehend foreign words and phrases in texts that are commonly used in English
- Identify and interpret common idioms and literary, classical, and biblical allusions (e.g., the folk tale of the slave who could fly as used in Toni Morrison's novel *Song of Solomon*) in increasingly challenging texts
- Describe and provide examples of the ways past and present events (e.g., cultural, political, technological, scientific) have influenced the English language
- Apply knowledge of connotation and denotation to determine the meanings of words and phrases in increasingly challenging texts

### ***Writing Process***

- Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
- Analyze writing assignments in terms of purpose and audience to determine which strategies to use (e.g., writing a letter to a potential employer versus writing a college-entrance essay)
- Create and use various tools (e.g., rubrics, checklists, models, writing conferences) to revise, refine, edit, and proofread own and others' writing, using appropriate rhetorical, logical, and stylistic criteria for assessing the final versions of compositions
- Prepare writing for publication by choosing the most appropriate format, considering principles of design (e.g., margins, tabs, spacing, columns) and the use of various fonts and graphics (e.g., drawings, charts, graphs); use electronic resources to enhance the final product

### ***Modes of Writing for Different Purposes and Audiences***

- Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
- Craft first and final drafts of informational essays or reports that provide clear and accurate perspectives on the subject; support the main ideas with facts, details, and examples; and make distinctions about the relative value and significance of those facts, details, and examples



- Craft first and final drafts of persuasive papers that articulate a clear position; support assertions using rhetorical devices, including personal anecdotes and appeals to emotion or logic; and develop arguments using a variety of methods
- Craft first and final drafts of responses to literature that organize an insightful interpretation around several clear ideas, premises, or images and support judgments with specific references to the original text and to other texts or authors
- Craft first and final drafts of workplace and other real-life writing (e.g., resumes, editorials, college entrance and/or scholarship essays) that are appropriate to the audience, provide clear and purposeful information, and use a format appropriate to the task

### ***Organization, Unity, and Coherence***

- Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
- Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
- Add important information and delete irrelevant information and details to more clearly establish a central idea
- Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and to achieve specific aesthetic and rhetorical purposes
- Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing

### ***Sentence-Level Constructions***

- Recognize and correct errors that weaken writing, including nonparallel structure, shifts from active to passive voice, misused modifiers, and awkward sentence construction
- Combine phrases and clauses to create sentences of varying lengths and sophistication (e.g., simple, compound-complex, balanced, periodic, cumulative) and to coordinate or subordinate meaning for effect
- Use parallel structure to present items in a series and items juxtaposed for emphasis
- Evaluate own sentence style by identifying common sentence patterns and constructions
- Use resources and reference materials (e.g., dictionaries and thesauruses) to select effective and precise vocabulary that maintains consistent style, tone, and voice
- Use formal, informal, standard, and technical language effectively to meet the needs of audience and purpose
- Use strong action verbs, sensory details, vivid imagery, and precise words

### ***Conventions of Usage***

- Correctly spell commonly misspelled/confused words
- Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity
- Make subject and verb agree in number, even when a phrase or clause between the two suggests a different number for the verb
- Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)
- Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified
- Correctly use parts of speech

### ***Conventions of Punctuation***

- Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)
- Use punctuation correctly within sentences and words
- Demonstrate correct use of capitalization

### ***Research***

- Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources
- Decide on a research question and develop a hypothesis, modifying questions as necessary during the project to further narrow the focus or extend the investigation
- Evaluate multiple sources of information for accuracy, credibility, currency, utility, relevance, reliability, and perspective
- Identify discrepancies in information, recognize the complexities of issues conveyed about the topic, and systematically organize the information to support central ideas, concepts, or themes
- Summarize, paraphrase, and directly quote from sources, including the Internet, to support the thesis of the paper and/or presentation; accurately cite every source to avoid compromising others' intellectual property (i.e., plagiarism)
- Compose a research paper that maintains an appropriate balance between researched information and original ideas, anticipates counterarguments, blends quotations into its body gracefully, and includes title page, outline, first and final drafts, and works-cited page, adhering to MLA or other stylebook guidelines

### ***Comprehension and Analysis***

- Recognize the main ideas in a variety of oral presentations and draw valid conclusions
- Identify and evaluate the effect of logical fallacies (e.g., overgeneralization, bandwagon) and the presence of biases and stereotypes in television and print advertising, speeches, newspaper articles, and Internet advertisements
- Analyze the effectiveness and validity of arguments (e.g., causation, analogy, inductive and deductive reasoning, appeals to emotion or authority) in visual and oral texts
- Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event
- Analyze and evaluate the way language choice (e.g., repetition, use of rhetorical questions) and delivery style (e.g., eye contact, nonverbal messages) affect the mood and tone of the communication and make an impact on the audience

### ***Application***

- Use elements of speech forms—introduction, transitions, body, and conclusion—including the use of facts, literary quotations, anecdotes, and/or references to authoritative sources
- Use effective delivery skills (e.g., appropriate volume, inflection, articulation, gestures, eye contact, posture, facial expression)
- Give impromptu and planned presentations (e.g., debates, formal meetings) that stay on topic and/or adhere to prepared notes
- Write and deliver informational speeches that present a clear, distinctive perspective on the subject and support the controlling idea with well-chosen and well-organized facts and details from a variety of sources
- Write and deliver persuasive speeches that use logical, emotional, and ethical appeals; establish and develop a logical and structured argument; anticipate audience concerns and counterarguments; and include relevant evidence from a variety of sources
- Apply analytic and active listening strategies (e.g., paraphrasing, monitoring messages for clarity, selecting and organizing essential information, noting change-of-pace cues) in formal and informal settings
- Actively participate in small-group and large-group discussions, assuming various roles

### ***Study skills and Test Taking***

- Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted

- Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of classwork
- Use appropriate essay-test-taking and timed-writing strategies that address and analyze the question (prompt)
- Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy

## **SOCIAL STUDIES:**

### **IN US HISTORY, STUDENTS WILL:**

- Apply terms relevant to the content appropriately and accurately
- Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
- Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps
- Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
- Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or unverifiable; fact or interpretation)
- Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data
- Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position
- Compose an analytical, historical essay containing a thesis, supporting evidence, and a conclusion
- Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
- Develop open-ended historical questions that can be addressed through historical research and interpretation
- Analyze how the past influences the lives of individuals and the development of societies

### ***Colonization and Forging a Nation***

- Identify the reasons for colonization, evaluate its impacts, and analyze the success or failure of settlements in North America
- Analyze religious development and its significance in colonial America (e.g., religious settlements, the Great Awakening)
- Describe significant aspects of the variety of social structures of colonial America
- Compare the economies of the various colonies, and analyze the development and impact of indentured servitude and African slavery in North America (e.g., social, political, and economic)
- Explain the origins and development of colonial governments
- Evaluate the influence of Enlightenment ideas on the development of American government as embodied in the Declaration of Independence
- Identify and evaluate the ideas and events that contributed to the outbreak of the American Revolution, and determine the key turning points of the war
- Identify the impetus for the Constitutional Convention (limitations of government under the Articles of Confederation), and analyze the events and outcomes of the Convention (i.e., the “bundle of compromises”)
- Interpret the ideas and principles expressed in the U.S. Constitution
- Explain the development of the Bill of Rights, and assess various debates of the day

- Identify and evaluate the political and territorial changes resulting from westward expansion of the United States in the early nineteenth century
- Analyze and evaluate federal and state policies toward American Indians in the first half of the nineteenth century
- Evaluate, take, and defend positions on the development of U.S. foreign policy during the early nineteenth century (e.g., Embargo Act, Monroe Doctrine)

#### ***Antebellum America***

- Describe and evaluate the impacts of the First Industrial Revolution during the nineteenth century (e.g., the Lowell system, immigration, changing technologies, transportation innovations)
- Identify and evaluate the major events and issues that promoted sectional conflicts and strained national cohesiveness in the antebellum period
- Identify significant religious, philosophical, and social reform movements of the nineteenth century and their impact on American society
- Identify the major characteristics of the abolition movement in the antebellum period, its achievements, failures, and Southern opposition to it
- Analyze the women's rights and the suffrage movements and the impact of women on other reform movements in the antebellum period
- Compare and contrast the economic, social, and cultural differences of the North and South during the antebellum period Civil War and Reconstruction

#### ***Civil War and reconstruction***

- Identify and analyze the technological, social, and strategic aspects of the Civil War
- Explain the influence of Abraham Lincoln's philosophy of the Union and his executive actions and leadership on the course of the Civil War
- Describe the basic provisions and immediate impact of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution
- Evaluate different Reconstruction plans and their social, economic, and political impact on the South and the rest of the United States
- Analyze the immediate and long-term influences of Reconstruction on the lives of African Americans and U.S. society as a whole

#### ***Industrialization and Urbanization***

- Evaluate the impact of new inventions and technologies of the late nineteenth century
- Identify and evaluate the influences on business and industry in the late nineteenth and early twentieth centuries
- Identify labor and workforce issues of the late nineteenth century, including perspectives of owners/managers and Social Darwinists
- Explain the challenges and contributions of immigrants of the late nineteenth century
- Explain the causes and impact of urbanization in the late nineteenth century
- Compare and contrast the experiences of African Americans in various U.S. regions in the late nineteenth century
- Identify and evaluate the influences on the development of the American West
- Analyze significant events for Native American Indian tribes, and their responses to those events, in the late nineteenth century

#### ***Increasing Influence and challenges***

- Identify and explain significant issues and components of the Populist movement and their impacts
- Explain the origins and accomplishments of the Progressive movement
- Analyze the efforts to achieve women's suffrage in the early twentieth centuries
- Evaluate, take, and defend positions on the various U.S. foreign policies in the late nineteenth and early twentieth centuries

- Analyze the causes and consequences of the Spanish-American War
- Identify and evaluate the factors that influenced U.S. imperialism in the late nineteenth and early twentieth centuries and the ensuing debate over imperialism

#### *United States in a Changing World*

- Identify and analyze the causes and significant events of World War I and their impact; evaluate the impact of the Treaty of Versailles
- Describe and evaluate the impact of scientific and technological innovations of the 1920s
- Identify and evaluate the impact of new cultural movements on American society in the 1920s
- Identify the characteristics of social conflict and social change that took place in the early 1920s
- Identify and explain the economic factors that contributed to the stock market crash of 1929 and the Great Depression
- Explain the economic, environmental, and social impact of the Great Depression on American society
- Evaluate the impact of the New Deal on various elements of American society (e.g., social, political, environmental, economic)

#### *America at War*

- Describe circumstances at home and abroad prior to U.S. involvement in World War II
- Identify the significant military and political aspects of World War II
- Analyze dimensions of the Holocaust and the Allies' response to the Holocaust and war crimes
- Evaluate the social, political, and economic impacts of World War II on the home front
- Identify and evaluate the scientific and technological developments in America during and after World War II
- Analyze the social, cultural, and economic changes at the onset of the Cold War era
- Analyze the origins of the Cold War, foreign policy developments, and major events of the administrations from Truman to present
- Describe and evaluate the political and social impact of the Vietnam War

#### *Changes at Home*

- Analyze major domestic issues and responses of the administrations from Truman to present
- Evaluate the impact of innovations in technology and communication on American society
- Identify the events and influential individuals of the civil rights, human rights, and counterculture movements and assess their impact
- Evaluate the impact of changes in the national economy on contemporary American society
- Identify the major contemporary social, environmental, and political issues (e.g., immigration, global warming, terrorism), the groups involved, and the controversies engendered by those issues
- Assess increasing global interdependence, the potential for conflict, and the U.S. role in world events in the present and future

#### **IN GOVERNMENT, STUDENTS WILL:**

- Apply terms relevant to the content appropriately and accurately
- Read and interpret primary documents of fundamental importance to government in the United States, such as the U.S. Constitution, laws, Supreme Court opinions
- Select, utilize, and interpret a variety of secondary materials in a variety of mediums (e.g., texts, films, artifacts, maps, graphs, polls, surveys)
- Select, utilize, and interpret a variety of secondary materials in a variety of mediums (e.g., texts, films, artifacts, maps, graphs, polls, surveys)
- Select, utilize, and interpret a variety of secondary materials in a variety of mediums (e.g., texts, films, artifacts, maps, graphs, polls, surveys)

- Analyze and evaluate factors that contribute to different perspectives on the same issues or events, notably point of view, context, purpose, and sources of information or evidence
- Analyze and evaluate sources in terms of credibility, relevance, and purpose; for their perspective, bias, and authenticity; for their use of rhetorical techniques, such as propaganda or emotional arguments; and to distinguish fact from opinion
- Utilize research strategies and methods to obtain, organize, and interpret information related to the U.S. government
- Compose arguments/position papers, and participate in debates on the roles, policies, and/or functions of government, synthesizing primary and secondary sources to justify position
- Compose an analytical essay containing a thesis, supporting evidence, and conclusion
- Identify, analyze, and understand elements of processes fundamental to U.S. government, notably cause and effect, past and present, change and continuity
- Simulate or experience governmental processes and functions (e.g., lawmaking simulation in class, working on a political campaign)
- Observe and participate in community life (e.g., community service, political activity)

### **Foundations**

- Define and apply key terms associated with the U.S. government (e.g., *politics, government, representative government, constitution, republic, democracy, rule of law, confederacy*)
- Explain the major arguments advanced for the necessity of politics and government as expressed in the political philosophies of Enlightenment figures
- Identify the fundamental values and principles of U.S. political life, and assess their importance to the maintenance of constitutional democracy (e.g., liberty, equality, individualism, rule of law, majority rule/minority rights, compromise)
- Describe the characteristics of civil society, and evaluate the extent to which the American colonies exhibited those traits at the time of their declaration of independence from Great Britain
- Explain the relationship between government and the governed as outlined in the Declaration of Independence, and evaluate how these ideas influenced the formation of government in the United States
- Analyze the political, social, and economic situations that have typically led citizens to demand the creation/alteration of constitutions, and explain the various purposes served by constitutions

### **The Constitution**

- Define *popular sovereignty*, and explain how the Constitution upholds it
- Define *limited government*, and explain how the Constitution articulates this principle
- Define *separation of powers*, and explain how and why the Constitution distributes powers among the three branches of government
- Define *federalism*, and explain how and why the Constitution distributes power to the national and state governments
- Identify and evaluate contentious issues (e.g., educational standards, gun control) between federal and state governments as well as between state and local governments
- Analyze the strengths and weaknesses of government under the Articles of Confederation, and explain how it influenced the development of the Constitution
- Compare the perspectives of representatives at the Constitutional Convention, and explain how and why the U.S. Constitution emerged as a “bundle of compromises”
- Evaluate the arguments about ratification as presented by the Federalists and Anti-Federalists
- Explain why the Constitution is adaptable to changing conditions, and describe the constitutional amendment process

- Identify past and present issues and events (e.g., Equal Rights Amendment, Women's Suffrage Movement) that have stimulated efforts to change the Constitution, and evaluate the successes and failures of those efforts
- Evaluate the importance of rule of law and identify the sources, purposes, and functions of law in the U.S. government
- Explain the individual rights protected by the Bill of Rights and subsequent amendments, analyze the historical and political reasoning for the amendments, and evaluate judicial protection of individual rights over time

### ***Legislative Branch***

- Describe the constitutionally defined purposes and organization of the legislative branch and its expressed and implied powers
- Explain how the legislative branch seeks to prevent the abuse of power through its constitutionally defined checks and balances
- Identify the differing qualifications for membership in Congress, and compare leadership roles in the House and Senate
- Explain how gerrymandering can shape the membership of the House of Representatives
- Identify and evaluate historical and political factors that have led the legislative branch to exert varying levels of influence throughout history
- Explain the role of legislators in setting the public agenda
- Analyze the role and influence of Congress in determining the federal budget
- Describe the process of how a bill is created and how it becomes a law
- Identify the different types of congressional committees, and evaluate the roles they play in the House and Senate in determining legislative agendas and providing oversight
- Compare political party ideologies and evaluate the influence of those ideologies on the actions of legislators and the legislative process
- Identify why interest groups lobby members of Congress, and evaluate the influence of interest groups on the legislative process

### ***Executive Branch***

- Describe the constitutionally defined powers of the executive branch
- Explain how the executive branch seeks to prevent the abuse of power through its constitutionally defined checks and balances
- Describe the constitutional qualifications required for serving as president
- Identify the formal and informal roles of the president (e.g., chief executive, commander in chief, chief legislator, party leader, chief diplomat)
- Identify and evaluate the historical and political factors that have led the executive branch to exert varying levels of power and influence
- Compare styles of leadership exhibited by presidents, and evaluate the implications for legislative effectiveness and political legacies
- Analyze and evaluate the influence of party ideology on the actions and policies of the president
- Describe the organization of the executive branch, and explain the functions of its various offices (e.g., president, vice president, National Security Council, and advisory and general staff)
- Identify the major executive departments that comprise the *cabinet*, and describe both the individual roles of the department and the cabinet's role as an advisory body to the president
- Describe the purposes and functions of the federal bureaucracy, and explain the role of bureaucrats in shaping the public agenda
- Identify and evaluate how American national interests, values, and principles have impacted and continue to impact the formation and implementation of U.S. foreign and domestic policy

### ***Judicial Branch***

- Describe the constitutionally defined purposes, organization, and powers of the judicial branch
- Explain how the judicial branch seeks to prevent the abuse of power through its constitutionally defined checks and balances and through judicial review
- Explain how federal judges are appointed, and discuss the Senate's role in the confirmation process
- Explain the process by which a case reaches the Supreme Court and how the Court reaches a decision
- Explain how ideology may influence the judicial interpretation of the Constitution (e.g., loose constructionism versus strict constructionism), and evaluate the potential societal consequences of these interpretations
- Explain the difference between civil, criminal, and other types of law

### ***Political Participation***

- Explain the components of the presidential election process: caucuses, primaries, national conventions, and the general election
- Analyze and evaluate the origin and functions of the Electoral College
- Explain the advantages and potential disadvantages of incumbency in an election
- Explain the importance of fundraising in elections, and evaluate the reasons people and organizations contribute to election campaigns
- Describe why polls are conducted, analyze the methodology and reliability of polling, and evaluate their influence on government officials and society at large
- Analyze the development of the two-party system in U.S. politics, identify reasons why third parties might organize, and explain the impact of parties on the American political system
- Analyze and evaluate the role and influence of the media on American politics
- Identify and describe the means available to U.S. citizens to monitor and influence the formation and implementation of public policy, and evaluate their effectiveness (e.g., voting, participation in election campaigns, grassroots campaigns, special interest groups, political action committees, lobbying)

### ***Citizenship***

- Explain and evaluate the qualifications for citizenship in the United States
- Compare citizen access to and impact on government at the local, state, and national levels
- Identify the civic responsibilities of citizens, analyze the significance of shared political and civic beliefs and values, and evaluate the importance of an informed and engaged citizenry to the maintenance of democracy in the United States
- Analyze changing demographics (e.g., geographic location of population, race, age, class, education), and explain their impact on American society and politics

### ***Economics***

- Explain the terms *microeconomics* and *macroeconomics*
- Recognize that productive resources (e.g., natural, human, capital) are limited
- Describe the nature of scarcity and how nations of the world make choices that involve economic and social costs and benefits
- Analyze the effectiveness of the ways in which societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources
- Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy
- Explain how specialization and competition influence the allocation of resources



- Evaluate the role of private property as an incentive for conserving and improving scarce resources, including renewable and nonrenewable natural resources
- Recognize that markets exist when buyers and sellers interact
- Explain how the exchange of goods and services (i.e., trade) creates economic interdependence and change
- Identify factors that influence market supply and demand
- Describe how prices send signals to buyers and sellers
- Identify causes of inflation and who typically gains and loses
- Explain how all economic decisions entail an opportunity cost
- Explain marginal cost-benefit analysis, whereby effective decisions are made by comparing the additional costs of alternatives with the additional benefits
- Analyze various economic indicators (e.g., GDP, CPI, consumer confidence), and use those indicators to predict or explain economic behaviors and phenomena
- Characterize and compare major economic theories, identifying individuals and historical circumstances in which these theories were developed and their past and present application
- Compare the multiple roles (e.g., consumer, saver, investor, producer, earner, borrower, lender, taxpayer, recipient of government services) people have in the global economy and recognize the interrelationships that exist among them
- Describe the relationships among economic institutions in various economic systems (e.g., households, business firms, banks, government agencies, labor unions, credit companies, insurance companies)
- Explain why individuals, businesses, and governments trade goods and services
- Explain the basic functions of government in a market economy (e.g., providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, protecting consumers' rights)
- Describe the aims of government fiscal policies (e.g., taxation, borrowing, spending) and their influence on production, employment, and price levels
- Describe economic stabilization policies and how they impact the economy
- Explain how government intervention in market prices (e.g., minimum-wage policies, rent freezes, farm subsidies) can cause shortages or surpluses of a good or service
- Explain how economic decision making has become global as a result of an interdependent world economy
- Describe global economic interdependence and competition and analyze their influence on domestic, national, and international policies
- Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade
- Analyze the causes and effects of international mobility of capital and labor

### *Finance and Economic Systems*

- Analyze the impact of economic incentives on the choices individuals, households, businesses, governments, and societies make to use scarce human capital and natural resources more efficiently
- Identify the characteristics and functions of money
- Explain the operations of common financial instruments (e.g., stocks, bonds)
- Explain various types of taxes (e.g., progressive, regressive, proportional) in terms of their aims, costs, and benefits
- Explain how interest rates (e.g., short- and long-term) are determined by market forces that influence the amount of borrowing and saving done by investors, consumers, and government officials

- Explain how investment in factories, machinery, new technology, and the health, education, and training of people can increase productivity and raise future standards of living
- Describe how conditions in an economy influence, and are influenced by, the decisions of consumers, producers, economic institutions, and governments
- Recognize that a country's overall levels of income, employment, and prices are determined by the spending and production decisions of households, businesses, and government
- Describe how the earnings of workers are potentially determined by the market value of the product produced and by workers' productivity in market economies
- Analyze how domestic and international competition in a market economy affects the goods and services produced and the quality, quantity, and price of those products
- Compare the characteristics of different market structures, including pure competition, oligopoly, monopoly, and monopolistic competition
- Compare and evaluate different types of economies (e.g., traditional, command, market, mixed), and analyze how they have been affected in the past by specific social and political systems and important historical events

## **SCIENCE:**

### **IN INTEGRATED SCIENCE, STUDENTS WILL:**

#### ***Structure and Function of Cells and Organisms***

- Know the levels of organization in living systems, including cells, tissues, organs, organ systems, whole organisms, ecosystems, and the complementary nature of structure and function at each level
- Know that multi cellular organisms have a variety of specialized cells, tissues, organs, and organ systems that perform specialized functions (e.g., digestion, respiration, reproduction, circulation, excretion, movement, control and coordination, protection from disease)
- Know that organisms have a great variety of body plans and internal structures that serve specific functions for survival (e.g., digestive structures in vertebrates, invertebrates, unicellular organisms, and plants)
- Know the structures of different types of cell parts (e.g., cell wall; cell membrane; cytoplasm; cell organelles such as the nucleus, chloroplast, mitochondrion, Golgi apparatus, vacuole) and the functions they perform (e.g., transport of materials, storage of genetic information, photosynthesis and respiration, synthesis of new molecules, waste disposal)

#### ***Organisms and their Physical Environment***

- Know that as matter and energy flow through different levels of organization in living systems and between living systems and the physical environment, chemical elements are recombined in different ways
- Know how matter is recycled within ecosystems (e.g., matter is transferred from one organism to another repeatedly, and between organisms and their physical environment; the total amount of matter remains constant, even though its form and location change)
- Know how the interrelationships and interdependencies among organisms generate stable ecosystems that fluctuate around a state of rough equilibrium for hundreds or thousands of years
- Know how energy is transferred through food webs in an ecosystem
- Know ways in which humans can alter the equilibrium of ecosystems, causing potentially irreversible effects

#### ***Biological Evolution and the Diversity of Life***

- Know how variation of organisms within a species increases the chance of survival of the species, and how the great diversity of species on earth increases the chance of survival of life in the event of a major global changes

#### ***Structure and Properties of Matter***

- Know that matter is made up of tiny particles called atoms, and different arrangements of atoms into groups compose all substances.
- Know that states of matter depend on molecular arrangement and motion.
- Know that matter is made up of tiny particles called atoms and different arrangements of atoms into groups compose all substances.
- Understand the conservation of mass in physical and chemical changes
- Know that substances react chemically in characteristic ways with other substances to form new substances (compounds) with different characteristic properties
- Know the structure of an atom
- Know how the electron configuration of atoms governs the chemical properties of an element as atoms interact with one another by transferring or sharing the outermost electrons
- Understand how elements are arranged in the periodic table, and how this arrangement shows repeating patterns among elements with similar properties (e.g., numbers of protons, neutrons, and electrons; relation between atomic number and atomic mass)
- Know that atoms may be bonded together into molecules or crystalline solids, and compounds are formed from chemical bonds between two or more different kinds of atoms
- Know that the number of electrons in an atom determines whether the atom is electrically neutral or an ion (i.e., electrically neutral atoms contain equal numbers of protons and electrons; a positively charged atom has lost one or more electrons; a negatively charged atom has gained one or more electrons)
- Know that most elements have two or more isotopes (i.e., atoms that differ in the number of neutrons in the nucleus); although the number of neutrons has little effect on how the atom interacts with others, it does affect the mass and stability of the nucleus
- Know the variety of structures that may be formed from the bonding of carbon atoms and their roles in chemical reactions including those required for life processes

#### ***Sources and Properties of Energy***

- Know that waves (sound; light and seismic) have energy and can transfer energy when they interact with matter.
- Know that matter and energy are conserved

#### ***Scientific Inquiry***

- Understand the use of hypotheses in science
- Design and conduct scientific investigations
- Know that, when conditions of an investigation cannot be controlled, it may be necessary to discern patterns by observing a wide range of natural occurrences
- Use technology (e.g., hand tools, measuring instruments, calculators, computers) and mathematics (e.g., measurement, formulas, charts, graphs) to perform accurate scientific investigations and communications

#### ***Scientific Enterprise***

- Understand that science involves different types of work in many different disciplines
- Know that creativity, imagination, and a good knowledge base are all required in the work of science and engineering

#### ***Mathematics and Measurement in Science***

- Use appropriate SI units for length, mass, time, temperature, quantity, area, volume, and density, and describe the relationships among SI unit prefixes (e.g., centi-, milli-, kilo-) and how SI units are related to analogous English units
- Calculate the mean of a set of values
- Use graphical models, mathematical models, and simple statistical models to express patterns and relationships determined from sets of scientific data

### ***Science in Practice***

- Describe the fundamental assumptions of science
- Assess how scientific and technological progress has affected other fields of study, careers, and aspects of everyday life
- Recognize and apply criteria that scientists use to evaluate the validity of scientific claims and theories
- Explain why scientific explanations must meet certain criteria (e.g., be consistent with experimental/observational evidence about nature, be open to critique and modification, be subject to peer review, use ethical reporting methods and procedures)
- Explain why all scientific knowledge is subject to change as new evidence becomes available to the scientific community
- Use a variety of appropriate sources (e.g., Internet, scientific journals) to retrieve relevant information; cite references properly
- Compare the goals and procedures followed in basic science with the goals and procedures of applied science and technology; discuss the important contributions of each and how citizens need to understand the ramifications of funding both endeavors
- Explain how the contributions of basic science drive the potential of applied science (e.g., advantages found in nature can be emulated for our own benefit/product development, such as observations of gecko feet suggesting new adhesives; understanding of basic cell biology leading to cancer treatments)

### **IN BIOLOGY STUDENTS WILL:**

- Describe the biological criteria that need to be met in order for an organism to be considered alive
- Define and provide examples of each level of organization (e.g., biosphere, biome, ecosystem, community, population, multicellular)
- Design and conduct investigations appropriately using essential processes of scientific inquiry
- Use mathematics to enhance the scientific inquiry process (e.g., choosing appropriate units of measurement, graphing and manipulating experimental data)

### ***Biochemistry***

- Identify subatomic particles and describe how they are arranged in atoms
- Describe the difference between ions and atoms and the importance of ions in biological processes
- Compare the types of bonding between atoms to form molecules
- Show how chemical reactions (e.g., photosynthesis, fermentation, cellular respiration) can be represented by chemical formulas
- Explain the difference between organic and inorganic compounds
- Explain the fundamental principles of the pH scale and the consequences of having the different concentrations of hydrogen and hydroxide ions
- Describe the general structure and function(s), including common functional groups, of monosaccharides, disaccharides, polysaccharides, carbohydrates, fatty acids, glycerol, glycerides, lipids, amino acids, dipeptides, polypeptides, proteins, and nucleic acids
- Describe the function of enzymes, including how enzyme-substrate specificity works, in biochemical reactions
- Define and explain the unique properties of water that are essential to living organisms
- Explain how cells store energy temporarily as ATP

### ***Cells***

- Analyze the similarities and differences among (a) plant versus animal cells and (b) eukaryotic versus prokaryotic cells

- Describe the functions of all major cell organelles, including nucleus, ER, RER, Golgi apparatus, ribosome, mitochondria, microtubules, microfilaments, lysosomes, centrioles, and cell membrane
- Illustrate how all cell organelles work together by describing the step-by-step process of the translation of an mRNA strand into a protein and its subsequent processing by organelles so that the protein is appropriately packaged, labeled, and eventually exported by the cell
- Contrast the structure and function of subcellular components of motility (e.g., cilia, flagella, pseudopodia)
- Explain how the cell membrane controls movement of substances both into and out of the cell and within the cell
- Explain how the cell membrane maintains homeostasis
- Describe and contrast these types of cell transport: osmosis, diffusion, facilitated diffusion, and active transport
- Identify the cellular sites of and follow through the major pathways of anaerobic and aerobic respiration, compare reactants and products for each process, and account for how aerobic respiration produces more ATP per monosaccharide
- Explain how photosynthetic organisms use the processes of photosynthesis and respiration
- Describe the basic process of mitosis

### *Genetics*

- Describe the basic structure and function of DNA, mRNA, tRNA, amino acids, polypeptides, and proteins (e.g., replication, transcription, and translation)
- Describe the experiments of major scientists in determining both the structure of DNA and the central dogma
- Use mRNA codon charts to determine amino acid sequences of example polypeptides
- Use mRNA codon charts to determine the effects of different types of mutations on amino acid sequence and protein structure (e.g., sickle cell anemia resulting from base substitution mutation)
- Describe how gene expression is regulated in organisms such that specific proteins are synthesized only when they are needed by the cell (e.g., allowing cell specialization)
- Describe the basic process of meiosis
- Identify and explain Mendel's law of segregation and law of independent assortment
- Explain how the process of meiosis reveals the mechanism behind Mendel's conclusions about segregation and independent assortment on a molecular level
- Define and provide an example of the following: genotype, phenotype, dominant allele, recessive allele, codominant alleles, incompletely dominant alleles, homozygous, heterozygous, and carrier
- Explain sex-linked patterns of inheritance in terms of some genes being absent from the smaller Y chromosome, and thus males (XY) having a different chance of exhibiting certain traits than do females (XX)
- Construct and interpret Punnett squares and pedigree charts (e.g., calculate and predict phenotypic and genotypic ratios and probabilities)
- Infer parental genotypes and phenotypes from offspring data presented in pedigree charts and from the phenotypic and genotypic ratios of offspring
- Describe the mode of inheritance in commonly inherited disorders (e.g., sickle cell anemia, Down syndrome, Turner's syndrome, PKU)
- Complete a major project relating to recombinant DNA, cloning, or stem cell research

### *Evolution*

- Describe the experiments of Redi, Needham, Spallanzani, and Pasteur to support or falsify the hypothesis of spontaneous generation
- Explain the biological definition of evolution
- Differentiate among chemical evolution, organic evolution, and the evolutionary steps along the way to aerobic heterotrophs and photosynthetic autotrophs

- Discuss Darwin's principle of survival of the fittest and explain what Darwin meant by natural selection
- Explain the influences of other scientists (e.g., Malthus, Wallace, Lamarck, Lyell) and of Darwin's trip on HMS *Beagle* in formulating Darwin's ideas about natural selection
- Contrast Lamarck's and Darwin's ideas about changes in organisms over time
- Provide examples of behaviors that have evolved through natural selection (e.g., migration, courtship rituals)
- Design, perform, and analyze a laboratory simulation of natural selection on a working population (e.g., teacher chooses prey items [hard candy, marshmallows]; students choose feeding adaptation [fork, toothpick, spoon] and hunt; students record results and then change prey or adaptation; and students analyze results using statistical methods)
- Specifically describe the conditions required to be considered a species (e.g., reproductive isolation, geographic isolation)
- Describe the basic types of selection, including disruptive, stabilizing, and directional
- Explain how natural selection and its evolutionary consequences (e.g., adaptation or extinction) provide a scientific explanation for the fossil record of ancient life-forms and the striking molecular similarities observed among the diverse species of living organisms
- Discuss evidence from the fields of geology, biochemistry, embryology, comparative anatomy, and comparative physiology that points to shared evolutionary relationships
- Explain how Earth's life-forms have evolved from earlier species as a consequence of interactions of (a) the potential of a species to increase its numbers and (b) genetic variability of offspring due to mutation and recombinations of DNA
- Distinguish between catastrophism, gradualism, and punctuated equilibrium

#### ***Animals***

- Identify major types of animal cells and tissues
- Describe the major components and functions of physiological systems, including skeletal, muscle, circulatory, respiratory, digestive, urinary, endocrine, nervous, reproductive, and immune

#### ***Plants***

- Describe the basic mechanisms of plant processes, especially movement of materials and plant reproduction
- Explain the functions of unique plant structures, including the cell wall, chloroplasts, and critical parts of the flower and the seed
- Explain the interaction between pigments, absorption of light, and reflection of light
- Describe the light-dependent and light-independent reactions of photosynthesis
- Relate the products of the light-dependent reactions to the products of the light-independent reactions
- Design and conduct an experiment (including the calculations necessary to make dilutions and prepare reagents) demonstrating effects of environmental factors on photosynthesis

#### ***Relationships Among Organisms***

- Explain how organisms are classified into a hierarchy of groups and subgroups based on similarities that reflect their evolutionary relationships
- List each of the major levels in the hierarchy of taxa: kingdom, phylum, class, order, family, genus, and species
- Explain the binomial nomenclature system
- Construct and use a dichotomous taxonomic key
- Distinguish between and among viruses, bacteria, and protists, and give examples of each
- Explain classification criteria for fungi, plants, and animals
- Compare the major divisions of animals

#### ***Ecology***

- Define and provide examples of biosphere, biome, ecosystem, community, population, species, habitat, and niche
- Discuss biotic and abiotic factors that affect land and aquatic biomes
- Discuss the role of beneficial bacteria (e.g., in the recycling of nutrients)
- Explain how energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores to carnivores and decomposers
- Explain how the amount of life any environment can support is limited by the available matter and energy and by the ability of ecosystems to recycle the residue of dead organic materials
- Explain how organisms cooperate and compete in ecosystems and how interrelationships and interdependencies of organisms may generate ecosystems that are stable for thousands of years
- Diagram the flow of energy using food webs, food chains, and pyramids (e.g., pyramid of energy, pyramid of biomass, and pyramid of numbers)
- Describe examples of competition, symbiosis, and predation
- Explain the concept of carrying capacity
- Describe the growth of populations, including exponential and logistic growth (e.g., design and conduct an experiment investigating bacterial growth using appropriate calculations)
- Explain the process of ecological succession, and describe the different communities that result
- Read and describe current journal articles relating to environmental concerns (e.g., loss of biodiversity, habitat loss, pollution)
- Discuss and evaluate the significance of human interference with major ecosystems (e.g., the loss of genetic diversity in cloned crops or animals)

#### ***IN PHYSICS, STUDENTS WILL:***

- Identify and clarify research questions and design experiments
- Design experiments with controlled variables and appropriate numbers of trials
- Collect, organize, and analyze data accurately and use appropriate techniques and devices
- Interpret results and draw conclusions, revising hypotheses as necessary and/or formulating additional questions or explanations
- Write and speak effectively to present and explain scientific results, using appropriate terminology and graphics
- Safely use laboratory equipment and techniques when conducting scientific investigations
- Routinely make predictions and estimations

#### ***Mathematics and Measurement in Science***

- Distinguish between precision and accuracy with respect to experimental data
- Use appropriate SI units for length, mass, time, temperature, area, volume, and density; describe the relationships among SI unit prefixes (e.g., centi-, milli-, kilo-) and how to convert between English units and SI units
- Calculate slope and explain its physical significance (e.g., velocity is slope on a displacement-time graph)
- Calculate/estimate, using significant figures, the uncertainty in experimental results, and use the uncertainty to evaluate and interpret results
- Express numbers in scientific notation when appropriate
- Solve for unknown quantities by manipulating variables
- Use graphical, mathematical, and/or statistical models to express patterns and relationships inferred from sets of scientific data

#### ***Science in Practice***

- Understand the fundamental assumptions of science (e.g., the physical world is measurable and can be modeled)

- Explain and apply criteria that scientists use to evaluate the validity of scientific claims and theories
- Explain why experimental replication and peer review are essential to eliminate as much error and bias as possible in scientific claims
- Explain the criteria that explanations must meet to be considered scientific (e.g., be consistent with experimental/observational evidence about nature, be open to critique and modification, use ethical reporting methods and procedures)
- Explain why all scientific knowledge is subject to change as new evidence becomes available to the scientific community
- Use a variety of appropriate sources (e.g., Internet, scientific journals) to retrieve relevant information; cite references properly

### ***Speed, Velocity and Acceleration***

- Write equations for the displacement and velocity of an object over time; based on these equations, recognize and/or draw graphs of the object's displacement and velocity versus time
- Solve problems in kinematics using the equations  $v = v_0 + at$ ,  $s = s_0 + v_0t + (1/2)at^2$ , and  $v_{avg} = (s - s_0)/t$
- Construct the two graphs *not* given, when given a linear motion graph of displacement, velocity, or acceleration versus time

### ***One and two dimensional motion***

- Write equations for the horizontal and vertical components of both a projectile's displacement over time and its velocity over time
- Calculate the displacement, velocity, and altitude over time for a projectile that is launched at a given initial velocity from a launch site at a given altitude above a horizontal plane
- Relate the magnitude of the centripetal acceleration to the speed or rate of revolution and to the radius of orbit for a particle undergoing uniform circular motion
- Describe the direction of the velocity and acceleration vectors for a particle undergoing uniform circular motion at any given position in its orbit
- Determine vector sums by graphical and mathematical means
- Resolve a vector into mutually perpendicular components

### ***Work and Energy***

- Describe the relationship between work and energy
- Distinguish between kinetic energy and potential energy
- Discuss the relationship between work and kinetic energy and between work and gravitational potential energy, using Newton's second law
- Calculate the amount of work done by a given force exerted on a body that is constrained to move on a given plane
- Calculate the change in energy (kinetic, gravitational potential, and elastic potential) that results from performing a specified amount of work on a body
- Use the laws of the conservation of momentum and the conservation of mechanical energy to solve problems involving elastic collisions
- Write the equation for the force exerted by an ideal spring, both as a function of the amount the spring is stretched and as a function of the amount the spring is compressed; in each case, write the equation for the potential energy stored in the spring
- Identify and explain situations in which mechanical energy is conserved and in which mechanical energy is not conserved, even though energy is conserved
- Relate power to work, and solve problems involving acceleration, force, distance, and time

### ***Momentum***

- Define *momentum* and *impulse*
- Calculate the total linear momentum of an isolated system of moving masses



- Calculate the time-averaged force acting on a body when an impulsive force is exerted on the body
- Identify and discuss situations in which linear momentum is conserved, using Newton's second and third laws (the concepts of external and internal forces)
- Solve problems using the conservation of linear momentum, including those involving two bodies following paths that intersect at arbitrary angles

#### *Newton's laws*

- Describe the condition under which a body under the influence of several forces will remain at rest or in a state of unaccelerated motion
- Contrast mass and weight
- Calculate, for a body initially moving in a straight line at a constant speed, the net change in the velocity of the body that will result when a constant net force is applied to the body for a given amount of time
- Draw a free-body diagram, and write a vector equation for a body in the form of Newton's second law
- Write an equation that describes the dependence of the frictional force between a body and a surface on the normal force exerted on the surface by the body, and explain the meaning of the coefficient of friction
- Use Newton's third law to identify action-reaction pairs; for each pair, identify the body on which the reaction force acts and determine the magnitude and direction of the reaction force

#### *Gravity*

- Express the dependence of gravitational field (i.e., gravitational acceleration) on mass and distance, using proportions
- Calculate the strength of the gravitational field of a spherical mass at a given point outside the mass

#### *Electrical Potential and Electrical fields*

- Describe qualitatively the electric field produced by a point charge
- Use lines of force to represent the electric fields associated with various symmetrical charge distributions, and describe these fields
- Use vector addition to combine the electric fields of two or more point charges and to determine the strength of the resultant electric field at a prescribed location in space
- Calculate the magnitude and direction of the electrical force exerted by an electric field on a positive charge and by the same electric field on a negative charge
- Describe the motion of a particle of specified charge and mass in a uniform electric field
- Calculate the electrical work done on a positive or negative charge that moves through a uniform electric field
- Calculate the work done on a charged particle by an electric field as the particle moves through a potential gradient associated with the electric field
- Relate the intensity of an electric field between two points in space to the difference in electrical potential between the two points and to the distance between the two points
- Calculate the potential difference between two points in a uniform electric field, and determine which point is at the higher potential

#### *Magnetism*

- Describe conditions under which magnetic fields are produced
- Describe the most general path for a charged particle moving in a uniform magnetic field
- Describe the conditions under which magnetic flux through a current loop will induce an electromagnetic field in the loop
- Describe how electromagnetic induction applies to the motor and generator

#### *Electrical Circuits*

- Describe the relationship between the current flowing through a resistor and the voltage across a resistor
- Calculate the magnitude and determine the direction of the electrical current in a conducting wire
- Distinguish between direct current and alternating current
- Describe the relationship between the resistance of a resistor and the composition, length, and cross-sectional area of the resistor; describe the effect of temperature on the resistance of a resistor
- Use Ohm's law to calculate the voltage across, the current through, or the resistance of a circuit element in a direct current circuit
- Identify the elements in an electrical circuit that are in series or in parallel
- Calculate the ratio of the voltages across two resistors that are connected in series, and calculate the ratio of the currents through two resistors that are connected in parallel
- Calculate the equivalent resistance of a network of resistors
- Calculate, for any resistor in a network of resistors connected to a single power source, the voltage, current, and amount of power dissipated
- Design, given a predetermined terminal voltage, a circuit element containing resistors in series and/or parallel such that a predetermined current flows through the element
- Describe the placement of a voltmeter and an ammeter in an electrical circuit to properly measure voltage and current

### *Wave Properties*

- Use a graph of the displacement of a point in a given medium versus time to measure or calculate the frequency, wavelength, and amplitude of the wave that produced the displacement over time
- Explain how wavelength and frequency are related to the velocity of a wave
- Describe the reflection of a wave from the fixed end of a string and from the free end of a string
- State what factors determine the speed of waves on a string
- Sketch the standing waves for various modes, and determine the frequency, wavelength, and amplitude of each mode, for a string that has been pulled taut and fastened at both ends
- Describe the conditions under which the superposition of waves will produce constructive or destructive interference
- Describe the conditions under which a standing wave may be formed by the superposition of other waves
- Solve problems involving wave speed, frequency, and wavelength
- Discuss the factors that determine the energy of a wave
- Compare transverse and longitudinal waves
- Describe the refraction of a wave as it passes from one medium to another
- Describe the Doppler effect and give examples of its occurrences and applications

### *Periodic Motion*

- Describe the physical conditions needed to cause a particular body to undergo simple harmonic motion (SHM)
- Describe the relationship between the frequency of oscillation of a body undergoing SHM and the period of the body's oscillations

### *Sound Waves*

- Explain how sound intensity is measured, and discuss its relationship to the decibel scale
- Sketch the standing waves for pipes with various combinations of open and closed ends (i.e., both ends open, both ends closed, and one end open and one closed), and find the wavelength and frequency of each mode

### *Light Waves*

- Describe how the intensity of light from a point source varies with distance, using proportions

- Calculate the intensity of light at various distances from a point source having a given luminosity, and use the results to illustrate the inverse square law
- Discuss the relationship between the intensity of light and the amplitude of light waves
- Describe the electromagnetic spectrum in relation to energy, frequency, and wavelength, and discuss how our lives are affected by radiation in the various regions of this spectrum
- Relate the wavelength, frequency, speed, and index of refraction of light as it passes from one medium to another
- Draw and diagram the directions of reflected and refracted rays when incident light rays approach a rectangular glass block obliquely
- Calculate the direction of the refracted ray using Snell's law when the direction of the incident ray and the index of refraction are known
- Describe the conditions under which total internal reflection will occur
- Use ray tracing to show the positions of an object, an image, and the focal point of a mirror or thin lens, and determine whether the image is real or virtual, upright or inverted
- Use the thin lens (mirror) equation to relate the positions of an object, an image, and the focal point of a mirror or thin lens; determine whether the image is real or virtual, upright or inverted; and use the image and object distances to find the lateral magnification

#### **IN CHEMISTRY, STUDENTS WILL:**

- Identify and clarify research questions and design experiments
- Design experiments so that variables are controlled and appropriate numbers of trials are used
- Collect, organize, and analyze data accurately and use techniques and equipment appropriately
- Interpret results and draw conclusions, revising hypotheses as necessary and/or formulating additional questions or explanations
- Write and speak effectively to present and explain scientific results, using appropriate terminology and graphics
- Safely use laboratory equipment and techniques when conducting scientific investigations
- Routinely make predictions and estimations

#### ***Mathematics and Measurement in Science***

- Distinguish between precision and accuracy with respect to experimental data
- Use appropriate SI units for length, mass, time, temperature, quantity of matter, area, volume, and density; describe the relationships among SI unit prefixes (e.g., centi-, milli-, kilo-); recognize commonly used non-SI units
- Use the correct number of significant figures in reporting measurements and the results of calculations
- Use appropriate statistical methods to represent the results of investigations
- Express numbers in scientific notation when appropriate
- Solve for unknown quantities by manipulating variables
- Use graphical, mathematical, and/or statistical models to express patterns and relationships inferred from sets of scientific data

#### ***Science in Practice***

- Explain and apply criteria that scientists use to evaluate the validity of scientific claims and theories
- Explain why experimental replication and peer review are essential to eliminate as much error and bias as possible in scientific claims
- Explain the criteria that explanations must meet to be considered scientific (e.g., be consistent with experimental/observational evidence about nature, be open to critique and modification, use ethical reporting methods and procedures)

- Explain why all scientific knowledge is subject to change as new evidence becomes available to the scientific community
- Use a variety of appropriate sources (e.g., Internet, scientific journals) to retrieve relevant information; cite references properly
- Identify and analyze the advantages and disadvantages of widespread use of and reliance on technology
- Compare the scientific definitions of fact, law, and theory, and give examples of each in chemistry
- Explain why mass is used as a quantity of matter and differentiate between mass and weight
- Explain density qualitatively and solve density problems by applying an understanding of the concept of density

#### ***Elements, Atomic Mass, and Nomenclature***

- Use the IUPAC symbols of the most commonly referenced elements
- Compare the characteristics of elements, compounds, and mixtures
- Compare characteristics of isotopes of the same element

#### ***Properties of Matter and Gases***

- Compare the definition of matter and energy and the laws of conservation of matter and energy
- Describe how matter is classified by state of matter and by composition
- Describe the phase and energy changes associated with boiling/condensing, melting/freezing, sublimation, and crystallization (deposition)
- Explain the difference between chemical and physical changes and demonstrate how these changes can be used to separate mixtures and compounds into their components
- Define chemical and physical properties and compare them by providing examples

#### ***The Nature of Gases***

- Define gas pressure and the various pressure units (e.g., torr, kilopascals, mm Hg, atmospheres)
- Describe the use and operation of mercury barometers and manometers to find atmospheric pressure or relative gas pressures
- Define the gas laws given by Boyle, Charles, Gay-Lussac, and Dalton and solve problems based on these laws
- Predict boiling point changes based on changes in atmospheric pressure
- Explain the basis for gaseous diffusion and effusion
- Describe Avogadro's hypothesis and use it to solve stoichiometric problems

#### ***Ideal Gas Law***

- Explain the difference between an ideal and real gas, the assumptions made about an ideal gas, and what conditions favor ideal behavior for a real gas
- Apply the mathematical relationships that exist among the volume, temperature, pressure, and number of particles in an ideal gas
- Compute gas density when given molar mass, temperature, and pressure
- Apply the ideal gas law to determine the molar mass of a volatile compound
- Solve gas stoichiometry problems at standard and nonstandard conditions

#### ***Empirical Formulas, Molecular Formulas, and Percentage Composition***

- Distinguish between chemical symbols, empirical formulas, molecular formulas, and structural formulas
- Interpret the information conveyed by chemical formulas for numbers of atoms of each element represented
- Use the names, formulas, and charges of commonly referenced polyatomic ions
- Provide the interconversion of molecular formulas, structural formulas, and names, including common binary and ternary acids

- Calculate the percent composition of a substance, given its formula or masses of each component element in a sample
- Determine the empirical formulas and molecular formulas of compounds, given percent composition data or mass composition data
- Determine percent composition experimentally and derive empirical formulas from the data (e.g., for hydrates)

#### ***Mole Concept, Molar Mass, Gram Formula Mass, and Molecular Mass***

- Explain the meaning of mole and Avogadro's number
- Interconvert between mass, moles, and number of particles
- Distinguish between formula mass, empirical mass, molecular mass, gram molecular mass, and gram formula mass

#### ***Chemical Equations and Stoichiometry***

- Explain how conservation laws form the basis for balancing chemical reactions and know what quantities are conserved in physical, chemical, and nuclear changes
- Write and balance chemical equations, given the names of reactants and products
- Describe what is represented, on a molecular and molar level, by chemical equations
- Use the appropriate symbols for state (i.e., solid, liquid, gaseous, aqueous) and reaction direction when writing chemical equations
- Classify chemical reactions as being synthesis, decomposition, single replacement, or double replacement reactions
- Predict the products of synthesis, combustion, and decomposition reactions and write balanced equations for these reactions
- Predict products of single replacement reactions, using the activity series, and write balanced equations for these reactions
- Predict the products of double replacement reactions, using solubility charts to identify precipitates, and write balanced equations for these reactions
- Use chemical equations to perform basic mole-mole, mass-mass, and mass-mole computations for chemical reactions
- Identify limiting reagents and use this information when solving reaction stoichiometry problems
- Compute theoretical yield, actual (experimental) yield, and percent yield
- Calculate percent error and analyze experimental errors that affect percent error
- Write ionic equations, identifying spectator ions and the net ionic equation

#### ***Structure of Liquids and Solids***

- Describe differences between solids, liquids, and gases at the atomic and molecular levels
- Describe and perform common separation techniques (e.g., filtration, distillation, chromatography)

#### ***Kinetic Molecular Theory of Gases***

- Use the kinetic molecular theory to explain the states and properties (i.e., microscopic and macroscopic) of matter and phase changes
- Explain the basis and importance of the absolute temperature scale and convert between the Kelvin and Celsius scales
- Use the kinetic-molecular theory as a basis for explaining gas pressure, Avogadro's hypothesis, and Boyle's/Charles's laws

#### ***Atomic Theory (Dalton), Atomic Structure, and Quantum Theory***

- Describe the importance of models for the study of atomic structure
- Describe the crucial contributions of scientists and the critical experiments that led to the development of the modern atomic model
- Describe characteristics of a wave, such as wavelength, frequency, energy, and speed
- Describe the role of probability in orbital theory

- Describe atomic orbitals (s, p, d, f) and their basic shapes
- Apply Hund's rule and the Aufbau process to specify the electron configurations of the elements

### ***Periodic Table and Periodicity***

- Describe the historical development of the modern periodic table, including work by Mendeleev and then Moseley
- Describe and explain the organization of elements into periods and groups in the periodic table
- Use the periodic table to determine the atomic number; atomic mass; mass number; and number of protons, electrons, and neutrons in isotopes of elements
- Calculate the weighted average atomic mass of an element from isotopic abundance, given the atomic mass of each contributor
- Identify regions (e.g., groups, families, series) of the periodic table and describe the chemical characteristics of each
- Compare the periodic properties of the elements (e.g., metal/nonmetal/metalloid behavior, electrical/heat conductivity, electronegativity and electron affinity, ionization energy, atomic/covalent/ionic radius) and how they relate to position in the periodic table
- Use the periodic table to predict and explain the valence electron configurations of the elements, to identify members of configuration families, and to predict the common valences of the elements

### ***Intermolecular Forces and Types of Bonds***

- Describe the characteristics of ionic and covalent bonding
- Explain ionic stability, recognize typical ionic configurations, and predict ionic configurations for elements (e.g., electron configurations, Lewis dot models)
- Describe the nature of the chemical bond with respect to valence electrons in bonding atoms
- Explain how ionic and covalent compounds differ
- Describe the unique features of bonding in carbon compounds
- Compare the different types of intermolecular forces (e.g., van der Waals, dispersion)
- Explain and provide examples for dipole moments, bond polarity, and hydrogen bonding
- Describe the unique physical and chemical properties of water resulting from hydrogen bonding
- Explain the relationship between evaporation, vapor pressure, molecular kinetic energy, and boiling point for a single pure substance
- Explain the relationship between intermolecular forces, boiling points, and vapor pressure when comparing differences in the properties of pure substances
- Classify solids as ionic, molecular, metallic, or network

### ***Orbital Theory Applied to Bonding***

- Use Lewis dot diagrams to represent bonding in ionic and covalent compounds
- Draw Lewis structures for molecules and polyatomic ions, including those that must be represented by a set of resonance structures
- Use VSEPR theory to explain geometries of molecules and polyatomic ions
- Describe how orbital hybridization models relate to molecular geometry
- Describe the molecular orbital models for double bonds, triple bonds, and delocalized pi electrons
- Describe the relationship between molecular polarity and bond polarity

### ***Types of Solutions, Concentration, and Solubility***

- Define solution, solute, and solvent
- Compare properties of suspensions, colloids, and true solutions
- Define the terms *saturated*, *unsaturated*, *supersaturated*, *dilute*, and *concentrated* as they pertain to solutions
- Give examples of solid, liquid, or gas medium solutions
- Define and calculate the molarity of a solution
- Define and calculate the percent composition of a solution

- Describe the preparation and properties of solutions
- Solve stoichiometry calculations based on reactions involving aqueous solutions
- Describe the relationship between temperature or pressure and the solubility of gases in liquids
- Describe the relationship between solvent character and solute character and explain miscibility
- Apply the general rules of solubility to aqueous salt solutions
- Describe the factors affecting the solubility of a solute in a given solvent and its rate of solution

### ***Colligative Properties***

- Describe qualitatively the effect of adding solute on freezing point, boiling point, and vapor pressure of a solvent
- Define molality and mole fraction
- Calculate changes in the boiling point and freezing point when nonvolatile, nonelectrolyte solutes are added to solvents

### ***Chemical Equilibrium and Factors Affecting Reaction Rates; Le Châtelier's Principle***

- Explain the collision theory of reactions
- Analyze factors (e.g., temperature, nature of reactants) affecting reaction rates in relation to the kinetic theory
- Relate reaction mechanism, rate-determining step, activated complex, heat of reaction, and activation energy to reaction kinetics
- Interpret potential energy diagrams for chemical reactions
- Describe the conditions that define equilibrium systems on a dynamic molecular level and on a static macroscopic scale
- Apply Le Châtelier's principle to explain a variety of changes in physical and chemical equilibria
- Define  $K_{sp}$  and manipulate  $K_{sp}$  to predict solubility
- Explain the law of concentration (mass) action and write equilibrium law expressions for chemical equilibria
- Determine solubility product constants from solubilities (and vice versa) for a given solubility equilibrium system

### ***Mechanism, Rate-Determining Step, Activation Energy, and Catalysts***

- Relate the rate of a chemical reaction to the appearance of products and the disappearance of reactants
- Describe the meaning of reaction mechanism and rate-determining step
- Relate collision theory to the factors that affect the rate of reaction
- Describe the meaning of activation energy and activated complex
- Interpret and label a plot of energy versus reaction coordinate
- Explain the effects of catalysts on reaction rates (e.g., mechanism, activation energy/activated complex)

### ***Chemical Processes and Heat; Calorimetry***

- Explain the law of conservation of energy in chemical reactions
- Describe the concept of heat, and explain the difference between heat energy and temperature
- Explain physical and chemical changes as endothermic or exothermic energy changes
- Solve heat capacity and heat transfer problems involving specific heat, heat of fusion, and heat of vaporization.
- Calculate the heat of reaction for a given chemical reaction when given calorimetric data

### ***Enthalpy and Entropy***

- Define enthalpy and explain how changes in enthalpy determine whether a reaction is endothermic or exothermic
- Compute  $\Delta H_{rxn}$  from  $\Delta H_f^\circ$  values and explain why the  $\Delta H_f^\circ$  values for elements are zero
- Explain and apply, mathematically, the relationship between  $\Delta H_{rxn}^\circ$  (forward) and  $\Delta H_{rxn}^\circ$  (reverse)

- Define entropy and explain the role of entropy in chemical and physical changes, and explain the changes that favor increases in entropy

#### ***Acid/Base Theories***

- Describe the nature and interactions of acids and bases
- Describe the hydronium ion and the concept of amphoterism
- Describe Arrhenius and Brønsted-Lowry acids and bases; identify conjugate acids and bases in reactions
- Relate solvent interaction to the formation of acidic and basic solutions
- Define the water constant,  $K_w$ , and the pH scale
- Describe characteristics of strong and weak acids and bases, and identify common examples of both

#### **Acid/Base Constants and pH; Titration; Buffers**

- Write and balance a simple equation for a neutralization reaction
- Calculate hydrogen ion concentration, hydroxide ion concentration, pH, and pOH for acidic or basic solutions
- Explain how the acid-base indicators work
- Define percent ionization,  $K_a$ , and  $K_b$  and explain how they relate to acid/base strength
- Conduct a titration experiment in order to determine the concentration of an acid or base solution
- Qualitatively understand the behavior of a buffer and explain why buffer solutions maintain pH upon dilution

#### ***REDOX Reactions and Electrochemistry***

- Define REDOX reaction, oxidation, reduction, oxidizing agent, and reducing agent
- Assign oxidation numbers (states) to reaction species; identify the species oxidized and reduced, and the oxidizing agent and reducing agent, in a REDOX reaction
- Balance REDOX equations by the ion-electron and half-reaction methods
- Diagram and explain the operation of a voltaic cell
- Determine the net voltage obtained when standard half-cells are paired to form a voltaic cell, and use this voltage to predict reaction spontaneity

#### ***Nuclear Chemistry***

- Describe alpha, beta, and gamma decay, half-life, and fission and fusion
- Write appropriate equations for nuclear decay reactions, using particle balance; describe how the nucleus changes during these reactions and compare the resulting radiation with regard to penetrating ability

### **MATHEMATICS:**

#### **IN ALGEBRA, STUDENTS WILL:**

- Apply problem-solving skills (e.g., identifying irrelevant or missing information, making conjectures, extracting mathematical meaning, recognizing and performing multiple steps when needed, verifying results in the context of the problem) to the solution of real-world problems
- Use a variety of strategies (e.g., guess and check, draw a picture) to set up and solve increasingly complex problems
- Represent data, real-world situations, and solutions in increasingly complex contexts (e.g., expressions, formulas, tables, charts, graphs, relations, functions) and understand the relationships
- Use the language of mathematics to communicate increasingly complex ideas orally and in writing, using symbols and notations correctly



- Make appropriate use of estimation and mental mathematics in computations and to determine the reasonableness of solutions to increasingly complex problems
- Make mathematical connections among concepts, across disciplines, and in everyday experiences
- Demonstrate the appropriate role of technology (e.g., calculators, software programs) in mathematics (e.g., organize data, develop concepts, explore relationships, decrease time spent on computations after a skill has been established)
- Apply previously learned mathematical concepts in algebraic contexts

#### ***Foundations***

- Evaluate and simplify expressions requiring addition, subtraction, multiplication, and division with and without grouping symbols
- Translate real-world problems into expressions using variables to represent values
- Apply algebraic properties (e.g., commutative, associative, distributive, identity, inverse, substitution) to simplify algebraic expressions
- Add and subtract polynomials
- Factor a monomial from a polynomial
- Multiply monomials, binomials, trinomials, and polynomials

#### ***Expressions, Equations, and Inequalities***

- Solve single-step and multistep equations and inequalities in one variable
- Solve equations that contain absolute value
- Solve formulas for a specified variable
- Write and graph linear equations and inequalities from real-world situations (e.g., a constant-rate distance/time problem)
- Write linear equations in standard form and slope-intercept form when given two points, a point and the slope, or the graph of the equation
- Identify, formulate, and obtain solutions to problems involving direct and inverse variation
- Solve systems of two equations using various methods, including elimination, substitution, and graphing with and without technology

#### ***Graphs, Relations, and Functions***

- Graph linear inequalities in one variable on the real number line to solve problems
- Give the domain and range of relations and functions
- Evaluate functions at given values
- Identify graphs of relations and functions and analyze them to determine whether a relation is a function (e.g., vertical line test)
- Graph linear inequalities with two variables on the standard  $(x, y)$  coordinate plane
- Use the terminology associated with the Cartesian plane in describing points and lines
- Recognize the concept of slope as a rate of change and determine the slope when given the equation of a line in standard form or slope-intercept form, the graph of a line, two points, or a verbal description
- Graph a linear equation using a table of values,  $x$ - and  $y$ -intercepts, slope-intercept form, and technology
- Translate between different representations of relations and functions: graphs, equations, sets of ordered pairs, verbal descriptions, and tables

#### ***Equations and Inequalities***

- Factor perfect square trinomials and the difference of two squares
- Factor trinomials in the form  $ax^2 + bx + c$
- Solve quadratic equations using multiple methods, including graphing, factoring, and the square root principle

#### ***Graphs, Relations, and Functions***

- Identify graphs of quadratic functions

- Relate factors, solutions (roots), zeros of related functions, and  $x$ -intercepts in equations that arise from quadratic functions

#### ***Rational and Radical Expressions, Equations, and Functions***

- Use properties of exponents (including zero and negative exponents) to evaluate and simplify expressions
- Evaluate and simplify rational expressions
- Add, subtract, multiply, and divide rational expressions
- Find rational number square roots (without calculators) and approximate irrational square roots (with and without calculators)
- Evaluate and simplify radical expressions
- Multiply radical expressions
- Simplify an algebraic quotient by rationalizing an irrational monomial denominator

#### ***Data Relations, Probability, and Statistics***

- Identify the effect on mean, median, mode, and range when a set of data is changed
- Interpret data from line, bar, and circle graphs, histograms, scatterplots, box-and-whisker plots, stem-and-leaf plots, and frequency tables to draw inferences and make predictions
- Identify arithmetic sequences and patterns in a set of data
- Identify patterns of growth (e.g., patterns of exponential growth) in a set of data
- Find the probability of a simple event
- Distinguish between independent and dependent events
- Identify an approximate line of best fit to model data and make predictions
- Identify the most efficient way to display data

### **IN GEOMETRY, STUDENTS WILL:**

#### ***Apply problem-solving***

- Use a variety of strategies to set up and solve increasingly complex problems
- Represent data, real-world situations, and solutions in increasingly complex contexts (e.g., expressions, formulas, tables, charts, graphs, relations, functions) and understand the relationships
- Use the language of mathematics to communicate increasingly complex ideas orally and in writing, using symbols and notations correctly
- Make appropriate use of estimation and mental mathematics in computations and to determine the reasonableness of solutions to increasingly complex problems
- Make mathematical connections among concepts, across disciplines, and in everyday experiences
- Demonstrate the appropriate role of technology (e.g., calculators, software programs) in mathematics (e.g., organize data, develop concepts, explore relationships, decrease time spent on computations after a skill has been established)
- Apply previously learned algebraic concepts in geometric contexts

#### ***Logic and Proof***

- Use definitions, basic postulates, and theorems about points, segments, lines, angles, and planes to write proofs and to solve problems
- Use inductive reasoning to make conjectures and deductive reasoning to arrive at valid conclusions
- Identify and write conditional and biconditional statements along with the converse, inverse, and contrapositive of a conditional statement; use these statements to form conclusions

- Use various methods to prove that two lines are parallel or perpendicular (e.g., using coordinates, angle measures)
- Read and write different types and formats of proofs including two-column, flowchart, paragraph, and indirect proofs
- Prove that two triangles are congruent by applying the SSS, SAS, ASA, AAS, and HL congruence statements
- Use the principle that corresponding parts of congruent triangles are congruent to solve problems
- Use several methods, including AA, SAS, and SSS, to prove that two triangles are similar, corresponding sides are proportional, and corresponding angles are congruent
- Use properties of special quadrilaterals in a proof

#### ***Points, Lines, Planes, and Space***

- Identify and model plane figures, including collinear and noncollinear points, lines, segments, rays, and angles using appropriate mathematical symbols
- Identify vertical, adjacent, complementary, and supplementary angle pairs and use them to solve problems (e.g., solve equations, use in proofs)
- Identify corresponding, same-side interior, same-side exterior, alternate interior, and alternate exterior angle pairs formed by a pair of parallel lines and a transversal and use these special angle pairs to solve problems (e.g., solve equations, use in proofs)
- Use construction techniques, including straightedge and compass, to bisect and trisect segments and to create parallel and perpendicular lines, perpendicular bisectors, and angle bisectors
- Locate, describe, and draw a locus in a plane or space
- Apply properties and theorems of parallel and perpendicular lines to solve problems

#### ***Polygons***

- Identify and classify triangles by their sides and angles
- Identify medians, altitudes, perpendicular bisectors, and angle bisectors of triangles and use their properties to solve problems (e.g., find points of concurrency, segment lengths, or angle measures)
- Apply the Triangle Inequality Theorem to determine if a triangle exists and the order of sides and angles
- Solve problems involving the relationships formed when the altitude to the hypotenuse of a right triangle is drawn
- Apply the Pythagorean Theorem and its converse to triangles to solve mathematical and real-world problems (e.g., shadows and poles, ladders)
- Identify and use Pythagorean triples in right triangles to find lengths of the unknown side
- Identify and classify quadrilaterals, including parallelograms, rectangles, rhombi, squares, kites, trapezoids, and isosceles trapezoids, using their properties
- Identify and classify regular and nonregular polygons (e.g., pentagons, hexagons, heptagons, octagons, nonagons, decagons, dodecagons) based on the number of sides, the angle measures, and the side lengths
- Apply the Angle Sum Theorem for triangles and polygons to find interior and exterior angle measures given the number of sides, to find the number of sides given angle measures, and to solve real-world problems
- Apply the Isosceles Triangle Theorem and its converse to triangles to solve mathematical and real-world problems

#### ***Circles***

- Identify and define line segments associated with circles (e.g., radii, diameters, chords, secants, tangents)
- Determine the measure of central and inscribed angles and their intercepted arcs

- Find segment lengths, angle measures, and intercepted arc measures formed by chords, secants, and tangents intersecting inside and outside circles
- Solve problems using inscribed and circumscribed polygons

#### ***Solids***

- Identify and classify prisms, pyramids, cylinders, cones, and spheres and use their properties to solve problems
- Describe and draw cross sections of prisms, cylinders, pyramids, and cones

#### ***Similarity and Congruence***

- Determine points or lines of symmetry and apply the properties of symmetry to figures
- Identify congruent figures and their corresponding parts
- Identify similar figures and use ratios and proportions to solve mathematical and real-world problems (e.g., finding the height of a tree using the shadow of the tree and the height and shadow of a person)
- Use the definition of similarity to establish the congruence of angles, proportionality of sides, and scale factor of two similar polygons
- Identify and draw images of transformations and use their properties to solve problems
- Apply relationships between perimeters of similar figures, areas of similar figures, and volumes of similar figures, in terms of scale factor, to solve mathematical and real-world problems
- Determine the geometric mean between two numbers and use it to solve problems (e.g., find the lengths of segments in right triangles)
- Identify and give properties of congruent or similar solids

#### ***Area and Perimeter***

- Find the perimeter and area of common plane figures, including triangles, quadrilaterals, regular polygons, and irregular figures, from given information using appropriate units of measurement
- Manipulate perimeter and area formulas to solve problems (e.g., finding missing lengths)
- Use area to solve problems involving geometric probability
- Find arc lengths and circumferences of circles from given information (e.g., radius, diameter, coordinates)
- Find the area of a circle and the area of a sector of a circle from given information (e.g., radius, diameter, coordinates)

#### ***Lateral Area, Surface Area, and Volume***

- Find the lateral area, surface area, and volume of prisms, cylinders, cones, and pyramids in mathematical and real-world settings
- Use cross sections of prisms, cylinders, pyramids, and cones to solve volume problems
- Find the surface area and volume of a sphere in mathematical and real-world settings

#### ***Coordinate Geometry***

- Use slope to distinguish between and write equations for parallel and perpendicular lines
- Apply the midpoint and distance formulas to points and segments to find midpoints, distances, and missing information
- Use coordinate geometry to solve problems about geometric figures (e.g., segments, triangles, quadrilaterals)
- Write equations for circles in standard form and solve problems using equations and graphs
- Determine the effect of reflections, rotations, translations, and dilations and their compositions on the coordinate plane

#### ***Introduction to Trigonometry***

- Apply properties of  $45^\circ$ - $45^\circ$ - $90^\circ$  and  $30^\circ$ - $60^\circ$ - $90^\circ$  triangles to determine lengths of sides of triangles
- Find the sine, cosine, and tangent ratios of acute angles given the side lengths of right triangles

- Use trigonometric ratios to find the sides or angles of right triangles and to solve real-world problems (e.g., use angles of elevation and depression to find missing measures)

## **IN ALGEBRA II, STUDENTS WILL:**

### ***Apply Problem-Solving Skills***

- Use a variety of strategies to set up and solve increasingly complex problems
- Represent data, real-world situations, and solutions in increasingly complex contexts (e.g., expressions, formulas, tables, charts, graphs, relations, functions) and understand the relationships
- Use the language of mathematics to communicate increasingly complex ideas orally and in writing, using symbols and notations correctly
- Make appropriate use of estimation and mental mathematics in computations and to determine the reasonableness of solutions to increasingly complex problems
- Make mathematical connections among concepts, across disciplines, and in everyday experiences
- Demonstrate the appropriate role of technology (e.g., calculators, software programs) in mathematics (e.g., organize data, develop concepts, explore relationships, decrease time spent on computations after a skill has been established)
- Apply previously learned algebraic concepts in geometric contexts

### ***Establishing Number Sense and Operational Skills***

- Identify complex numbers and write their conjugates
- Add, subtract, and multiply complex numbers
- Simplify quotients of complex numbers
- Perform operations on functions, including function composition, and determine domain and range for each of the given functions

### ***Expressions, Equations, and Inequalities***

- Solve linear inequalities containing absolute value
- Solve compound inequalities containing “and” and “or” and graph the solution set
- Solve algebraically a system containing three variables

### ***Graphs, Relations, and Functions***

- Graph a system of linear inequalities in two variables with and without technology to find the solution set to the system
- Solve linear programming problems by finding maximum and minimum values of a function over a region defined by linear inequalities

### ***Equations and Inequalities***

- Solve quadratic equations and inequalities using various techniques, including completing the square and using the quadratic formula
- Use the discriminant to determine the number and type of roots for a given quadratic equation
- Solve quadratic equations with complex number solutions
- Solve quadratic systems graphically and algebraically with and without technology

### ***Graphs, Relations, and Functions***

- Determine the domain and range of a quadratic function; graph the function with and without technology
- Use transformations (e.g., translation, reflection) to draw the graph of a relation and determine a relation that fits a graph
- Graph a system of quadratic inequalities with and without technology to find the solution set to the system

### ***Conic Sections***

- Identify conic sections (e.g., parabola, circle, ellipse, hyperbola) from their equations in standard form

- Graph circles and parabolas and their translations from given equations or characteristics with and without technology
- Determine characteristics of circles and parabolas from their equations and graphs
- Identify and write equations for circles and parabolas from given characteristics and graphs

#### ***Expressions and Equations***

- Evaluate and simplify polynomial expressions and equations
- Factor polynomials using a variety of methods (e.g., factor theorem, synthetic division, long division, sums and differences of cubes, grouping)

#### ***Functions***

- Determine the number and type of rational zeros for a polynomial function
- Find all rational zeros of a polynomial function
- Recognize the connection among zeros of a polynomial function,  $x$ -intercepts, factors of polynomials, and solutions of polynomial equations
- Use technology to graph a polynomial function and approximate the zeros, minimum, and maximum; determine domain and range of the polynomial function

#### ***Rational and Radical Expressions, Equations, and Functions***

- Solve mathematical and real-world rational equation problems (e.g., work or rate problems)
- Simplify radicals that have various indices
- Use properties of roots and rational exponents to evaluate and simplify expressions
- Add, subtract, multiply, and divide expressions containing radicals
- Rationalize denominators containing radicals and find the simplest common denominator
- Evaluate expressions and solve equations containing  $n$ th roots or rational exponents
- Evaluate and solve radical equations given a formula for a real-world situation

#### ***Exponential and Logarithmic Functions***

- Graph exponential and logarithmic functions with and without technology
- Convert exponential equations to logarithmic form and logarithmic equations to exponential form

#### ***Equations and Inequalities***

- Solve quadratic equations and inequalities using various techniques, including completing the square and using the quadratic formula
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- Graph exponential and logarithmic functions with and without technology
- Convert exponential equations to logarithmic form and logarithmic equations to exponential form

## **IN PRE CALCULUS, STUDENTS WILL:**

### ***Relations and Functions***

- Recognize and graph polynomial, rational, algebraic, and absolute value functions and use them to solve word problems.
- Define and find inverse functions, describe symmetries of graphs, and apply transformations to functions.

### ***Logarithmic and Exponential Functions***

- Solve word problems involving logarithmic and exponential functions.

### ***Trigonometry in Triangles***

- Understand how trigonometric functions relate to right triangles and solve word problems involving right and oblique triangles.
- Extend the definitions of the trigonometric functions beyond right triangles using the unit circle and they measure angles in radians as well as degrees.
- Know basic trigonometric identities derived from the definitions and use them to prove other results.

### ***Polar Coordinates and Complex Numbers***

- Define and use polar coordinates, understanding their relationship with Cartesian coordinates.

### ***Sequences and Series***

- Prove the formulas for the sums of arithmetic series and for finite and infinite geometric series, using summation notation and applying the results to word problems.

### ***Data Analysis***

- Understand the median fit and least squares regression methods and apply them to linear modeling.

### ***Mathematical Reasoning and Problem Solving***

- Justify the steps in simplifying functions and solving equations and to deciding whether algebraic statements are true.

## **FOREIGN LANGUAGE:**

### **IN FOREIGN LANGUAGE, STUDENTS WILL:**

- Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in a language other than their own.
- Carry on a short conversation about personal interests, including what they have done, are doing, and are planning to do.
- Understand and interpret a language other than their own in its written and spoken form on a variety of topics.
- Will understand spoken language on familiar topics that has strong visual support.
- Comprehend simple daily conversations on familiar topics.
- Understand spoken language that incorporates familiar vocabulary and structures
- Understand selected written materials on topics of personal interest begin to derive meaning through use of prediction, prefixes, suffixes, root words, words similar to English, contextual clues, and word order present information, concepts, and ideas to an audience of listeners or readers on a variety of topics in a language other than their own.

#### ***Oral presentations***

- Dramatize student-created and/or authentic songs, short poems, skits, or dialogues.
- Students will write and present a short narrative about themselves.
- Students will give simple commands and make requests of another person or group.

## **PHYSICAL EDUCATION**

### **IN PHYSICAL EDUCATION, BY THE END OF GRADE 12, STUDENTS WILL:**

- Participate regularly in health-enhancing fitness activities such as games, sports, dance, outdoor pursuits, and other physical activities that contribute to the maintenance of wellness, independent of class requirements.
- Understand the ways in which personal characteristics, performance styles, and activity preferences will change over the life span.
- Maintain and improve physical fitness, motor skills and knowledge about physical activity through charting or journalizing improvement over time.
- Accurately evaluate physical activity information, products, and services to become an informed and responsible physical activity consumer.
- Design and implement a personal fitness program

#### ***Physical Skill Development***

- Demonstrate competence (basic skills, strategies, and rules) in an increasing number of more complex versions of different types of movement forms such as aquatics, team sports, individual and dual sports, outdoor activities, self-defense, dance, and gymnastics
- Demonstrate competence and work toward advanced proficiency in selected activities such as participating in a tennis match using all the basic skills, rules and strategies with some consistency; passing the Red Cross intermediate swimming requirement; getting nine out of ten arrows in the target from 40 feet; using advanced offensive and defensive shots in a racquetball game against an opponent of similar skill

#### ***Learning Skills***

- Apply concepts and principles of movement to the learning and development of physical skills
- Know and understand pertinent, scientifically-based information regarding movement performance such as the overload principle



- Independently apply advanced, movement-specific information
- Integrate discipline-specific knowledge to enable the independent learning of movement skills such as designing a long-term plan for self-improvement in a movement activity and explaining the relationship of physical, emotional and cognitive factors that influence the rate of movement
- Identify and apply characteristics and critical elements of highly skilled performance to develop movement competence or proficiency such as using internal and external information to modify movement during performance

#### ***Understand Physical Activity and Well Being***

- Derive pleasure from participating in physical activities in competitive and recreational settings
- Pursue new activities both alone and with others
- Recognize the strengths and weaknesses of teammates and provide opportunities for everyone to enjoy success within skill limitations
- Enter competition or activity voluntarily

#### ***Health-enhancing Fitness***

- Achieve and maintain a health-enhancing level of physical fitness
- Monitor exercise and other behaviors related to health-related fitness
- Maintain appropriate levels of cardiovascular and respiratory efficiency, muscular strength and endurance, flexibility and body composition necessary for a healthful lifestyle
- Continue meeting health-related fitness standards
- Use the results of fitness assessments to guide changes in personal program of physical activity

#### ***Respectful Behavior***

- Demonstrate responsible personal and social behavior in physical-activity settings
- Apply rules, procedures, and etiquette in all physical-activity settings
- Act independently of peer pressure
- Defuse potential conflicts by communicating with other participants
- Keep in perspective the importance of winning and losing relative to other established goals of participation
- Take appropriate leadership or supportive roles in activities
- Create a safe environment for their own skill practice and group activities
- Set personal goals for activity and work toward their achievement

### **HEALTH EDUCATION:**

#### **IN HEALTH EDUCATION, BY THE END OF 12, STUDENTS WILL:**

- Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood
- Analyze how the environment influences the health of the community
- Describe how to enhance health and reduce risks throughout life
- Analyze how the prevention and control of health problems are influenced by education, research, and advances in all health-care fields
- Explain the impact of personal health behaviors on the functioning of body systems
- Analyze how the family, peers, and community influence the health of individuals
- Analyze how behavior can impact health maintenance and disease and injury prevention
- Analyze how public health and social policies, along with government regulations influence health promotion and disease prevention

#### ***Healthy Behaviors***

- Practice behaviors to promote health, prevent disease, and reduce health risks
- Analyze the role of individual responsibility for enhancing health

- Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction
- Analyze the short-term and long-term consequences of various behaviors
- Demonstrate strategies to improve and maintain personal, family, and community health
- Develop and practice injury prevention and management strategies for personal, family, and community health
- Continue to demonstrate ways to avoid and reduce threatening situations

***Goal Setting And Decision Making***

- Demonstrate the ability to use goal-setting and decision-making skills to enhance health
- Demonstrate the ability to use various decision-making strategies related to health needs and risks
- Apply knowledge of individual, family, and community influences to decision making processes.
- Predict immediate and long-term impacts of health decisions on the individual, family, and community
- Develop, implement, and evaluate an effective plan for a healthy and productive life

## **Educational Results**

The Academy believes that a rigorous program of assessment is an essential component of effective instruction. Each year, the Academy takes a close look at student performance on a variety of assessment data to ensure that our standards are aligned with state frameworks and that students are mastering the necessary content and skills. The Academy agrees with the contention of the National Research Council (2000) that, "In order for learners to gain insight into their learning and their understanding, frequent feedback is critical: students need to monitor their learning and actively evaluate their strategies and their current levels of understanding" (p.77).

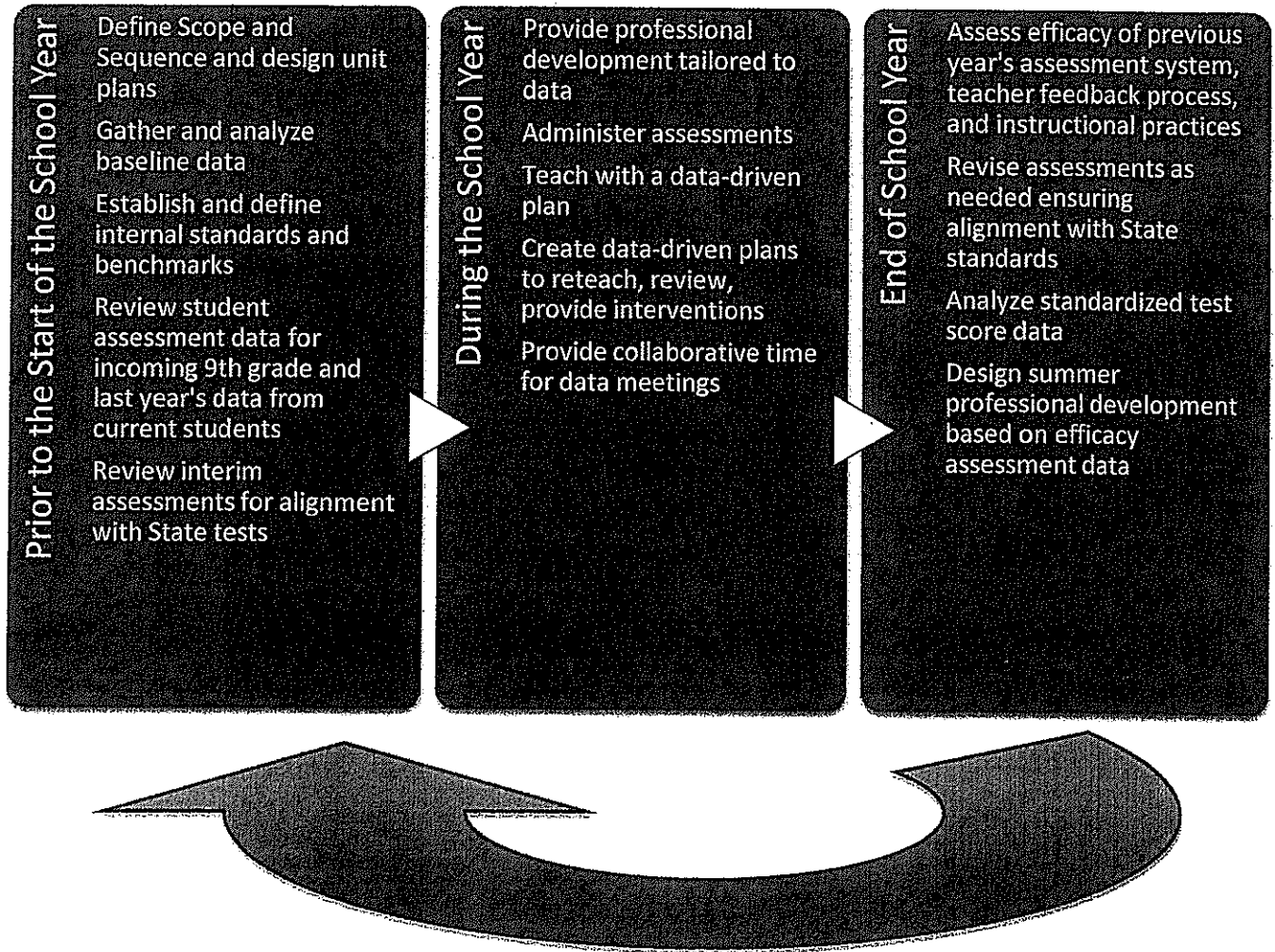
The assessment program at the Academy is designed to support the standards based curriculum and to give on-going feedback to staff, students and parents. The results of assessments are used to measure student progress towards academic goals, to gauge the effectiveness of the instructional program, and to assist in improving the program for all students. The Wisconsin state content and performance standards and multiple sources of data form the basis of the Academy's teachings.

The Academy teachers frequently administer informal and formal assessments to allow students to practice and to demonstrate their skills/knowledge towards college readiness. These assessments measure progress towards content and performance standards constructed by the teacher at the beginning of the year. These assessments may or may not be graded, but serve an essential role in communicating a student's deficits and growth to the student, his or her family, and teachers. Some of these assessments assess basic content and skill knowledge. Examples might include taking a traditional vocabulary exam in an English class, assembling a timeline in a History class, or completing a small set of multiplication problems in a Math class. Other assessments measure more sophisticated performance abilities, such as writing a paragraph in English class, giving a short extemporaneous speech in a History class, or solving a complex word problem in a Math class.

Figure 1 below clearly demonstrates the Academy's practice for data collection and assessment. The illustration shows that data collection at the Academy can be organized in three major categories: prior to the start of the school year, during the school year, and end of the school year.

Figure 1

CEO Leadership Academy's Data Driven Instruction and Assessment System



A close examination of Figure 1 highlights the fact that the Academy begins the school year collecting baseline data. This includes initial standardized testing of EXPLORE in the 9<sup>th</sup> grade, PLAN in the 10<sup>th</sup> grade, and ACT testing in the 11<sup>th</sup> and 12<sup>th</sup> grades. Additional data is collected from local measures such as DORA in order to get baseline data in reading for all grades. After baseline data has been gathered, during the year, the Academy creates data driven plans to re-teach material and provide interventions. At the end of the year, the Academy analyzes standardized test scores and provides professional development to teachers based on data.

## ACT Educational Planning and Assessment System (EPAS)

In addition, the Academy utilizes ACT's Educational Planning and Assessment System (EPAS), an integrated series of assessment and career planning programs—EXPLORE (grade 9), PLAN (grade 10), and the ACT (grades 11 and 12). These assessments are designed to help students increase their academic readiness for college. Specifically, each program measures student achievement in English, Mathematics, Reading, and Science. This system is ideal for connecting teaching, learning, and assessment to impact student growth. Teachers modify their instructional plans based upon the results of these assessments. Students with serious deficits are assigned to tutoring and other academic support programs. The Academy's academic program is aligned with the ACT's College Readiness Standards, which place a heavy emphasis on the rigorous high school courses that are needed to ensure that all students will be prepared to enter the college or university of their choice.

Table 2, gives a clear snapshot of the testing programs used by the Academy and the grade levels and subject areas they pertain to.

Table 2

Overview of EXPLORE, PLAN, and the ACT			
Testing Program	Target Grades	Components	Content Areas
EXPLORE	Transition to High School  Grade 9	<ul style="list-style-type: none"> <li>▪ Student Planning</li> <li>▪ Assessment</li> <li>▪ Instructional Support</li> <li>▪ Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ English</li> <li>▪ Mathematics</li> <li>▪ Reading</li> <li>▪ Science</li> </ul>
PLAN	Midpoint High School Review  Grade 10	<ul style="list-style-type: none"> <li>▪ Student Planning</li> <li>▪ Assessment</li> <li>▪ Instructional Support</li> <li>▪ Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ English</li> <li>▪ Mathematics</li> <li>▪ Reading</li> <li>▪ Science</li> </ul>
ACT	Final Measure of High School Outcomes  Transition to College  Grades 11 and/or 12	<ul style="list-style-type: none"> <li>▪ Student Planning</li> <li>▪ Assessment</li> <li>▪ Instructional Support</li> <li>▪ Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>▪ English</li> <li>▪ Mathematics</li> <li>▪ Reading</li> <li>▪ Science</li> <li>▪ Writing (Optional)</li> </ul>

Source: ACT. (2009). Explore<sup>®</sup>: Connecting College Readiness Standards<sup>™</sup> to the classroom. Iowa City, IA: Author.

The three testing programs and instruments highlighted in Table 2 are administered in three separate stages of a student's secondary educational experience and provide information with which to evaluate strengths and weaknesses. The EPAS provides students, parents, and schools with:

- A student planning component that assists students with long term educational planning that starts with career exploration in grade 9 and moves to grade 10, and concludes with students preparing for post high school experiences;
- An assessment component composed of four tests – English, Mathematics, Reading, and Science – that measure what students can do with what they know;
- An instructional support component that offers assistance to classroom teachers for interpreting in relation to the college readiness standards;
- An evaluation component that provides the tools for schools to research and monitor the performance of students over time and to identify their strength and weaknesses in comparison to students in a normative group (ACT, 2009).

### ACT College Readiness Benchmarks

The ACT College Readiness Benchmarks represent the level of achievement required for students to obtain success in credit-bearing first year college courses as English composition, Algebra, Introductory Social Science, and Biology. The following chart illustrates how these benchmark courses are aligned with the ACT English, Mathematics, Reading and Science tests, respectively. The scores displayed in Table 3 indicate whether students, based on their performance on EXPLORE at grade 9 or PLAN at grade 10, are on track in their readiness for first-year college-level work when they graduate from high school as predicted by the ACT, which is administered at grades 11 and 12.

Table 3

<b>EXPLORE and PLAN College Readiness Benchmarks</b>			
<b>Test</b>	<b>EXPLORE</b>	<b>PLAN</b>	<b>The ACT</b>
English	13	15	18
Mathematics	17	19	22
Reading	15	17	21
Science	20	21	24

Source: ACT (2007). Rigor at risk: Reaffirming quality in the high school core curriculum. Iowa City, IA: ACT, Author.

In addition to the college readiness standards, the Academy's curriculum incorporates Wisconsin model academic standards to ensure that students satisfy all state requirements for graduation, as well as entrance requirements for most colleges and universities.

All students receive a comprehensive academic program, enrolling each year in English, Social Studies, Math, Science, Technology, and Foreign Languages, thus providing them with a strong academic foundation. In addition to academic courses, the Academy students are expected to develop a project that includes service to the local community or beyond during each year they attend the school.

The Academy uses Power School to store student academic data. At the start of the school year, The Academy will also incorporate the use of Microsoft Excel into our data-driven instructional system, using a number of resources from other high-performing charter schools in Newark, New Jersey and Chicago, Illinois. The Academy has already begun to explore the use of a more robust, web-based data warehousing and analysis system.

The Academy will report all data to the Charter School Review Committee according to the contractual obligations.

**Local Measures Matrix**

The data collected from the assessments below will be used to: evaluate student progress, identify ways to improve teaching and learning, and to measure student progress in meeting the desired student outcomes in terms of their basic skills, thinking skills, and life skills.

Table 4

<b>Local Measures Matrix for CEO Leadership Academy</b>				
<b>Core Local Measures For All Years of School Operation:</b>	<b>Description of Outcome</b>	<b>Measurement or Assessment Form</b>	<b>Frequency of Measurement or Assessment</b>	<b>Students to Whom Measurement or Assessment Applies</b>
1. Literacy	Students will meet literacy goals for and across all areas of the curriculum as follows: fluency of text reading; vocabulary, or <del>bread</del> and depth of knowledge about the meaning of words; background, or prior knowledge related to the content of the text being read; higher-level reasoning and thinking skills; active and flexible use of reading strategies to	Formal and informal assessments will be administered such as the *Diagnostic Online Reading Assessment (DORA)	Daily and the *DORA assessment will take place twice a year	Grades 9-12



	enhance comprehension; and motivation and engagement for understanding and learning from text.			
2. Mathematics	For the appropriate grade level, students will: understand mathematic concepts; see connections between various concepts and procedures; formulate and solve problems at a variety of levels of difficulty; apply logical reasoning skills of induction and deduction to justify steps in mathematical procedures; understand how to use appropriate forms of technology.	Formative and informal classroom assessments; APEX; EXPLORE (9 <sup>th</sup> grade); PLAN (10 <sup>th</sup> grade); and ACT (11 <sup>th</sup> and 12 <sup>th</sup> grades);	Daily and weekly	Grades 9-12
3. Writing	For the appropriate grade levels, students will understand how to write for various audiences and purposes across	Formative and informal writing assessments and assignments; journaling, writing rubrics for writing	Daily, weekly and bi-weekly basis, depending upon the type of assessments used.	Grades 9-12

	the curriculum.	assignments		
4. IEP Goals	Students who have IEP goals will demonstrate progress toward meeting their IEP goals at the time of their annual review or re-evaluation.	Progress will be demonstrated by reporting the number of sub-goals toward each annual goal on the IEP that have been met.	Ongoing student progress on IEP goals will be monitored and reported throughout the academic year through special education progress reports attached to the regular report cards.	Grades 9-12
<b>Additional Local Measures Beginning in 2<sup>nd</sup> Year of School Operations</b>				
5. Employability Skills	Students will: understand how to create a resume; respond appropriately both orally and in writing, including recording and relaying information; develop life-long learning skills including self-assessment, goal setting, critical thinking, information processing, problem	Formal and informal assessments and rubrics	Skills will be assessed on a daily or biweekly basis, depending on the educational outcome goal.	Grades 11-12

	<p>solving, effective communication, collaboration, cooperation, self-discipline, and creative expression.</p>			
6. Skills related to Verbal/ Artistic Expression	<p>Students will communicate clearly in a manner that benefits the occasion.</p>	<p>Rubrics</p>	<p>Skills related to Verbal Expression will be assessed on a daily basis.</p> <p>Artistic Expression being developed at this time.</p>	<p>Grades 9-12</p>
7. Skills related to Civic Participation	<p>Students will complete community service hours. 20 hours in 9<sup>th</sup> grade, 25 hours in 10<sup>th</sup> grade, 30 hours in 11<sup>th</sup> grade and 40 hours in 12<sup>th</sup> grade</p>	<p>Rubrics, journals, log of hours</p>	<p>Skills related to civic participation will be assessed on monthly basis or when appropriate.</p>	<p>Grades 9-12</p>
8. Post Graduation Plan	<p>Students who graduate in June 2012 and 2013 and are enrolled in college will continue to be enrolled in college for the 2013-14 and 2014-15 school years.</p>	<p>College Coach will maintain contact with students and keep record of students' status of post-secondary instruction.</p>	<p>Contacts will be made to students on a quarterly basis. Reports will be produced at the end of the first and second year.</p>	<p>Academy Graduates</p>

\* Diagnostic Online Reading Assessment (DORA) is a powerful web-based diagnostic tool that directs differentiated instruction, assesses student reading ability based on core predictors of reading success, and prescribes specific instructional recommendations.

## Other Accountability Measures

This section describes the other accountability measures that the Academy will utilize. The first four other accountability areas are parental participation, parental satisfaction, attendance and community services. The fifth measure includes annual plans for graduation for each student.

- **Parent Participation** is expected. At least 85% of parents will participate in at least one of two scheduled parent-teacher conferences. Teachers and administrators will be expected to keep phone and email logs. These logs will be used to keep track of how many parents are being contacted and how often they are contacted. The logs will also state the reason for the contact.
- **Parent Surveys** are distributed each year to parents of each student at the Academy. The survey will include eight statements/questions. Parents will respond to each statement using a 5-point scale ranging from 1 (strongly disagree) to 5 (strongly agree). A score of 3 represents "no opinion." Parent surveys will have at least a 60% response rate.
- **Attendance** is taken every day in every class period. On average, students will attend school at least 90% of the time. Attendance is recorded electronically and appears on quarterly report cards for parents/guardians to see.
- **Civic Participation** is demonstrated by student participation in their school and their community. Certain community service activities are incorporated in the curriculum in order to connect classroom learning with the real world. At least 90% of students will successfully complete civic participation each year.

### Annual Plans for Graduation

The table below represents the Academy requirements for graduation.

Table 1

CEO Leadership Academy's Core Curriculum for College Readiness	
SUBJECTS	UNITS OF CREDIT
<b>ENGLISH</b> <ul style="list-style-type: none"> <li>• English 9</li> <li>• English 10</li> <li>• English 11</li> <li>• English 12</li> </ul>	4.0 Credits
<b>SOCIAL STUDIES</b>	

<ul style="list-style-type: none"> <li>• World History</li> <li>• US History</li> <li>• Government/Economics</li> </ul>	3.0 Credits
<p><b>SCIENCE</b></p> <ul style="list-style-type: none"> <li>• Integrated Science</li> <li>• Biology</li> <li>• Physics</li> <li>• Chemistry</li> </ul>	3.0 Credits*
<p><b>MATHEMATICS</b></p> <ul style="list-style-type: none"> <li>• Algebra 1</li> <li>• Geometry</li> <li>• Algebra 2</li> <li>• Pre-Calculus</li> </ul>	3.0 Credits*
<p><b>FOREIGN LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Spanish 1</li> <li>• Spanish 2</li> </ul>	2.0 Credits
<p><b>PHYSICAL EDUCATION</b></p>	1.5 Credits
<p><b>HEALTH EDUCATION</b></p>	0.5 Credits
<p><b>ELECTIVES</b></p> <ul style="list-style-type: none"> <li>• Enrichment</li> <li>• Finance</li> <li>• College Success</li> <li>• The Senior Project</li> <li>• Technology</li> <li>• Web Design</li> <li>• Choir</li> <li>• Current Events</li> <li>• Drawing and Painting</li> <li>• Essential Skill Development</li> <li>• Sociology</li> </ul>	4.0 Credits
<p><b>Total Credits Required for Graduation</b></p>	<b>21 Credits</b>

\*Students are only required to take three courses in the areas of Science and Math but the Academy offers four years of each.

This section describes the Academy's plans for ensuring that every student has an annual plan for graduation. Specific to our "college-bound culture" focus, all the Academy students are provided college preparation assistance beginning the fall of their Freshman year. Juniors take the College Success class and seniors take Senior Project in their senior year. All the Academy students prepare for college by visiting, along with their parents/caregivers, local, regional and out-of-region colleges.

As a student of a college preparatory high school, each senior is expected to apply to a variety of college/universities. To ensure that students receive support in achieving these goals, the Academy employs a full-time College Coach to work with students in all grade levels to help them prepare their plans for pursuing a postsecondary education. On an ongoing basis throughout the school year, the College Coach conducts activities necessary to meet the following objectives:

- Develops and maintains relationships with admissions counselors at colleges and universities at the local, regional and national level;
- Works with each family to further their understanding of the college application process and also teaching families "what college means" once a student is there;
- Coordinates all joint efforts with the Great Lakes Higher Education Guaranty Corporation's College Access Advisor;
- Ensures that students and parents understand financial aid and how they can compare college acceptance and various scholarship/financial aid options at various colleges;
- Completes all mid-year and final reports for projects funded by the Great Lakes Higher Education Guaranty Corporation; and
- Communicates with the Academy Board, as requested, on the progress of projects related to college preparation, application and acceptance.

A full-time College Coach allows each student at the Academy to successfully research, prepare for, apply to, and ultimately attend college. The specific goals for each grade level are outlined below:

#### Freshman Year:

- Great Lakes College Access Advisor is invited to conduct a college preparation seminar with the students and parents as well as assist students with developing their profile on [www.knowhow2gowisconsin.org](http://www.knowhow2gowisconsin.org)
- EXPLORE Assessment –assesses what students would potentially get on the ACT. This will allow teaching staff to identify areas of excellence, proficiency and potential improvement for the students.
- Career Speaker Series – This monthly event is coordinated by the College Coach. It includes presenters from a wide variety of fields including but not limited to: medicine, engineering, the Milwaukee County Sheriff's Department, Sales and Marketing Specialists, banks, community development agencies, and many other careers depending on the availability of speakers. All speakers have prepared for their careers by attending

college, so this is the common factor among speakers. They talk about what college was required for their careers, if any training was required beyond college, and how it has been to practice their professions. The speakers give presentations in individual classrooms and also take questions from students.

- Local college visits are made to Marquette University, University of Wisconsin-Milwaukee, UW-Waukesha, and Milwaukee Area Technical College. (Colleges visited may vary from year to year.)
- Students will complete 20 hours of Community Service.

#### Sophomore Year:

- PLAN Assessment – assesses what students would potentially get on the ACT and allows students to begin looking at potential careers.
- Great Lakes College Access Advisor is invited to conduct a college preparation seminar with the students and parents as well as assist students with developing their profile on [www.knowhow2gowisconsin.org](http://www.knowhow2gowisconsin.org)
- Career Speaker Series – As described above, is open to sophomores as well.
- Statewide college visits are made to UW Parkside, UW Whitewater, UW Madison, Marian College Lawrence College and others as identified, as well as one national/non-regional college visit. (The colleges we visit may vary somewhat from year to year.)
- Students will complete 25 hours of Community Service.

#### Junior Year:

- ACT Prep course completion
- ACT test completion: all juniors take the ACT for the first time
- Great Lakes College Access Advisor is invited to conduct a college preparation seminar with the students and parents specifically regarding ACT preparation.
- Great Lakes is invited to assist the College Coach with Junior Parent Meeting about college preparation and financial aid.
- Students attend the College Tour, gather in-depth information, and plan and provide an informational panel for freshman and sophomore students.
- College Success Course: all juniors take this course, which is 18 weeks long and averages 90 minutes four days per week.
- Students will complete 30 hours of Community Service.

The topics of College Success include:

1. Who am I? - Understanding what their strengths, weaknesses, opportunities and threats are as they prepare for college
2. Career Choice- After understanding what they are good and bad at they do research on various careers that match them through [www.knowhow2gowisconsin.org](http://www.knowhow2gowisconsin.org) web site.

3. College Research - Once the students narrow their career choices they locate colleges (5 local, 2 out of state and 1 technical college) that offers their career choices. They do research on tuition, demographics, extra-curricular activities, location, and related topics on each of these colleges.
4. Application - They research the top three colleges and practice filling out their application. They request information from the school. They also learn of their requirements.
5. Develop a plan of action - They develop a plan to get accepted to their top three choices and others that they have researched. This includes maybe increasing their G.P.A., retaking the ACT test, getting letters of recommendation, and other key components of college application required by the schools they researched.
6. Scholarship- They research and apply to at least 2 scholarships during this time. However, they locate at least 10-15 they could apply to during their senior year.
7. Recommendation letter - They formally request at least three letters of recommendation from teachers, organizations where they volunteer, etc.
8. Volunteer - They spend 8 hours volunteering at an outside agency.
9. Presentation - They present to sophomore classes the specifics they have learned about the college preparation process. Their final grade is made up of a comprehensive binder, like a portfolio, that is kept throughout the 18 weeks and presented to business professionals and outside agencies on their lessons learned while in the class.

#### **Senior Year:**

- Students complete and submit 8-10 college applications, financial aid forms, and all other materials required for college entrance.
- College selection: upon college selection, the College Coach works with the parents/caregivers and students to visit the college/university that the students plan to attend.
- Great Lakes College Access Advisor is invited to conduct a seminar for Senior Parents about financial aid, conduct a one-on-one with student/parent on award letter acceptance and conduct other workshops with the College Coach as needed.
- Senior Project: students review their career choice, college requirements, prepare for re-taking of the ACT exam if necessary, and review the college process. The majority of the time is spent completing their college applications including writing essays, requesting recommendation letters, personal statements, etc.; applying to scholarships, job shadowing/volunteering at agencies that offer their career choice and visiting colleges. This is also the class that helps with applying for FAFSA.
- Students will complete 40 hours of Community Service.



*Data on who withdrew - why - where they went*

Table 5 illustrates student enrollment for the Academy over the last three school years. The first column reflects the number of students who were enrolled on the third Friday of September for each year. The second column shows the number of students that enrolled after the third Friday, while the third column reflects the number of students that withdrew from the Academy during that school year. The fourth column indicates how many students were still enrolled at the school at the end of the school year. The final column illustrates the Academy's annual student retention rate, the number of students who were enrolled for the entire academic year.

These data indicate that the Academy has been able to retain between 72.5% and 88.1% of its students for the entire school year. Student retention can be viewed as an indicator of student satisfaction with their learning experience. High retention rates are also important to ensure that students are not experiencing disruption in their learning sequences.

Table 5

CEO Leadership Academy Enrollment 2006-07 Through 2008-09					
Year	Number Enrolled at Beginning	Number Enrolled During Year	Number Withdrew	Number at the End of School Year	Number Retained for the Entire Year*
2006-07	151	24	21	154	133 (88.1%)
2007-08	215	20	58	177	160 (74.4%)
2008-09	207	16	63	160	150 (72.5%)

↓  
1295  
26.0%  
28.9%

\*The percentage of students retained for the entire school year is the percentage of students enrolled at the beginning of the year who were also enrolled at the end (number enrolled for the entire year divided by the number enrolled at the beginning). The third Friday of September is considered the beginning of the school year.

Table 6 illustrates the number of students who were enrolled at the Academy at the end of one school year who re-enrolled in the Academy for the next school year. For example, there were 133 students enrolled in the Academy at the end of the 2007-08 school year who were eligible to return to the Academy for the 2008-09 school year. Of those, 97 (72.9%) re-enrolled in the school for the 2008-09 school year.

As illustrated, students at the Academy re-enrolled in the school at a rate of between 69.9% and 72.9% over the last two years. Table 2 reveals that the Academy's re-enrollment rates improved slightly from the 2007-08 to the 2008-09 school year. This can be used as a measure of student and parent satisfaction with the school as parents continue to enroll their children in consecutive years.

Table 6

CEO Leadership Academy Re-enrollment Rates . 2006-07 to 2007-08 and 2007-08 to 2008-09				
Students Enrolled at the End of the School Year**		Students Enrolled at the Beginning of the Following School Year*		
		School Year	Number Re-enrolled	
Year	N			N
2006-07	143	2007-08	100	69.9%
2007-08	133	2008-09	97	72.9%

\*The third Friday of September is considered the beginning of the school year.

\*\*Does not include graduating students who are not eligible to enroll the following school year.

Figure 2 illustrates the Academy's average student attendance rates for the last three school years. The rates for the 2006-07 and 2008-09 school years were calculated for students who were enrolled in the school during any part of the school year. The rate for the 2007-08 school year was calculated only for the students enrolled at the end of the school year as attendance data were not provided for all students that year.

During the 2006-07 and 2007-08 school years, the Academy maintained average student attendance rates higher than 90%. However, the average attendance rate dropped to 83.9% during the 2008-09 school year. Attendance rates are important because students' engagement in the learning process typically contributes to their overall acquisition of skills and competencies essential for success in college or selected career fields.

Figure 2

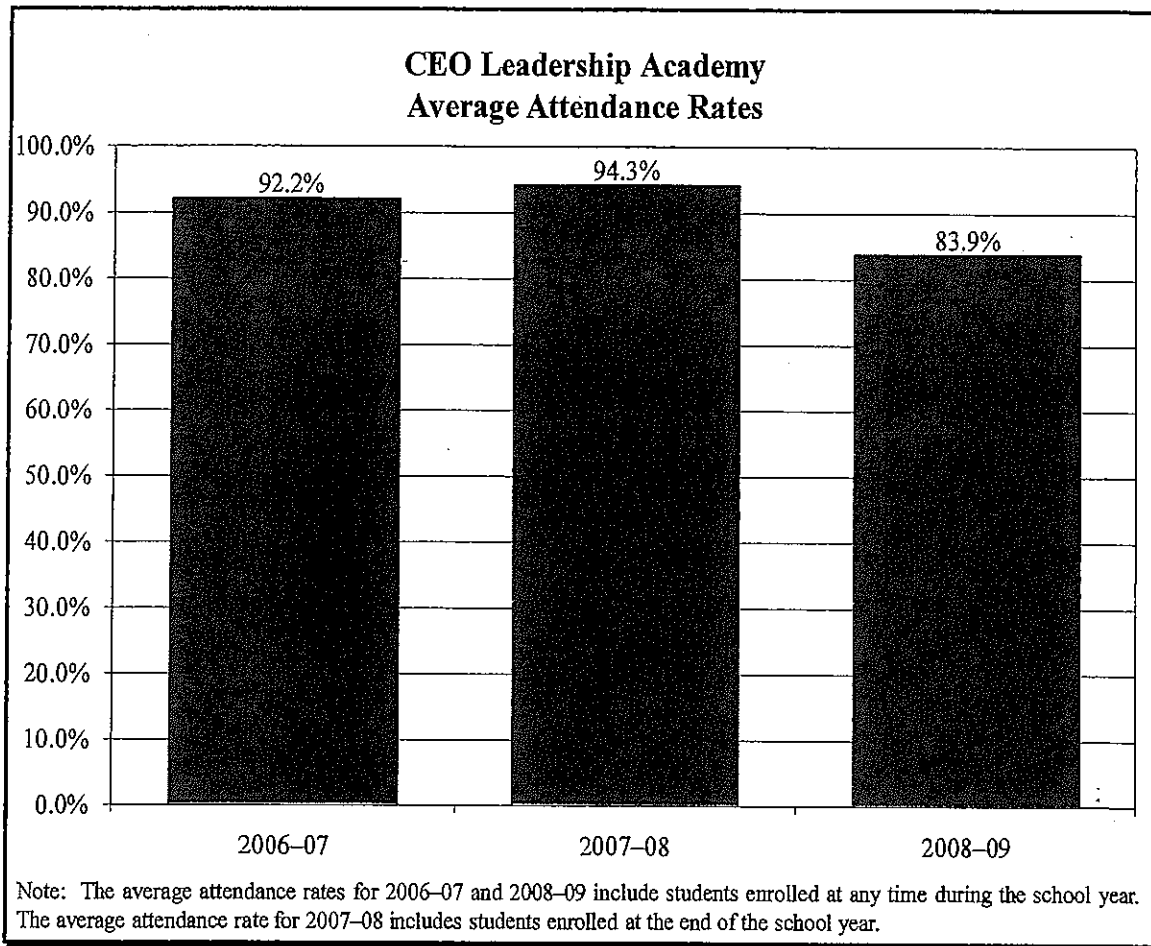


Figure 3 presents information on the rates at which parents/guardians participated in teacher conferences during each of the last three school years. The rates of participation for the 2006-07 and 2008-09 school years are based on the number of students enrolled for both the spring and fall conferences. The rate of participation for the 2007-08 school year is based on the students who were enrolled at the end of that school year.

Based on these data, the Academy has successfully involved parents/guardians in parent/teacher conferences at rates of between 68.1% and 100%. These high rates of parental involvement indicate that the Academy has engaged parents in their students' learning. This involvement is particularly critical for the Academy if it wants to successfully enroll all of its graduates in college or a post-secondary learning program. This increase reflects the Academy's efforts to engage parents after finding that the absence of parental involvement limited the school's ability to enroll all students in post-secondary education.

Figure 3

*wow*

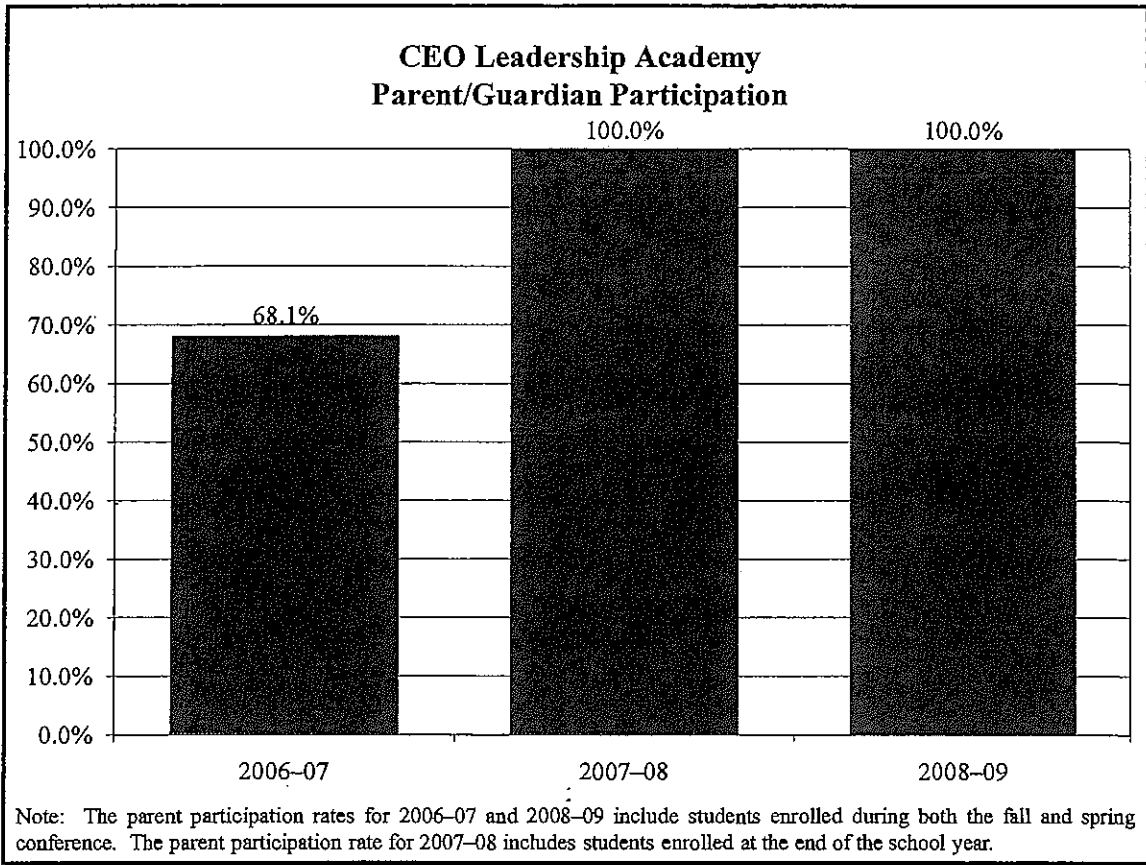


Table 7 portrays the average number of cumulative credits earned by students at each grade level for the last three years. The columns report the number of students in each grade level and then the average number of credits that students in that grade level accumulated in each of the school years. For example, in the 2008–09 school year there were 36 students enrolled in the eleventh grade and these students had, on average, accumulated 21.2 credits by the end of the school year.

The Academy requires that students have at least 24 credits to graduate. It also requires that students acquire 5.5 credits to become a sophomore, 15.5 credits for junior status, and 21 credits for senior status. These data reveal that, on average, students at their respective grade levels accumulated enough credits to be promoted to the next grade level. Table 7 also demonstrates that for the last two school years the seniors, on average, have accumulated more credits than are required to graduate.

Table 7

CEO Leadership Academy Average Credits Earned by Grade Level						
Grade Level	2006–07		2007–08		2008–09	
	N	Average Credits	N	Average Credits	N	Average Credits
9th	60	✓ 6.8	50	7.2	55	6.1
10th	33	10.7	47	14.5	33	12.3
11th	39	✓ 19.7	36	21.6	36	21.2
12th	*	*	40	27.7	30	28.5

Note: The school provided cumulative credits earned for each student. Therefore, average credits for all students are not included in this table.

\*Credit data were not provided for twelfth-grade students in 2006–07.

The Academy tests ninth- and tenth-grade students in the fall and then again in the spring to assess their knowledge and academic progress in four content areas: English, mathematics, reading, and science, using the EXPLORE and PLAN. Table 4 reports the average gains students made from the pre- to post-tests based on the EXPLORE and PLAN composite scores for each of the last two school years.

As illustrated in Table 8, ninth-grade students in 2007–08 scored .8 points higher, on average, and ninth graders in 2008–09 scored .7 points higher on the post-test. The tenth-grade students in 2008–09 scored .6 points higher, on average, on the post-test. This indicates a higher gain compared to 2007–08 tenth graders.

Table 8

CEO Leadership Academy EXPLORE for 9th-grade Students PLAN for 10th-grade Students Average Change in Composite Scores From Fall to Spring		
School Year	EXPLORE	PLAN
2007-08	0.8	0.2
2008-09	0.7	0.6

Note: Different cohorts of students take the EXPLORE and PLAN each year. Therefore, the scores do not show progress from one year to the next and cannot be used to show year-to-year progress for students.

Table 9 reports the average composite scores for students in their respective grades for the

EXPLORE, PLAN, and ACT for the last two school years. The EXPLORE and PLAN results are from the tests administered to ninth and tenth graders in the fall of each school year. Each score is a point in time measure for a group of students. The Academy's goal for eleventh and twelfth graders is that at least 50–60% of them will score a 15 or more on their ACT test.

These data indicate that the three groups of students that took the EXPLORE, PLAN, and ACT during the 2008–09 school year had slightly higher average composite scores than the three groups of students that took these tests in the previous school year. The ACT data indicate that CEO met its goal for these students during the 2008–09 school year.

Table 9

CEO Leadership Academy Average Composite Scores EXPLORE, PLAN, and ACT			
School Year	EXPLORE for 9th-grade Students*	PLAN for 10th-grade Students*	ACT for 11th- and 12th-grade Students
2007-08	12.3	13.0	14.6
2008-09	12.6	14.0	15.5

Note: Different cohorts of students take the EXPLORE, PLAN, and ACT each year. Therefore, the scores do not show year-to-year progress for the same cohort of students.

\*Reflects composite score achieved on the fall EXPLORE or PLAN.

Table 10 displays information on the number of the Academy students who were administered the EXPLORE in the fall of 2007–08 and the PLAN in the fall of 2008–09 school year. Based on each student’s score on the EXPLORE, a determination was made as to whether the student’s PLAN score was below, within, or above the estimated PLAN score range predicted by the developer of these two tests. This table shows that for the last school year, 16.1% students’ PLAN scores were above the estimated score range, 80.6% students’ scores were in the expected range, and 3.2% student’s score was below the expected range based on his/her EXPLORE score.

For both of the last two school years, more than 95% of students at the Academy earned composite scores on the PLAN that were either within or above the range of scores that were predicted by these students’ scores on the EXPLORE test that they took in the previous school year. As the number of students taking these tests increased, the percent of students achieving “less than the predicted growth” increased slightly from 0.0% to 3.2%.

Table 10

CEO Leadership Academy Estimated PLAN Composite Scores Based on EXPLORE Composite Scores			
School Year	PLAN Composite Score Range		
	Below Range	In Range	Above Range
2007-08 (N = 16)	0.0%	81.3%	18.7%
2008-09 (N = 31)	3.2%	80.6%	16.1%



Table 11 displays information about twelfth-grade students at the Academy and their college acceptance rates for each of the last three school years. For the 2006–07 and 2007–08 school years, the school’s goal related to college acceptance rates was tied to students enrolled in College Summit. Therefore, the numbers in the second column represent only students enrolled in College Summit and do not represent all twelfth graders eligible for college acceptance at the end of those two school years. The number of students in this column for the last school year reflects all students who were eligible for college.

The Academy’s overall goal is to prepare all of its students for success in college. It works closely with its students at all grade levels to provide them with the skills and competencies to not only be accepted into college but to successfully complete the selected college curriculum and graduate with a degree. For the last three years, CEO has been extremely successful in obtaining at least one college acceptance letter for the graduates of its college-bound program. In the last school year, all (100.0%) of its twelfth-grade graduates were accepted into at least one college.

*College*

Table 11

CEO Leadership Academy Percent 12th-grade Students Accepted into College		
School Year	N	%
2006-07*	7	100.0%
2007-08*	37	94.6%
2008-09**	29	100.0%

\*Includes only 12th grade students enrolled in College Summit.

\*\*Includes all 12th grade students eligible for college acceptance at the end of the school year.

It should be noted that the expected PLAN composite score range shows progress based on the score achieved on the EXPLORE. Therefore, if the student received a score below baseline (i.e., the level at which a student is expected to do well in college-level courses), being in the expected range on the PLAN may not predict success on the ACT or in college; it shows only that the student did not perform as well as expected, the student did perform as expected, or the student performed better than expected based on his/her EXPLORE results.

References

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 ACT. (2007). *Rigor at risk: Reaffirming quality in the high school core curriculum*. Iowa City, IA: Author.  
 Alliance for Excellent Education. (September, 2007). *High school teaching for the twenty-first century: Preparing students for college*. Washington, DC: Author.  
 Center for Teaching Quality. (February, 2007). *Teaching and learning conditions improve high school reform efforts*. Chapel Hill, NC: Author.

## Qualifications of Teaching Staff

All instructional staff hired will meet state statute and administrative rule requirements for possessing a license or permit to teach issued by the Department of Public Instruction. For those current instructors who hold licenses, copies of said licenses are provided in *Attachment Q*. For those current instructors who do not possess a license, copies of college transcripts and/or a DPI application for permit/license are presented in *Attachment Q*. The Academy will work with individual teachers to seek licensure programs to assist in the completion of their initial licensure.

The Academy believes that all of its employees play a key role in creating a successful learning environment and will recruit qualified employees throughout the organization. The Academy will recruit professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities.

Employees will meet specific qualifications for employment as outlined in their job descriptions. Teachers at the Academy will meet all requirements for employment set forth in applicable provisions of law, including credential requirements outlined in the Charter Schools Act. As provided in the Charter Schools Act, the Academy may choose not to require credentials for teachers in non-core, non-college preparatory courses (e.g. music, physical education, various electives, etc.) with the intent that they enroll in a credential program. The educational and skill level qualifications and job descriptions of teachers to be employed in the Academy shall meet the educational goals as outlined by this charter petition.

The School's key staff members (Director of Education, Principal, Dean of Students, College Coach, Financial Manager, and Teachers) primary roles and major responsibilities are listed below and full job descriptions are located at the conclusion of this section:

Director of Education: Is responsible for the overall operation of the Academy, including, planning, supervision, and evaluation of the education programs, services, school facilities, and the annual evaluations of teaching and non-teaching staff. The Director of Education orchestrates programs and services delivered to students. The Director of Education establishes and maintains regular communication with the board of directors, the grantor of the charter and city, county and state administrators.

### Knowledge and Skills Will Include:

- Knowledge of school law, finance, school culture and curriculum
- Ability to manage budget and personnel
- Ability to interpret policy, procedures, and data
- Strong organizational communication and interpersonal skills
- Project and resource of development
- Ability to gather, interpret and act on data

The Director of Education of the Academy is an integral member of the learning community comprised of students, staff and families. The position shares decision-making, promotes collaborative leadership and monitors accountability. The Director of Education is also responsible for planning, budgeting, facilities management, preparing annual reports, maintaining public relations, and staffing (including selection of new employees and terminations).

The Board will identify, select, work with, support and evaluate the Director of Education. The Board requires at least three years of School Administration experience and at least three years of teaching experience.

Principal: Assists the Director of Education with daily operations, in instructional program administration, and human resources organizations. The position reports to the Director of Education and

Knowledge and Skills Will Include:

- Knowledge of school law and curriculum
- Ability to Manage Personnel
- Ability to interpret policy, communication, and interpersonal skills

The Principal is an integral member of the learning community comprised of students, staff and families. The Principal serves in an advisory role in planning, budgeting, facilities management and staff development. The position is primarily responsible for the implementation of the educational plan and the daily operations of the school, including supervising and observing teaching staff. The Principal ensures that all classes are covered by appropriate staff and arranges for substitute teachers as needed. He/She ensures school safety, maintains school discipline and monitors behavior in the school common areas. The Principal is also responsible for helping in preparing annual reports, holding parent meetings, and handling complaints. The Board requires at least three years of teaching experience and administrative experience.

Dean of Students: Assists the principal and oversees student activities and services.

Knowledge and Skills Will Include:

- Organizational, communication and interpersonal skills
- Monitoring student behavior
- Knowledge of organizing student activities, clubs, etc.

The Dean of Students deals with attendance issues, dress code violations and makes sure that rules set forth in the student handbook are being followed. The Dean of Students determines appropriate disciplinary actions, including detentions, suspensions and recommending expulsions.

College Coach: Works with students in all grade levels to help them prepare their plans for pursuing a postsecondary education.

Knowledge and Skills Will Include:

- Knowledge of financial aid information
- Able to perform advising services including: academic support, group presentations, technical assistance with applications, participation at college, and conducting parent education workshops
- Ability to initiate activities and work independently
- Organizational, communication and interpersonal skills

A full-time College Coach allows each student at the Academy to successfully research, prepare for, apply to, and ultimately attend college. The College Coach communicates with the Academy Board, as requested, on the progress of projects related to college preparation, application and acceptance.

Financial Manager: Oversees and maintains the operation of all financial and business affairs of the Academy including accounting, payroll, timely financial reporting, purchasing, and risk management.

Knowledge and Skills Will Include:

- Applicable knowledge of school finance, budgeting, and accounting systems
- Effective communication skills
- Appropriate computer skills
- Ability to interpret policy, procedures, and information
- An understanding of school accounting principles

The Financial Manager will work directly with the Director of Education to maintain cost effective and healthy financial practices for the Academy.

Teachers: Provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Teachers will help students develop the skills necessary to be a productive member of society.

Knowledge and Skills Will Include:

- Understanding of subjects assigned
- Working knowledge of curriculum and instruction
- Capable of instructing students and managing their behavior
- Exceptional organizational, communication and interpersonal skills

The Teachers will work directly with the Dean of Students and Principal to ensure overall success for all students of the Academy.

### Criminal Background Checks

Prior to the employment of any full-time or part-time staff, a criminal background check will be conducted through the Wisconsin Crime Information Bureau. In making decisions about potential appointees who have criminal backgrounds, the Academy will follow all applicable Wisconsin statutes. Any person who has been convicted of a felony or misdemeanor that is substantially related to the position in question, and depending upon the circumstances of the conviction, may not be hired to work in the school.

### Personnel Manual

The Academy Personnel Manual is contained in *Attachment D*. The Personnel Manual provides information regarding the matters addressed below, as well as other matters that pertain to managing the Academy's human capital issues and regulatory policies and procedures:

- Qualifications to be met by persons employed in the Academy
- Staff evaluation procedures
- Policies the Academy will follow in conducting background checks
- Hiring standards the Academy will apply with respect to persons who have been convicted of a felony or misdemeanor

### *Staff Recruitment/Hiring*

The Academy believes that the quality of the professional staff determines the quality of education offered at the Academy. Once teachers are hired, the Academy intends to invest in their continued professional development.

Staff selection shall be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic and professional attitude, knowledge of instructional practices, and the ability to contribute to the furtherance of the Academy's educational goals. Attention is paid, among other factors, to the candidate's academic records, and his/her previous relevant experience. Staff must demonstrate that they are aware that urban students have many different family circumstances and that they are willing and able to provide educational support that a diverse population needs in the Academy. The Academy staff members must fulfill their individual responsibilities and work collaboratively with the other members of the teaching team.

The Academy is committed to hiring individuals regardless of race, sex, religion, national origin, marital status, disability, sexual orientation or age. The Academy will adhere to relevant Wisconsin Laws in its hiring practices.

Staff will be recruited using various job postings, including, CareerBuilder.com, Craig's List, the State of Wisconsin Job Site, Community Newspapers, and the Milwaukee Journal Sentinel. The

Academy will recruit at local teacher fairs and community events. In addition the Academy will seek referrals from present employees, faculty, staff and Board Members.

The Academy will work to ensure that all employees will have a commitment to the Vision, Mission and culture of the Academy.

### ***Professional Development***

The Academy maintains a culture where lifelong learning is encouraged. The Academy consistently seeks out professional development that will promote staff's professional and personal growth. All staff members are provided with in-house development and support, as well as multiple outside development opportunities. This professional development will be driven by the continuing evaluation of student data.

New teachers are inducted during a weeklong new teacher induction. During this induction they are orientated to the policies and procedures of the Academy. They develop a classroom management plan, as well as, a professional development plan. They are given the opportunity to ask any questions in a smaller setting prior to the whole staff returning for the new school year.

All teachers will have access to an Instructional Coach. The Instructional Coach is an onsite professional developer who partners with educators to identify and assist with the implementation of proven teaching methods. The Instructional Coach will observe, model, train, and support teaching staff in a non-evaluative, partnering relationship.

Biweekly on Wednesdays during the school year students are dismissed at 12:30 pm, and the remainder of the day is for professional development for the staff. Some activities have included:

- College level courses (for credit option) on topics like servicing students with special needs, differentiated instruction, etc.
- Specific team meetings (Data, Leadership, Math, Science, and English)
- Workshops presented by a variety of consultants on such topics as Differentiated Instruction, Research Based Instructional Strategies, Reading Across the Content Area, etc.
- Toulmin Writing Model Training
- CESA #1 Instructional Strategies Training

Other past professional development has included:

- Data Driven alignment
- Marzano vocabulary training
- Critical Friends Group training
- Rapport International Leadership
- FISH for Schools
- South Eastern Wisconsin Assessment Collaborative

For continued professional and personal development, teachers are encouraged to attend relevant conferences and workshops. The Academy will continue to offer the teachers support for their professional development through the funding of courses or workshops, class coverage, and/or stipends.

### ***Staff Observation/Evaluation***

Informal observations will provide immediate feedback for the teachers in regard to their strengths and weaknesses in the classroom. In the informal observation, the Director of Education/Principal may suggest corrective actions, such as professional development seminars concentrating on key areas for improvement, teacher mentoring each other or working together with students having difficulties, and participation in creating and evaluating short and long term goals to reach objectives.

The Academy's teacher evaluation is designed to serve two purposes: to measure teacher competence and to foster professional development and growth. We have designed our evaluation system so that it will:

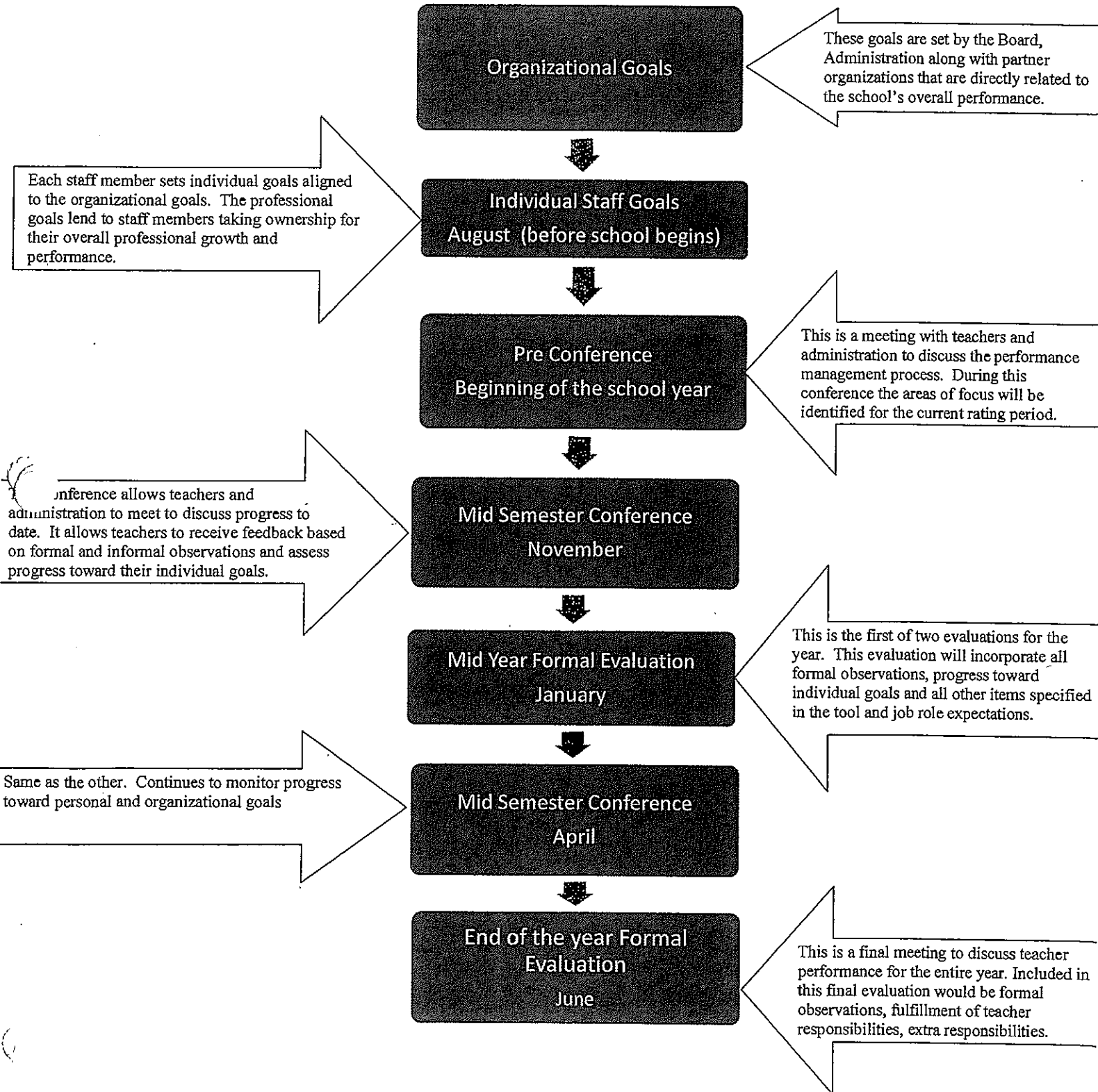
- Support all the Academy team members in setting professional and personal objectives which are aligned to the overall mission of the school.
- Support all the Academy team members towards achieving their individual objectives through coaching and meaningful feedback.
- Support team member development by fostering an environment of continuous learning and shared ownership.
- Support and promote a culture of accountability and ensure academic achievement.

In order to ensure every teacher receives the feedback and support necessary to grow professionally into a highly effective teacher, we have developed a performance review system that provides every teacher regular and meaningful feedback and support. Every teacher expects the following from their instructional leader: observations, feedback and coaching, quarterly check in, and mid-year and end of year reviews.

The Academy's performance review cycle is outlined below. This lets the Academy teachers know what to expect in terms of observations, feedback and support throughout the year.

Figure 4

CEO Leadership Academy's Performance Review Cycle





Each month, the Academy provides a focus for the classroom observations. This gives our teachers guidance in planning lessons and activities for the month. Each month calls for enthusiasm when teaching, active engagement, embedded assessments, cooperative learning activities and a breakdown of lesson plans into manageable steps for maximum teaching and student learning. The administrative team and the Instructional Coach use the monthly focus to guide their observation.

### Monthly Observation Focus

#### **September: Classroom Environment**

##### *Observable Qualities:*

- Creates an environment where students feel comfortable asking and responding to questions
- Creates an environment that exhibits the core beliefs of the Academy (commitment, excellence, opportunity)
- Includes BBC, agenda for the day, essential questions
- Demonstrates respect for students by having materials and physical environment prepared

#### **October: Culture/Climate**

##### *Observable Qualities:*

- Establishes a positive relationship with each student
- Listens attentively and responds to students' needs
- Serves as a positive role model for students learning and behavior
- Provides immediate and genuine feedback
- Implements classroom expectations in a consistent and fair manner
- Communicates well with students using verbal and non verbal cues effectively

#### **November: Higher Order Thinking/Creative Thinking**

##### *Observable Qualities:*

- Uses cooperative learning techniques appropriately to enhance student learning
- Creates an environment where students feel comfortable asking and responding to questions
- Has clear learning objectives that build on students' prior knowledge
- Is clearly divided into small manageable parts with an engaging introduction
- Uses textbook and other resources as appropriate to plan meaningful and authentic lessons.
- Includes the development of critical thinking and problem solving (moves through Bloom's taxonomy)
- Implements methods in which students are actively engaged in their own learning
- Integrates technology appropriately to enhance learning.
- Included BBC, agenda for the day, essential questions

## **December: Motivation, Hooks and Buy In**

### *Observable Qualities:*

- Serves as a positive role model for students' learning and behavior, generating enthusiasm and interest
- Generates interest and enthusiasm throughout the lesson
- Implements methods in which students are actively engaged in their own learning
- Has clear learning objectives that build on students' prior knowledge
- Is clearly divided into small parts with an engaging introduction

## **January: Transitions and Flow**

### *Observable Qualities:*

- Maintains student engagement during lessons and other activities
- Uses cooperative learning techniques appropriately to enhance student learning
- Communicates well with students, using verbal and/or nonverbal cues effectively
- Includes the BBC, agenda for the day, essential questions
- Clearly divided into small manageable parts with an engaging introduction
- Includes an appropriate balance of teachers directed and student directed activities
- Included development of critical thinking and problem solving
- Generates interest and enthusiasm throughout the lesson
- Presents direction clearly and in sufficient detail
- Lesson moves at an appropriate pace
- Implements methods in which students are actively engaged in their own learning
- Manages transitions between activities appropriately
- Is responsive to and flexible in meeting individual students needs during instruction
- Uses individual students responses as learning opportunities
- Uses a variety of appropriate assessment strategies within the lesson

## **February: New Strategies**

### *Observable Qualities:*

- Serves as a positive role model for students' learning and behavior, generating enthusiasm and interest
- Uses cooperative learning techniques appropriately to enhance student learning
- Maintains student engagement during lessons and other activities
- Includes the BBC, agenda for the day, essential questions
- Clearly divided into small manageable parts with an engaging introduction
- Includes an appropriate balance of teachers directed and student directed activities
- Included development of critical thinking and problem solving
- Uses textbook and other resources as appropriate to plan meaningful and authentic lessons.
- Includes accommodations and modifications for students with disabilities

- Actively reaches out to families and community agencies to bring in volunteers and additional resources
- Demonstrates respect for students by having materials and physical environment prepared
- Presents direction clearly and in sufficient detail
- Lesson moves at an appropriate pace
- Implements methods in which students are actively engaged in their own learning
- Manages transitions between activities appropriately
- Uses a variety of appropriate assessment strategies within the lesson
- Generates interest and enthusiasm throughout the lesson

### **March: Extending Learning Beyond the Classroom**

#### *Observable Qualities*

- Actively reaches out to families and community agencies to bring volunteers and additional resources (field trips)
- Uses textbooks and other resources as appropriate to plan meaningful, authentic lessons (projects, field trips, labs, etc.)
- Uses cooperative learning techniques appropriately to enhance student learning
- Creates an environment where students feel comfortable asking and responding to questions
- Creates an environment that exhibits the core beliefs of the Academy (commitment, excellence, opportunity)
- Includes the BBC, agenda for the day, essential questions
- Has clear learning objectives that build on students' prior knowledge
- Includes development of critical thinking and problem solving
- Integrates technology appropriately to enhance student learning
- Demonstrates a command for subject matter

### **April: Assessment**

#### *Observable Qualities*

- Uses a variety of appropriate assessment strategies within the lesson
- Cues incorrect and partially correct responses by providing specific and immediate feedback.
- Provides immediate and positive feedback to students
- Creates an environment where students feel comfortable asking and responding to questions
- Has clear learning objectives that build on students' prior knowledge
- Includes accommodations and modifications for students with disabilities
- Includes development of critical thinking and problem solving
- Is responsive to and flexible in meeting individual students needs during instruction

### **May: Community, Planning and Instruction: Putting it all together**

#### *Observable Qualities*

- Includes components from across all of the above areas

The Academy believes that teachers help to create a school culture that results in college graduation for all students. Through positive relationships with students and their families as well as powerful teaching and learning, the Academy teachers assist in meeting the Academy goals. The performance evaluation, adopted by the PUC schools in California, was designed with this in mind.

The CEO Leadership Academy Job Descriptions for key roles, Evaluation Rubric, Classroom Observation and Assessment Form, and Performance Review Report can be found at the end of this section.

**CEO Leadership Academy  
Job Descriptions for Key Roles  
Evaluation Rubric  
Classroom Observation and Assessment Form  
Performance Review Report**

**CEO Leadership Academy**  
**Director of Education**  
**Job Description**

**Primary Role and Purpose:** Is responsible for the overall operation of the Academy, including, planning, supervision, and evaluation of the education programs, services, school facilities, and the annual evaluations of teaching and non-teaching staff. The Director of Education orchestrates programs and service delivery to students. The Director of Education will establish and maintain regular communication with the board of directors, the grantor of the charter and city, county and state administrators. This position reports directly to the Board of Directors.

**Education:** Minimum of Bachelor's Degree, Master's Degree Preferred

**Skills:**

- Knowledge of school law, finance, and curriculum
- Ability to manage budget and personnel
- Ability to interpret policy, procedures, and data
- Strong organizational communication, and interpersonal skills
- Project and resource of development

**Experience:** At least 5 years of teaching or administrative experience

**Responsibilities and Duties:**

- To insure that the philosophy of the school is implemented.
- To insure that quality education is provided.
- To execute all policies established by the Board of Directors.
- To develop a plan or organization and assignment for the school staffs of the school.
- To direct and coordinate the selection, employment, supervision and discharge of all school employees according to school policies.
- To implement personnel regulations for the school in accordance with school policy.
- To work with the Business Manager and the Finance Committee of the Board to cause an annual budget to be prepared showing the expected receipts and expenditures.
- To work with the Business manager to maintain all business affairs in order to insure that all monies are collected and expended to the best possible advantage of the school.
- To see that all physical properties of the school remain in good operating condition so that the health and safety standards are maintained.
- Make recommendations to the Board of Directors regarding fund raising activities.
- Sign checks, contracts, and other documents of a financial nature on behalf of the school unless authority to do so is specifically reserved by or delegated to another person or office.
- Work with the Business Manager to develop budgetary projections and implement plans with regard to personnel matters of a financial nature (base salaries, health plans/coverage, cost of living allowances, pension plans, etc.)

- Prepare and present requests to the Board of Directors for authorizations to make expenditures in excess of the amount, which has been budgeted for such expenditure.
- Oversee the purchase, upkeep, storage, replacement, and inventory of maintenance supplies and equipment.
- Maintain thorough and current inventories of equipment, furnishings, and materials on hand.
- Devise plans for the maximum cooperative use of supplies, materials, and equipment.
- Oversee and evaluate the performance of contracted maintenance operations.
- Maintain adequate records (files, logs, inventories, etc.) for insurance purposes.
- Define, assign and delegate responsibilities and duties as deemed appropriate.
- Work with the Business Manager to coordinate payroll services (to include registering adjustments and responding to inquiries and/or complaints from employees) for the school personnel employed by the school.
- Evaluate Office Staff according to guidelines.
- Direct and administer all the activities of the school and be responsible for all its activities and programs, subject only to such policies as have been adopted by the Board of Directors.
- The Director of Education is accountable to and evaluated by the Board of Directors.
- The Director of Education shall collaborate with the Board of Directors in the development of a long-range plan and in the establishment of institutional goals and objectives to achieve the long-range goals.
- The Director of Education shall collaborate with the Board of Directors in the exercising of his/her responsibilities and shall be responsible for all areas as stated in the description of Director of Education.

**CEO Leadership Academy  
Principal  
Job Description**

**Primary Role and Purpose:** Assists the Director of Education with daily operations, in instructional program administration, and human resources organizations. The position reports directly to the Director of Education.

**Education:** Minimum of Bachelor's Degree, Master's Degree Preferred

**Skills:**

- Knowledge of school law, finance, and curriculum
- Ability to manage budget and personnel
- Ability to interpret policy, procedures, and data
- Strong organizational communication, and interpersonal skills
- Project and resource of development

**Experience:** At least 5 years of teaching or administrative experience

**Responsibilities and Duties:**

- Establish and promote high standards and expectations for all students and staff for academic performance and responsibility for behavior.
- Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations.
- Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
- Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.
- Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.
- Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.



- Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.
- Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the school: weekly meetings for full-time staff; monthly staff meetings.
- Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature.
- Maintain a master schedule to be posted for all teachers.
- Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
- Complete in a timely fashion all records and reports as requested by the Director of Education.
- Oversee the development of Curriculum Committee and keep the Board apprised.
- Provide quarterly student grade and behavior reports to parents.

**CEO Leadership Academy  
Dean of Students  
Job Description**

**Primary Role and Purpose:** Assists the principal and oversees student activities and services. This position reports directly to the Director of Education.

**Education:** Minimum of Bachelor's Degree in Education or Counseling, Master's Degree Preferred

**Skills:**

- Organizational, communication and interpersonal skills
- Monitoring student behavior
- Knowledge of organizing student activities, clubs, etc.

**Experience:** At least two years of Student Services or Counseling

**Responsibilities and Duties:**

- Encourage planning of innovative disciplinary approaches
- Responsible for the academic progress of Academy students including, but not limited to programming and transcript data.
- Handles issues and concerns initiated by students
- Provide support to teachers in developing appropriate classroom management skills
- Intervene with students having attendance, academic, and/or discipline problems
- Serve as liaison with outside agencies to meet the students' personal needs
- Work with administration to evaluate overall effectiveness of student support services
- Implement and coordinate strategies to motivate and retain students
- Implement and coordinate strategies to maintain high attendance rates
- Assist in the recruitment of students
- Handle Parent complaints or concerns
- Manage school events (assemblies, prom, dances, fundraisers)
- Assist the Principal in the evaluation and supervision of teaching staff
- Contact person for students with special needs
- Other duties as assigned by the Director of Education

**CEO Leadership Academy  
Financial Manager  
Job Description**

**Primary Role and Purpose:** Oversees and maintains the operation of all financial and business affairs of the Academy including accounting, payroll, timely financial reporting, purchasing, and risk management.

**Education:** Minimum of Bachelor's Degree, Master's Degree Preferred

**Skills:**

- Applicable knowledge of school finance, budgeting, and accounting systems
- Effective communication skills
- Appropriate computer skills
- Ability to interpret policy, procedures, and information
- An understanding of school accounting principles

**Experience:** Book keeping/Accounting Practices and Knowledge of Business Procedures for Non-Profit entities.

**Responsibilities and Duties:**

- Ensure Director is advised on the business affairs of the Academy.
- Manage a revolving auditing program for all funds and work with Academy's independent and internal auditors while conducting audits.
- Maintain accounting systems that comply with laws and regulations.
- Supervise monthly bank settlement preparations for the operating, special revenue, debt service, tax, cafeteria, and athletic accounts.
- Complete and enter all budget adjustments, additions, and deletions.
- Collaborate with Finance Committee and Director of Education to project student enrollments, staff needs, building and facilities needs, energy needs, capital equipment needs and other cost items for the Academy and individual Academy improvement.
- Monitor the Academy budget and see that programs are cost effective and funds are managed effectively.
- Act as Academy leader to achieve cost-effective practices throughout the Academy.
- Confirm that business operations support the Academy mission.

## CEO Leadership Academy

### Teachers Job Description

**Primary Role and Purpose:** Provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social growth. Help students develop the skills necessary to be a productive member of society.

**Education:** Minimum of Bachelor's Degree and Teaching Certification

**Skills:**

- Understanding of subjects assigned
- Working knowledge of curriculum and instruction
- Capable of instructing students and managing their behavior
- Exceptional organizational, communication and interpersonal skills

**Experience:** Teaching experience with urban students.

**Responsibilities and Duties:**

- Meet and instruct assigned classes in the locations and at the times designated.
- Plan and implement a program of study following state and Academy goals/curriculum that as much as is possible, meet the individual needs and development of students.
- Guide the learning process toward the achievement of curriculum goals; establish clear objectives for all instructional units, projects and lessons to communicate these goals and objectives to students.
- Diagnose the needs and abilities of assigned students and prescribe appropriate learning activities for each student.
- Evaluate each student's growth periodically and develop instructional plans for the future; assist the specialists in the instruction of special education students.
- Establish and maintain open lines of communication with students and parents/guardians concerning both the broad academic and behavioral progress of all assigned students.
- Assist the administration in implementing all policies and/or rules governing student conduct the classroom, develop reasonable rules of classroom behavior and procedures, and maintain order in the classroom in a fair and just manner.
- Encourage students to set and maintain appropriate standards of classroom behavior.
- Maintain accurate, complete and confidential records as required by law, administrative regulations and Academy policy.
- Confer with colleagues, administration, students and/or parents when necessary.
- Strive to maintain and improve professional competence through ongoing professional development of reading, workshops, seminars, conferences and/or advanced course work at institutions of higher learning.
- Attend staff meetings and serve on staff/Academy committees as required.

- Ability to demonstrate knowledge of subject matter, to seek professional growth, improve classroom instruction and to qualify for certification by following both state and Academy regulations.
- Maintains satisfactory attendance as defined in Academy policy.

**CEO Leadership Academy  
College Coach  
Job Description**

**Primary Role and Purpose:** Works with students and families in conjunction with the Dean of Students to transition students from high school through college.

**Education:** Minimum of Bachelor's Degree, Master's Degree Preferred

**Skills:**

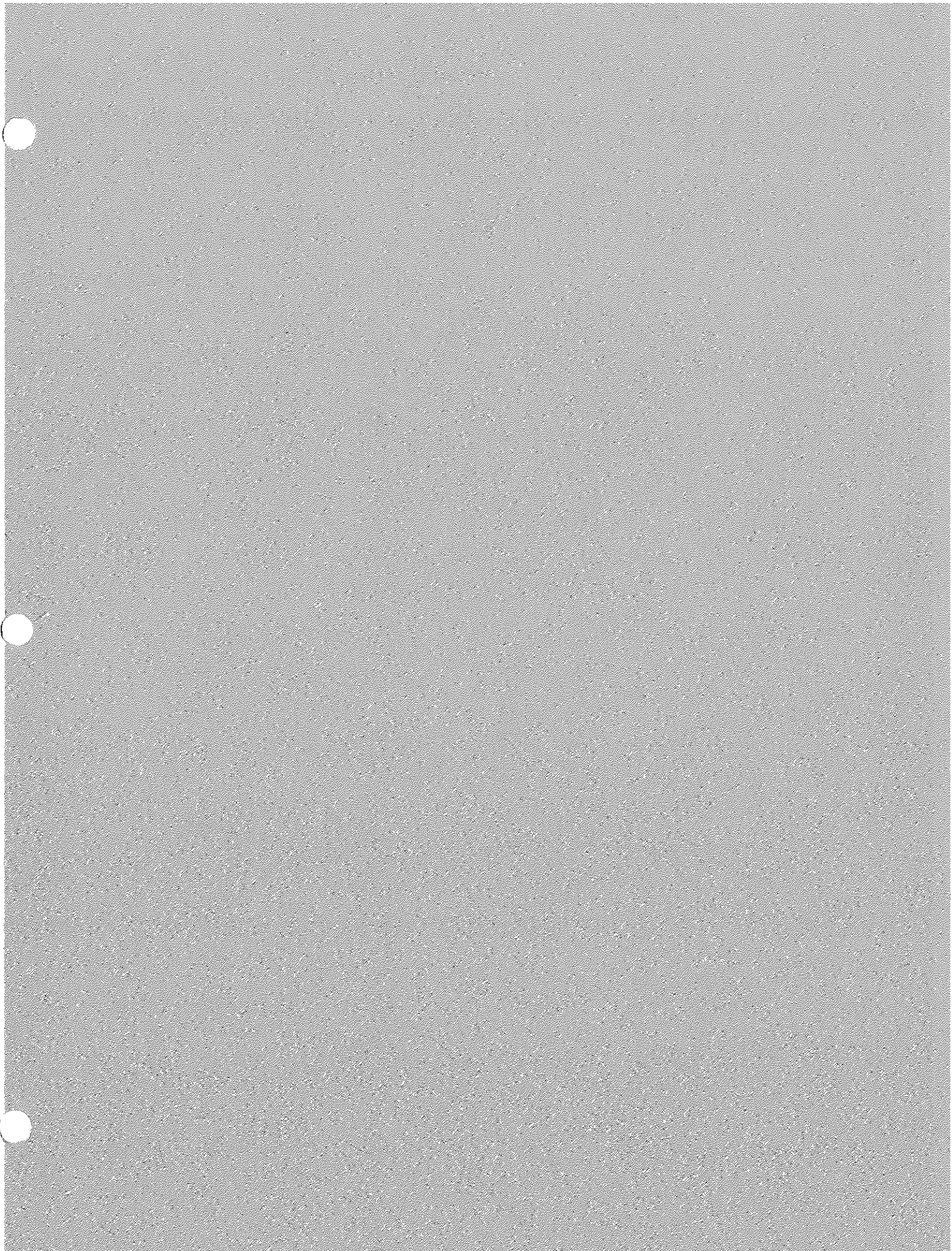
- Knowledge of college admissions processes and requirements
- Ability to build relationships with students, families and college counselors
- Strong organizational communication, and interpersonal skills
- Project and resource of development
- Knowledge of organizing student activities, clubs, etc.

**Experience:** At least 3 years of experience working with high school students in the transitioning of students from high school to college.

**Responsibilities and Duties:**

- To insure that 100% of CEO Leadership Academy's graduates apply to a minimum of 6 colleges
- To work with the Dean of Students to ensure that students have access to core classes required for college admissions
- To work with students, families and Dean of Students to monitor student transcripts for graduation and college admissions requires requirements
- To bring resources to CEO Leadership Academy that will support students' transition from high school to college
- To connect 9<sup>th</sup> and 10<sup>th</sup> graders to state and national pre college program
- To implement College Success and Senior Project courses for juniors and seniors.
- To expose students and families to college environments through college tours, college fairs, bringing colleges to CEO Leadership Academy, Career fair, etc.
- To build relationships with colleges locally and nationally to support our students as they transition from high school to college
- To develop a process of ongoing support for CEO Leadership Academy alumni who are enrolled in college.
- To develop workshops and seminars for families that will support the transition process (i.e. financial aid night, junior and senior meetings, etc)
- To provide individualized support to students as needed for the college application process (i.e. financial aid forms, mentoring)
- To develop community service opportunities for students to gain service hours.
- Identify resources to support students (i.e. ACT prep courses, pre college opportunities)
- Other duties as assigned by the Director of Education





**CEO  
Leadership  
Academy**

**Teacher Evaluation Rubric**

**2010-2011**



Planning and Preparation

Focus Area	Indicators	1 - Does Not Meet	2 - In Progress	3 - Proficient	4 - Mastery
<p>Lesson plans include clear, measurable learning objectives; aligned assessments; detailed components of the learning cycle.</p>	<p>The lesson plans do not always include all components: learning objectives, aligned assessments, and learning cycle. Not all learning experiences are driven by standards aligned assessments and the components of the learning cycle are not designed in a cohesive manner.</p>	<p>The lesson plans always include all components: learning objectives, aligned assessments, and learning cycle. All learning experiences are driven by standards aligned assessments providing sufficient opportunities for practice resulting in mastery of content. A variety of tasks to assess prior knowledge and reflections are strategically designed to support student learning. Learning experiences integrate authentic tasks, and address a variety of learning styles, and consistently meet individual student needs.</p>	<p>The lesson plans always include all components: learning objectives, aligned assessments, and learning cycle. All learning experiences are driven by standards aligned assessments providing sufficient opportunities for practice resulting in mastery of content. A variety of tasks to assess prior knowledge and reflections are strategically designed to support student learning.</p>	<p>The lesson plans always include all components: learning objectives, aligned assessments, and learning cycle. All learning experiences are driven by standards aligned assessments providing sufficient opportunities for practice resulting in mastery of content. A variety of tasks to assess prior knowledge and reflections are strategically designed to support student learning. Learning experiences integrate authentic tasks, and address a variety of learning styles, and consistently meet individual student needs.</p>	<p>The lesson plans always include all components: learning targets, aligned assessments, learning cycle, expected time, and resources. All learning experiences are driven by standards aligned assessments providing sufficient opportunities for practice resulting in mastery of content. A variety of tasks to assess prior knowledge and reflections are strategically designed to support student learning. Learning experiences integrate authentic tasks, and address a variety of learning styles, and consistently meet individual student needs.</p>
<p>Use information gathered from assessments to drive instruction through the adjustment of instructional plans and scope and sequence.</p>	<p>Assessments result in a grade and no instructional modification occurs.</p>	<p>Instructional planning may include some, but not all of the following: intervention, differentiation, and re-teaching -- and is driven primarily by teacher instinct and student input and not by assessment data.</p>	<p>Instructional planning includes intervention, differentiation, and re-teaching that is driven consistently by student performance data.</p>	<p>Instructional planning always includes intervention, differentiation, and re-teaching that is driven by student performance data. Use small group instruction purposefully to address individual student needs. Teacher uses a balance of assessments OF and FOR learning.</p>	<p>Instructional planning always includes intervention, differentiation, and re-teaching that is driven by student performance data. Use small group instruction purposefully to address individual student needs. Teacher uses a balance of assessments OF and FOR learning.</p>
<p>Integrate feedback and information from coaching and professional development and observations into instructional planning in order to support all learners.</p>	<p>Instructional plans do not integrate feedback and new learning.</p>	<p>Instructional plans show an attempt to integrate feedback and new learning, however, do not do so effectively, (i.e. strategy used inappropriately, shows a misunderstanding of the strategy/feedback)</p>	<p>Instructional plans consistently reflect an effort to integrate feedback and new learning. Strategies/feedback are integrated effectively (i.e. strategies used appropriately, shows a strong understanding of strategies/feedback.)</p>	<p>Instructional plans always reflect an effort to integrate feedback and new learning. Strategies/feedback are integrated effectively (i.e. strategies used appropriately, shows a strong understanding of strategies/feedback.) Additionally, through personal reflection, teacher seeks and integrates specific feedback using inquiry from peers and instructional leaders.</p>	<p>Instructional plans always reflect an effort to integrate feedback and new learning. Strategies/feedback are integrated effectively (i.e. strategies used appropriately, shows a strong understanding of strategies/feedback.) Additionally, through personal reflection, teacher seeks and integrates specific feedback using inquiry from peers and instructional leaders.</p>
<p>Email lesson plans every Monday to Instructional leader.</p>	<p>Does not email lesson plans to instructional leader complete and on time.</p>	<p>Inconsistently emails lesson plans to instructional leader complete and on time.</p>	<p>With few exceptions, emails lesson plans to instructional leader complete and on time.</p>	<p>Always emails planning documents to instructional leader complete and on time.</p>	<p>Always emails planning documents to instructional leader complete and on time.</p>

**Domains Area**

**Indicators**

**1- Does Not Meet**

**2- In Progress**

**3- Proficient**

**4- Masters**

Students are engaged in the learning process.

Activities and assignments are inappropriate for students in terms of their age or background. Participation in activities is limited to a few students.

Activities and assignments are appropriate to students and to the subject matter. Teacher attempts to engage students in activities in terms of their age or background. Participation in activities is limited to a few students.

Teacher provides relevant activities and assignments appropriate to students and to the subject matter. Teacher successfully engages students in activities.

Teacher provides relevant activities and assignments appropriate to students and to the subject matter. Teacher successfully engages students in activities. Students are engaged 90%-100% of the time on the following: extended thinking through inquiry, problem solving, analyzing concepts, taking initiative for their own learning, and reflecting on, talking about, and evaluating their own work with peers.

Asks higher level questions and uses discussion techniques.

Questions are vague and of poor quality. Talking out dominates student response to questions. Teacher typically calls on students who raise their hands first, or responds to students who blurt out answers.

Questions may be motivational and interesting but remain primarily at a lower level. Teacher occasionally calls on students who raise their hands first. Teacher often solicits responses from non-participants.

Questioning strategies include high and low levels of complexity, and is used consistently. A variety of techniques are used to solicit responses from all students.

Questioning strategies include high and low levels of complexity, and engage students. Wait-time strategy is used consistently. A variety of techniques are used to solicit responses from all students. Students often lead the discussions and defend their positions.

Instructional time in the classroom is maximized.

During observation, the majority of instructional time is lost. Learning activities are often rushed or too long. Transitions are ineffective.

During observation, instructional time is inconsistently utilized and not focused on learning. Instructional time is paced so that most students complete learning activities. There are inconsistencies with student transitions from one lesson/activity to the next.

During observation, instructional time is maximized and focused on learning. Pacing of the lesson is appropriate to the activities and enables all students to engage successfully with the content. With few exceptions, students' transition from one lesson/activity to the next with no time wasted.

During observation, instructional time is maximized, focused completely on learning. Pacing of the lesson is adjusted as needed to ensure engagement of all students. Students always transition from one lesson/activity to the next with no time wasted.

Teacher makes appropriate accommodations to meet the diverse needs of all students.

During classroom observations teacher does not utilize specific strategies to support engagement and mastery of content and does not differentiate instruction to meet the needs of all students.

During classroom observations teacher does not consistently utilize strategies to support engagement and mastery of content and differentiates instruction inconsistently in the attempt to meet the needs of all students.

During all classroom observations teachers effectively utilize specific strategies to support engagement and mastery of content and differentiates instruction in the attempt to meet the needs of all students. Teacher supports special needs students in internalizing strategies to promote independent growth.

During all classroom observations teachers effectively utilize specific strategies to support engagement and mastery of content and differentiates instruction in the attempt to meet the needs of all students. Teacher supports special needs students in internalizing strategies to promote independent growth.

**Instruction**

Classroom Community

Pegs Area	Indicators	1 = Does Not Meet	2 = In Progress	3 = Proficient	4 = Mastery
<p>Classroom Environment: Physical</p>	<p>The physical environment does not support student learning. There are one or more safety hazards, and materials are difficult to access when needed. Classroom environment does not meet CEO classroom expectations (example: student work with criteria, vocabulary word wall, essential questions, Do Now, agenda)</p>	<p>The physical environment is arranged for safety and accessibility and it facilitates individual student engagement in learning. Classroom environment meets CEO classroom expectations (example: student work with criteria, vocabulary word wall, essential questions, Do Now, agenda)</p>	<p>The arrangement of the physical environment ensures safety and accessibility. Most students work well together or individually as they participate in learning activities. Classroom environment meets CEO classroom expectations (example: student work with criteria, vocabulary word wall, essential questions, Do Now, agenda)</p>	<p>The arrangement of the physical environment ensures safety and accessibility, and facilitates constructive interaction and purposeful engagement for all students in learning activities. Classroom environment meets all CEO classroom expectations (example: student work with criteria, vocabulary word wall, essential questions, Do Now, agenda)</p>	<p>Teacher creates and maintains a climate of equity, caring, and respect in the classroom, thus students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable. Teacher creates environment for students to work independently and collaboratively, assume leadership, and responsibility for themselves and their peers. Teacher enrolls student in developing and maintaining standards for behavior.</p>
<p>Classroom Environment: Social / Emotional</p>	<p>The classroom environment is characterized by unfairness or disrespect, either between the teacher and students or among students. Teachers create an environment where students are unwilling to take risks. Teacher response to inappropriate behavior is unfair or inequitable. Student's social development, self esteem, and diversity are not supported, and students have no sense of responsibility for each other. No standards for behavior appear to have been established, or students are confused about what the standards are.</p>	<p>A climate of fairness, caring, and respect is established by the teacher for most students, but few students take risks and the teacher does little to encourage them. For the most part, the pattern of teacher response to inappropriate behavior is fair and equitable. Teachers create environment where students respect each other's differences most of the time and work together moderately well. The teacher provides limited opportunities for students to assume responsibility. Standards for behavior have been established by the teacher, and the teachers' response to student behavior is generally appropriate.</p>	<p>Teacher creates and maintains a climate of equity, caring, and respect in the classroom, thus students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable. Teacher creates environment for students to work independently and collaboratively, assume leadership, and responsibility for themselves and their peers. Standards for behavior are established, are clear to all students, and are maintained by the teacher.</p>	<p>Teacher creates and maintains a climate of equity, caring, and respect in the classroom, thus students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable. Teacher creates environment for students to work independently and collaboratively, assume leadership, and responsibility for themselves and their peers. Teacher enrolls student in developing and maintaining standards for behavior.</p>	<p>Teacher creates and maintains a climate of equity, caring, and respect in the classroom, thus students take risks and are creative. The pattern of teacher response to inappropriate behavior is fair and equitable. Teacher creates environment for students to work independently and collaboratively, assume leadership, and responsibility for themselves and their peers. Teacher enrolls student in developing and maintaining standards for behavior.</p>

**Professional Responsibilities**

Focus Area	Indicators	1 - Does Not Meet	2 - In Progress	3 - Proficient	4 - Master
Begins and ends class on time with the necessary materials and agenda.	There are inconsistencies with all of the following practices: Preparation of materials, class starting and ending on time, existence of an agenda and standards/learning targets and teachers being focused on students as they walk in the door.	There are inconsistencies with some of the following practices: Preparation of materials, class starting and ending on time, existence of an agenda and standards/learning targets and teachers being focused on students as they walk in the door.	With few exceptions, class is started on time with agenda and standards/learning targets on the board, appropriate materials are prepared, and class always ends on time. Teacher is focused on students as they walk in the door.	Class is started on time with agenda and standards/learning targets on the board, appropriate materials are prepared, and class always ends on time. Teacher is focused on students as they walk in the door.	Class is started on time with agenda and standards/learning targets on the board, appropriate materials are prepared, and class always ends on time. Teacher is focused on students as they walk in the door.
Ensures all lesson plans are completed and provided for substitute in Emergency Sub Folder. Update folder as it is used.	Lesson plans are inconsistently provided, updated, and do not include all necessary materials	Lesson plans are provided, but may not be updated, and do not include all necessary materials	Lesson plans are updated and includes necessary materials, but are generic, not always linked to current content.	Lesson plans are aligned to current content and updated regularly with all materials.	Lesson plans are aligned to current content and updated regularly with all materials.
Follows administrative processes and procedures (supply orders, reimbursements, etc).	There are inconsistencies with completing all necessary paperwork accurately and within expected timeframes.	There are inconsistencies with completing some necessary paperwork accurately and within expected timeframes.	With few exceptions, completes all necessary paperwork accurately and within expected timeframes.	Completes all necessary paperwork accurately and within expected timeframes.	Completes all necessary paperwork accurately and within expected timeframes.
Maintains student data.	Student Data (attendance, assignments and grades) is not entered accurately and not completed within expected time frame	There are inconsistencies with entering Student Data (attendance, assignments and grades) accurately and completely within expected time frame.	With few exceptions, Student Data (attendance, assignments and grades) is entered accurately and completed within expected time frame.	Student Data (attendance, assignments and grades) is entered accurately and completed within expected time frame.	Student Data (attendance, assignments and grades) is entered accurately and completed within expected time frame.
Commits to tasks, participates well and has good attendance.	Teacher is inconsistent with all of the following: Being on campus during assigned hours for teachers. Attends all staff meetings and professional development sessions. Completes all assigned tasks/volunteered tasks. Communicates in advance any requests regarding absence or tardiness.	Teacher shows inconsistency with some of the following: Being on campus during assigned hours for teachers. Attends all staff meetings and professional development sessions. Completes all assigned tasks/volunteered tasks. Communicates in advance any requests regarding absence or tardiness.	With few exceptions, teacher is on campus during assigned hours for teachers. Attends all staff meetings and professional development sessions. Completes all assigned tasks/volunteered tasks. Communicates in advance any requests regarding absence or tardiness.	Teacher is on campus during assigned hours for teachers. Attends all staff meetings and professional development sessions. Completes all assigned tasks/volunteered tasks. Communicates in advance any requests regarding absence or tardiness.	Teacher is on campus during assigned hours for teachers. Attends all staff meetings and professional development sessions. Completes all assigned tasks/volunteered tasks. Communicates in advance any requests regarding absence or tardiness.

## CEO LEADERSHIP ACADEMY'S CLASSROOM OBSERVATION AND ASSESSMENT FORM

Teacher _____	Date _____	Informal _____	Formal _____
Teacher Signature _____	Subject/Course Title _____		
Assessor _____	Lesson Observed _____		

4 – Mastery

3- Proficient

2- In Progress

1- Does Not Meet

Section I: Classroom Community	4	3	2	1
Establishes a positive relationship with each student. (WI 2,5)				
Listens attentively and responds to students' needs. (WI 2,3,5,6)				
Serves as a positive role model for students' learning and behavior, generating enthusiasm and interest. (WI 9)				
Uses cooperative learning techniques appropriately to enhance student learning. (WI 3)				
Provides immediate and genuine positive feedback to students. (WI 5)				
Maintains student engagement during lessons and other activities. (WI 4,5,6,7)				
Implements classroom expectations in a consistent and fair manner. (WI 5)				
Creates an environment where students feel comfortable asking and responding to questions. (WI 5)				
Communicates well with students, using verbal and/or nonverbal cues effectively. (WI 5,6)				
Creates an environment that exhibits the core beliefs of the Academy (Commitment, Excellence and Opportunity). (WI 10)				

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Section II: Planning For Instruction. The lesson plan:	4	3	2	1
includes BBC, agenda for the day, essential questions. (WI 5)				
has clear learning objectives that build on student's prior knowledge. (WI 4,7)				
is clearly divided into small manageable parts with an engaging introduction. (WI 4,7)				
uses textbook and other resources as appropriate to plan meaningful, authentic lessons. (WI 4,7)				
includes an appropriate balance of teacher-directed and student-directed activities. (WI 3,4)				
includes development of critical thinking and problem solving (moves students through Bloom's Taxonomy). (WI 4,6)				
includes accommodations and modifications for students with disabilities. (WI 3)				
Actively reaches out to families and community agencies to bring in volunteers and additional resources. (WI 10)				
integrates technology appropriately to enhance student learning. (WI 3,4)				

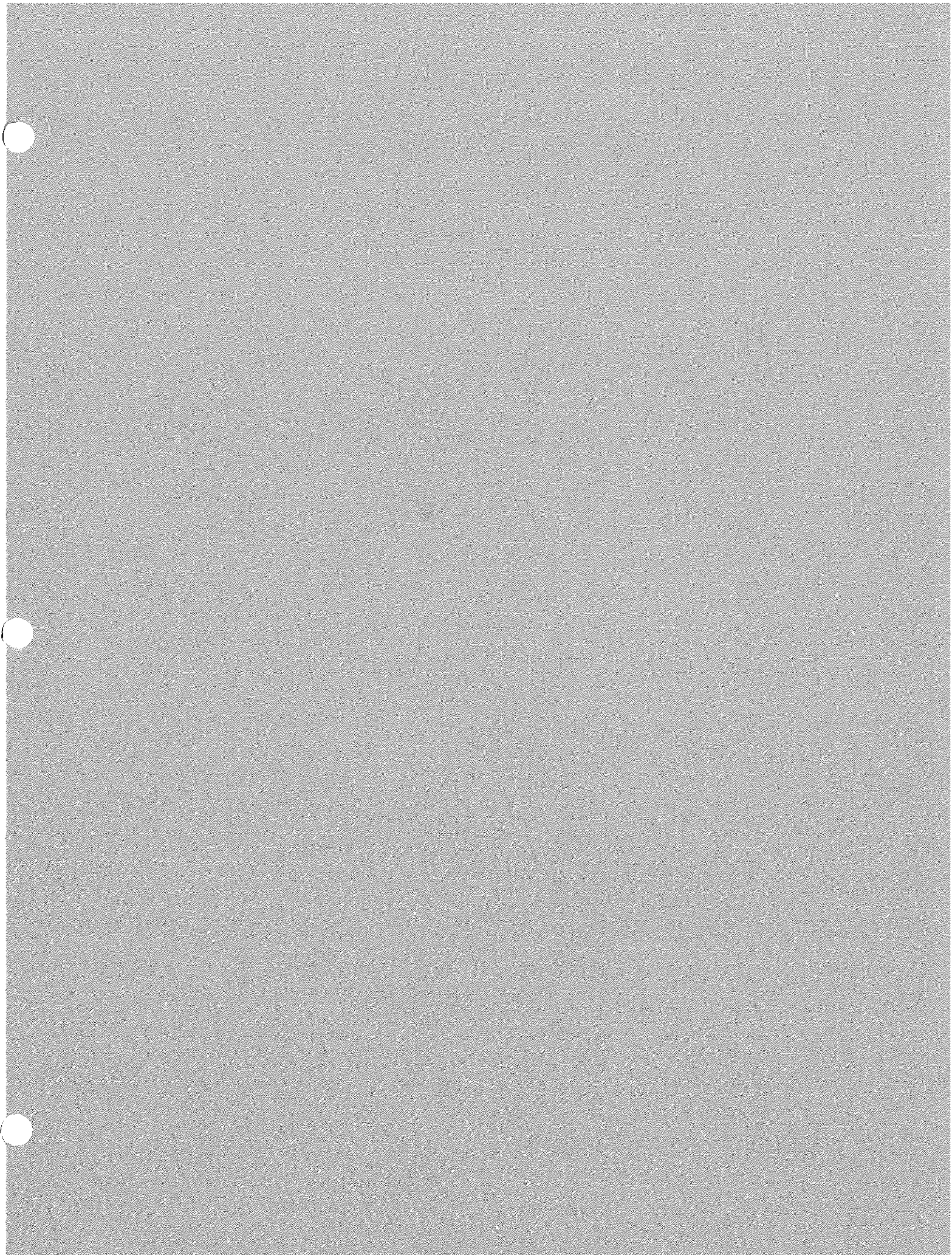
Comments: \_\_\_\_\_

\_\_\_\_\_

<b>Section III: Instruction</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Demonstrates respect for students by having materials and physical environment prepared. (WI 4,7)				
Generates interest and enthusiasm throughout lesson. (WI 4,5,7)				
Presents directions clearly and in sufficient detail. (WI 4,7)				
Lesson moves at an appropriate pace. (WI 4,7)				
Implements methods in which students are actively engaged in their own learning. (WI 4,5)				
Manages transitions between activities appropriately. (WI 5)				
Demonstrates a command for subject matter. (WI 1,2,4,10)				
Is responsive to and flexible in meeting individual student needs during instruction. (WI 2,3,6)				
Uses individual student responses as learning opportunities (teachable moment). (WI 2,3)				
Cues incorrect and partially correct responses by providing specific and immediate feedback. (WI 4,7)				
Uses a variety of appropriate assessment strategies within the lesson. (WI 8)				

Comments: \_\_\_\_\_  
 \_\_\_\_\_





## CEO Leadership Academy's Performance Review Report

<i>Focus Area</i>	<i>Rating</i> (1,2,3,4)	<i>Notes/Evidence</i>
<ul style="list-style-type: none"> <li>● <b>Planning:</b> Lesson plans are turned in on time each week.</li> <li>● Lesson plans:               <ul style="list-style-type: none"> <li>-Support standards-based units and identify learning objectives,</li> <li>-Show evidence of the learning cycle (assessing prior knowledge, extending prior knowledge, and application) in both short and long-term learning experiences,</li> <li>-Include a range of assessment types (I.e., formative, summative assessments, etc.), and</li> <li>-Integrate new concepts and strategies from professional development workshops/ coaching sessions.</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Instruction:</b> Classroom environment displays relevant materials on walls, including: student work, vocabulary, current learning objectives, and curricular concepts.</li> <li>● Teacher clearly differentiates instruction to meet the needs of all learners.</li> <li>● Teacher maximizes the instructional learning time.</li> <li>● Worksheets are used minimally for practicing skills. Authentic tasks that require problem solving and critical thinking are the focus of instruction.</li> <li>● Implementation of the learning cycle (assessing prior knowledge, extending prior knowledge and application) is evident in daily instruction.</li> <li>● An agenda including learning objectives are posted daily to guide instruction.</li> </ul>		
<p><b>Professional Responsibility:</b> Arrives at school no later than 7:20 a.m.</p> <ul style="list-style-type: none"> <li>● Attends all staff meetings/professional development workshops and arrives on time.</li> <li>● Provides front office with an Emergency Substitute Folder with appropriate, updated substitute plans and appropriate materials for all planned absences.</li> <li>● Provides appropriate notice for scheduled absences and reports other absences and tardiness in accordance with school policy.</li> <li>● Completes any necessary paperwork (I.e., making copies, Power School input, etc.) before and after school during breaks, and assigned planning periods only.</li> <li>● Completes assigned paper work by set deadlines (I.e., report cards, grades, etc.).</li> <li>● Follows basic disciplinary expectations for student behavior as outlined by the school discipline policy.</li> <li>● Consistently communicates with students' families through phone calls, notes home, and conferences.</li> <li>● Completes all assigned tasks/volunteered task in a professional manner (I.e., regular updates are given, consistent follow through, and deadlines are met).</li> </ul>		
<ul style="list-style-type: none"> <li>● <b>Student Achievement:</b> Specifically uses data to inform instruction and improve student achievement.</li> </ul>		

I acknowledge that a fair and collaborative performance evaluation was conducted. I had an opportunity to give input and respond to the evaluation.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



## Admission Procedures

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volunteer  
plus 5*

The admissions process is designed to establish a student body that is diverse and reflects the community at large. The Academy is open to any student in the City of Milwaukee between ninth and twelfth grades. The Academy does not discriminate on the basis of gender, race, religion, national origin or ancestry, marital status or parental status, pregnancy, sexual orientation or physical, emotional, or learning disability. Students with social IEP's or 504 accommodations are also encouraged to apply. The Academy does not deny any students based on a disability. The Academy has a goal to enroll a fairly equal balance between male and female students in addition to having a student body and teaching staff that is reflective of the racial and ethnic makeup of the City of Milwaukee.

The Academy is a public school that does not charge tuition. Admission is open to all students who are interested in attending the school and follow the application process. The Academy engages families as well as students in the educational application process. Therefore, students and their parents or guardians must follow the following application process:

Students interested in attending the Academy are asked to fill out an application. After completion of the application, students are asked to provide prior grade reports from their previous school(s). Since the Academy is a college focused academy for all students in Milwaukee, the Dean of Students will review the student applications and report cards/transcripts. Students applying for the Academy should understand that the Academy holds high educational expectations of each student and expects parents/guardians to play an essential role in the education process.

After reviewing the student application and report cards/transcripts, the Dean of Students holds meetings with the parents/guardians present in order to review the mission, vision, and expectations of the Academy. This meeting serves as a helpful means in determining if the Academy is a good fit for the student, according to the student, parents/guardians, and the Dean of Students. The Dean of Students also explains other policies and opportunities for students, such as the promotion policy, graduation requirements, college acceptance procedures, trips, tutoring and extracurricular activities.

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If all parties agree that the Academy is a successful fit for the student, the student and parent/guardian will then receive and sign the student/parent handbook, which explains all the details of school's academic and non-academic policies. A diagnostic test will be given to the student at this time, including mathematics, writing, and reading, in order to assess the student's strengths and weaknesses. This will assist the Academy in determining individual plans for each student. The Dean of Students works with appropriate teachers/specialists to create an individual education plan according to student's background.

In the event that more new students apply than space allows, eligible students are enrolled by a lottery system. First preference for admission is given to students' siblings also applying for admission. All remaining eligible students are placed on a waiting list and accepted, as space becomes available. Students that are already enrolled at the Academy are promoted according to

the grade promotion policy. Existing students of the Academy do not need to apply again for each Academy year provided they return their re-registration form before the deadline.

Separate waiting lists are maintained for each grade level in the event that vacancies occur. The random lottery process used for student admission also serves to place students in preferential order on these waiting lists. Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of the Academy year, the Academy contacts the parent or guardian of the student next on the appropriate waiting list. Reasonable and multiple attempts are made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at the Academy before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, the Academy may remove that student from the waiting list. The Academy maintains documentation of the attempts made to contact the parents of any student removed from the waiting list. Waiting lists are not carried over from year to year, but instead the waiting list for each year is derived from the random lottery. Each year, the Academy sends a new enrollment application directly to the parents of each child on the prior year's waiting list.

Students who decline to enroll when accepted are deleted from the list and reapplication is necessary for future consideration. Students already enrolled in the Academy, and who continue to meet the eligibility requirements, are granted first available space.

Students are notified of their initial enrollment status within one-week of the lottery. Students whose names are drawing the lottery must confirm with their intention to enroll within the time allotted in their notification of admission, which may be ten days or less.

Students admitted and enrolled in the Academy must notify their previously enrolled school and have their records transferred to the school. Students transferring from another school must submit an official transcript from the sending school in order for the student to receive credit for course work. Report cards are not considered sufficient evidence for granting credits toward graduation.

In order to promote diversity and pursue a balance of ethnicity, race, and at-risk students, the Academy actively gets announcements to the public through as many available routes as is practical, including (but not limited to):

- Organizing open house meetings in public libraries
- Posting and distributing flyers in various communities
- Advertising through the media (TV, radio, local newspapers and all community newspapers)
- Attending community organizations' meeting of all kinds,
- Direct mailings
- Visiting public and private elementary and middle schools in the neighborhood,
- Visiting after-school programs,
- Organizing presentations in youth and community centers,

- Attending businesses and civic organizations' meetings.

These methods are the invitation about the opportunities offered to children by the Academy.  
The information is circulated widely.

## Disciplinary Procedures

### ACADEMY RULES

The Academy students are expected to follow the Non-Negotiables and Expectations, which are outlined in the Parent/Student Handbook provided in *Attachment S*. In addition to the rules detailed in the Parent/Student Handbook, students will follow rules set forth by the Academy whether written or stated. The following list of rules has been agreed upon by the staff to be implemented as part of our Academy-wide discipline plan. These established rules must be adhered to by the student population. A documented pattern of disregard for the rules may be a reason for expulsion.

#### Non-Negotiables

The definition of Non-Negotiable - a rule that if broken will lead to a student's swift and immediate expulsion from the Academy.

1. Student(s) who bring drugs and/or alcohol into or in the vicinity of the Academy and/or are convicted of selling drugs.
2. Students who bring and/or use weapons in and in the vicinity of the Academy.
3. Students who are insubordinate\* and/or defiant\* towards an Academy staff member or guest.
4. Students who engage in fighting and/or a physical altercation in or with a two mile radius of the Academy.
5. Students who bully or harass other students at the Academy.
6. Any known gang activity at the Academy.

\*Insubordination/Defiance: Refusing to comply with reasonable requests, orders and directions of teachers, substitute teachers, teacher aides, administrators or other authorized personnel during any period of time when the student is properly under the authority of Academy personnel. Insubordination includes but is not limited to: using profanity towards a teacher, threatening of a teacher, disobedience or disrespect toward any staff member, not serving assigned detentions, not following academy rules or proper procedures, not following assigned schedule/being in unauthorized area chronically tardy to academy or class and repeated misbehavior after warning.

#### Expectations

1. Attend the Academy daily, come on time, and be on time for class.
2. Wear the uniform daily, no hats are to be worn in the Academy, no outer clothing will be worn in the building.
3. Be prepared to work every day. Do all homework assignments.
4. Respect the building. No graffiti or defacing any part of the Academy or School Property.
5. Absolutely no use of profanity in the Academy or disrespectful tone will be tolerated.
6. Respect all Academy staff and students, as well as, any guests or friends of the Academy.
7. No electronic devices are allowed during the Academy day unless teacher approved.

## *Consequences*

The Academy has adopted the following disciplinary consequences for habitual violations of the Academy expectations:

1. Conference with teacher and student
2. Phone call with student present
3. Pending Suspension with parent conference
4. Suspension
5. Suspension
6. Suspension pending expulsion

## *Suspension*

The Director of Education, Principal, or the Dean of Students reserves the right to suspend a student for a disciplinary infraction and/or consistent or serious disregard of school policy. The suspension will last until a parental conference can be arranged. Suspension lengths are determined by the Dean of Students. These range from one day to three days – depending on the severity of an act. Any student who is suspended is prohibited from participation in any academy activity on or off campus. The student is prohibited from being on Academy property until a conference has been held with the parent/guardian. Suspensions are either in-school or out-of-school depending on the offense.

A student may be suspended up to three school days for engaging in alleged behaviors which are outlined in this disciplinary section. A parent conference shall be held with the appropriate administrator prior to the student returning to his/her regular class schedule. Students are prohibited from being on the school premises or any the Academy properties or academy related activities on or off the Academy property without prior written permission of an administrator.

Repeat Offenses: Repeated failure to comply with the Academy rules and regulations or directions of teachers, student teachers, teacher aids, administrator or other authorized Academy personnel. Repeated violations may result in increased severity of the consequence per occurrence.

## *Expulsion*

Expulsion is the legal termination of a student's privilege to attend school. Under Wisconsin state law, that student is required to attend another school until he/she reaches eighteen years of age or when his/her high school class graduates. Only the Director of Education of the Academy has the right to expel a student. A copy of the Expulsion Notification Letter can be found at the end of this section. Official transcripts will be released only after all outstanding financial obligations (missing books, trips, etc.) have been met and all the Academy property (books, etc.) have been returned. Any student expelled or withdrawn may not be on the Academy property or be present at academy functions without the permission of the Director of Education of Dean of

Students. Students expelled from the Academy may be allowed to return after one year with approval from the Director of Education.

### ***Expulsion Procedures***

If a student is facing an expulsion hearing the Parents/Guardians shall be notified in writing at least five days before the hearing is to take place. The parents/guardians shall be notified of the nature and extent of the charges filed against the student and given the right to be represented by a person of their choice. The hearing committee composition shall be of persons who are impartial and objective (two parents, two community members, two students, and two staff members). The hearing committee makes a recommendation to the Director of Education. The recommendation will be to expel or not expel.

Before the hearing is held the parent/guardian and student are informed of the possible recommendations that the committee has the authority to make. Once the hearing is in progress, the student may not have the right to voluntarily withdraw, in lieu of expulsion unless that is the recommendation of the committee.

If the decision to expel the student is made, the parent/guardian is notified by the Dean of Education in writing, within ten (10) calendar days after the hearing, the action that will be taken against the student.

### ***Appeals***

The parent/guardian of the student may, within five (5) calendar days following notification of the expulsion, appeal the decision of the Director of Education in writing with the rationale for the appeal. The Board shall review the decision of the Director of Education within 30 days and render a decision on the appeal. The decision of the Director of Education may be enforced while the Board is reviewing the appeal. The decision of the Board is final and binding.

The Academy applies due process procedures for all of its students. The Academy is aware of the evolving state of the current legislation on discipline procedures for students with disabilities and believes that proactive measures should be taken to prevent discipline problems. If a minor infraction of the expectations occurs with a special education student, discipline is dealt with according to the specific student's IEP goals and disability. If a major infraction of the Non-negotiables occurs with a special education student, the student's disability is taken into consideration and the student is disciplined according to the Academy Non-negotiables and Expectations.

An example of Expulsion Letter and a Description of the Summary of Disciplinary Actions Taken During Prior School Year can be found at the end of this section.



**CEO Leadership Academy**  
**Example of Expulsion Letter**  
**Description of the Summary of Disciplinary Actions**

*Example of Expulsion Letter  
Sent on the Academy Letter Head*

January 21, 2010

To the Parents/Guardians of Baby Ruth:

We regret to inform you that your (son/daughter) Baby Ruth is hereby recommended for expulsion for the remainder of this school year due to a violation of Academy policy. Specifically we have determined that Baby committed the following offense/s on the following date/s.

*Threatening a teacher with bodily harm*

- A. Your child has been given an opportunity to tell his/her side of the story.
- B. The situation has had a thorough investigation with both verbal and written witness statements.
- C. You and your child are hereby given written and verbal notification of expulsion.

You may wish to appeal, if you would like to do so, you may follow the following procedure: You may, within five calendar days following the notification of the expulsion, appeal the decision of the Director of Education in writing with the rationale for the appeal. The Board shall review the decision of the Director of Education. The decision of the Director of Education may be enforced while the Board is reviewing the appeal. The decision of the Board is final and binding.

Working for the Students of CEO,

Denise Pitchford  
Director of Education

Cc: Cum Folder



Table 12

CFO Leadership Academy's Summary of Disciplinary Actions Taken During 2008-2009 Academy Year						
Terrance	Uniform Violation	Classroom Disruption	Profanity	Unprepared For Class	Fighting	Verbal Disruption
34	24	58	58	31	9	23
Disrespect to Staff	Cheating/Plagiarism	Refusing to Participate	Bullying/Threat to Student			
27	7	13	1			
Total # of Referrals		Total # of Suspensions		Total # of Expulsion Hearings/Expulsions		
265		37		10		

*would love to see by student body made real.*

## Plan to Educate Children with Disabilities

The Academy abides by and implements IDEA to ensure that its students with disabilities receive "free and appropriate public education" (FAPE).

As is required by law, anyone can refer a child for assessment for possible special education needs. For students who, after special education evaluation, meet state criteria for special education, or who meet federal criteria under Section 504, the Academy IEP Team (The team will include: Parent(s), one Regular Education Teacher, Special Education Teacher, Dean of Students as Local Education Agency Representative, and Student) works together to create and implement an Individualized Education Plan that ensures FAPE. The Special Education Policies and Procedures Manual provided in *Attachment T* details the responsibilities of the Academy and its staff more specifically.

The Academy currently serves one student who requires related services. When needed for additional students, these services will be provided to the students from outside agencies, with which the Academy will develop a contractual relationship. The amount of time the services will provide will depend on the student's IEP.

The Academy's data on number of students with disabilities can be found at the end of this section.

Handwritten mark: a large bracket on the right side of the page, with a checkmark and a question mark next to it.

**CEO Leadership Academy  
Data on Number of Students  
With Disabilities**

Table 13

<b>CEO Leadership Academy Students with Disabilities 2009-2010 School Year</b>			
<b>Grade Level</b>	<b>Total Number of Students</b>	<b>Number of Students with Disabilities</b>	<b>Percentage of Students with Disabilities</b>
9 <sup>th</sup> Graders	35	6	17.1%
10 <sup>th</sup> Graders	63	8	12.7%
11 <sup>th</sup> Graders	30	2	6.7%
12 <sup>th</sup> Graders	25	2	8%
<b>Whole Student Body</b>	187	19	12.42%

Table 14

<b>CEO Leadership Academy Breakdown of Students with Disabilities as evidenced by an Individualized Education Plan (IEP) 2009-2010 School Year</b>				
	<b>Learning Disability (LD)</b>	<b>Other Health Impairments (OHI)</b>	<b>Emotional Behavioral Disorder (EBD)</b>	<b>Speech and Language</b>
<b>Number of students who are present with a disability</b>	12	4	1	1

<b>A</b>	Qualifications of the School Leader(s), Financial Manager and Board Members
<b>B</b>	Description of Legal Structure of School and Supporting Documentation
<b>C</b>	Organizational Chart
<b>D</b>	Personnel Manual
<b>E</b>	Operations Manual
<b>F</b>	Resumes of Educational Leader(s) and Fiscal Manager
<b>G</b>	Financial Statement for Last Full Year
<b>H</b>	Estimated Budget
<b>I</b>	Monthly Cash Flow Projection for First Year of Operation as Charter School
<b>J</b>	Financial Policies and Procedures Manual
<b>K</b>	Proof of Building Ownership or Tenant Status
<b>L</b>	Letter from Building Inspection Department Regarding Code Compliance
<b>M</b>	Occupancy Permit for School Use
<b>N</b>	Certificate of Insurance Coverages
<b>O</b>	Certified Financial Audit and Management Letter for Existing School With Audits
<b>P</b>	Results from Required Assessments
<b>Q</b>	Copies of Teaching Licenses or Applications and Transcripts for Current Staff
<b>R</b>	Certification
<b>S</b>	Parent Handbook
<b>T</b>	IDEA Policies and Procedures Manual
<b>U</b>	Certified Staffing Plan
<b>V</b>	
<b>W</b>	
<b>X</b>	
<b>Y</b>	
<b>Z</b>	

A

**Denise L. Pitchford**  
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### **Education**

Ed.D. Educational and Organizational Leadership <u>Nova Southeastern University</u> , North Miami, Florida Dissertation Title: <i>Student Choices, Student Voices: A Case Study of Urban Students and Their Education Transformation</i>	Anticipated Completion Date December 2010
Administrative Leadership Certification <u>Alverno College</u> , Milwaukee, Wisconsin	May 2000
Director of Instruction Certification <u>Alverno College</u> , Milwaukee, Wisconsin	May 2000
Master of Education <u>Alverno College</u> , Milwaukee, Wisconsin	August 1998
DPI Education Certification <u>Lakeland College</u> , Sheboygan, Wisconsin	May 1997
Bachelor of Arts Major: Public Relations/Advertising Minor: Journalism <u>Grambling State University</u> , Grambling, Louisiana	December 1991

### **Educational Experience**

*Adjunct Professor*, Concordia University  
Department of Curriculum and Instruction  
Course Title: Curriculum Development and Design  
Mequon, Wisconsin  
January 2006 – Present

- Provide a structured weekly opportunity for students to integrate the content and pedagogical learning they have acquired during their prior preparation in both formal coursework and field experiences with their daily instructional responsibilities in their student teaching placement.
- Provide pedagogical knowledge on working with families and learning about communities.
- Review concepts associated with the curriculum and choices teachers make about the curriculum.
- Document evidence of student learning through analysis of student work.
- Provide instruction and support for integrating instructional technology into the curriculum to enhance student learning.



*Instructor*, University of Wisconsin-Milwaukee  
Department of Curriculum and Instruction  
Course Title: Seminar in Curriculum and Classroom Management  
Milwaukee, Wisconsin  
January 2006 – June 2006

- Review concepts associated with the curriculum and choices teachers make about the curriculum.
- Document evidence of student learning through analysis of student work.
- Provide instruction and support for integrating instructional technology into the curriculum to enhance student learning.
- Provide a framework for preparing a professional portfolio and give and receive feedback on how to present evidence that demonstrates students' skills as a professional.

*Director of Education*, CEO Leadership Academy  
Milwaukee, Wisconsin  
January 2005 – Present

- Create, Develop, and Implement design for new small high school
- Develops curriculum for a small high school
- Trained and developed teachers in the areas of new school development, school culture, and establishing and maintaining positive relationships with parents.
- Secures funding and monitors school budgets.
- Conducts staff observations and evaluations.
- Collaborates with other small high schools for the community outreach and student recruitment.
- Other projects as they arise.

*ITL Fellow 2004: School Planner*, Institute for the Transformation of Learning Marquette  
University, Milwaukee, Wisconsin  
January 2004 – January 2005

- Inspired the development, implementation and stewardship of an innovative Vision for Learning.
- Built and sustained a school culture and education program for improving teaching and learning.
- Managed diverse people, resources and operations for an effective learning environment.
- Collaborated with families and communities, responding to diverse aspirations and mobilizing community resources.
- Worked with integrity, fairness and in an ethical manner.
- Understood, responded to and influenced larger political, social, economic, legal and cultural contexts.



*Field Supervisor, Alverno College,  
Milwaukee, Wisconsin  
2002 – 2003*

- Conducted classroom observations and give both written and verbal feedback to teachers.
- Shared professional advice with first year teachers.
- Supervised 5 first year field students.

*Assistant Principal, A. S. Douglas Community Academy,  
Milwaukee, Wisconsin,  
2000 – 2004*

**Responsibilities:**

- Coordinate School Volunteer Program
- Assist in the Program of Pupil Control and Discipline for 8<sup>th</sup> grade
- Guidance Program
- Monitored Comprehensive School Reform Grant
- Monitored Special Education Guidelines and Students
- Coordinated School Programming/Student Scheduling
- Coordinated and Supervise Supportive School Services
- Coordinated the Data Processing Program, Pupil and Staff Schedules, Report Cards
- Assisted with the Coordination of the Educational Plan
- Other duties as assigned by the Principal

*Middle School Teacher, A. S. Douglas Community Academy,  
Milwaukee, Wisconsin  
1996-2000*

- Taught 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> Grade Math, Science, Social Studies, Reading, and Service Learning
- Student Council Advisor, Debate Judge, After School Tutor, and a variety of Principal selected committees

**Administrative Skills and Experience**

*Leadership*

School Choice Wisconsin Demonstration Project  
Christian Schools International School Accreditation Team  
Developed and Implemented Monthly New Teacher Workshops for A. S. Douglas Community Academy  
Served on the Governance Council  
Served on the Leadership Team/Learning Team  
Presented various Staff Development for various teaching staffs  
Set up Academic Component of Community Learning Center for A.S. Douglas

*Communication*

Thesis Topic: *Importance of Middle School Students and Social Skills*  
CEO Leadership Academy Marketing and Recruitment Materials

*Presentations*

Preparing the Mind for Knowledge – BAEO Symposium 2006  
Mastering Subject Matter 10x10 – BAEO Symposium 2005  
The Five Dysfunctions of a Team Leadership Workshop presented to various school staffs  
Who Moved My Cheese Leadership Workshop  
Addressed various large and small schools and community organizations about the significance of personality or leadership types

**Professional Development**

Alliance for Choice in Education Board Member  
School Choice Administrators Council  
Black Alliance for Education Options Member  
National School Reform Faculty – Critical Friends  
National Alliance of Black School Educators  
Compton Fellowship Board Member  
Delta Sigma Theta Sorority Inc. Member

Student No: G0012570

Date of Birth: 24-APR-1969

Date Issued: 10-MAR-2010

OFFI

Record Of: DENISE PITCHFORD  
285 E PARKWAY ESTATE  
OAK CREEK, WI 53154

Page: 1

Issued To: DENISE PITCHFORD  
CNC LEADERSHIP ACADEMY  
3222 W. BROWN STREET  
MILWAUKEE, WI 53208

SUBJ NO. C COURSE TITLE CRED GRD PTS R

Course Level: Undergraduate

Current Program  
College: College of Business  
Major: Management

Institution Information continued:

HIST 103 M Recent American Hist 3.00 A 12.00  
HUM 105 M Lyceum Credit 1.00 A 4.00  
ST 212 M Fundamentals Of Publ 3.00 A 12.00

Ehrs: 15.00 GPA-Hrs: 15.00 QPts: 48.00 GPA: 3.20

Degrees Awarded: Bachelor of Arts 13-DEC-1991  
Major: Mass Communication  
Maj/Concentration: Public Relations

Honor Roll  
Good Standing

1988 Fall Semester

SUBJ NO.	C	COURSE TITLE	CRED GRD	PTS R	CS 107	M	Computers And Societ	3.00	B	9.00
BCON	201	M	Principles Of Econom	1.00	C	6.00				
ENG	101	M	Freshman Composition	3.00	C	6.00				
HED	100	M	First Aid	1.00	A	4.00				
PSY	200	M	General Psychology	3.00	D	3.00				
ST	110	M	Intro To Broadcast C	3.00	C	6.00				

Ehrs: 16.00 GPA-Hrs: 16.00 QPts: 34.00 GPA: 2.12

Good Standing

TRANSFER CREDIT ACCEPTED BY THE INSTITUTION:  
(T)-Transfer Course (E)-Equivalent Course

91 Fall Sem Univ Wisc Madison

ENGL	129	The Structure Of E	3.00	C
TRN	CRS	ENGL329 The Structure Of E	3.00	C

Ehrs: 6.00 GPA-Hrs: 6.00 QPts: 6.00 GPA: 2.00

INSTITUTION CREDIT

1987 Fall Semester

BSS	101	M	Orientation	1.00	A	4.00
ENG	092	M	Basic English II	3.00	C	6.00
HUM	105	M	Lyceum Credit	1.00	B	3.00
MATH	140	M	College Algebra	3.00	C	6.00
READ	095	M	Basic Reading II	3.00	A	12.00
ST	101	M	Voice And Diction	2.00	B	6.00

Ehrs: 13.00 GPA-Hrs: 13.00 QPts: 37.00 GPA: 2.84

Good Standing

1988 Spring Semester

BIOL	104	M	Principles Of Biolog	3.00	C	6.00
BIOL	104L	M	Principles Of Biolog	1.00	A	4.00
BSS	102	M	Freshman Seminar	1.00	A	4.00
ENG	093	M	Basic English III	3.00	C	6.00

1989 Fall Semester

AS	201	M	Development Of Air F	1.00	B	3.00
BIOL	103	M	Principles Of Biolog	3.00	B	9.00
BIOL	103L	M	Principles Of Biolog	1.00	A	4.00
ENG	213	M	Advanced Composition	1.00	C	6.00
MC	333	M	Principles Of Public	3.00	B	9.00
MC	335	M	Advertising Principl	1.00	C	6.00
PE	104	M	Bowling	2.00	A	8.00

Ehrs: 16.00 GPA-Hrs: 16.00 QPts: 45.00 GPA: 2.81

Good Standing

CONTINUED ON PAGE 2

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

GRAMBLING STATE UNIVERSITY

493 Main Street, Box 4271, Grambling, LA 71245

190998  
**WARNING:** THIS TRANSCRIPT INCLUDES AN EMBOSSED (RAISED) SEAL. RUB FINGER OVER LOGO TO FEEL RAISED IMAGE AND VERIFY AUTHENTICITY. THIS TRANSCRIPT INCLUDES SECURITY WATERMARK PAPER, SECURITY FIBERS, CHEMICAL SENSITIVITY, AND SECURITY BACKGROUND.

OFFICIAL SIGNATURE

*Patricia J. Hutcherson*

PATRICIA J. HUTCHERSON, UNIVERSITY REGISTRAR

VOID WITHOUT WATERMARK



Record of: DENISE FITCHFORD  
Level: Undergraduate

SUBJ NO. C COURSE TITLE CRED GRD PTS R SUBJ NO. C COURSE TITLE CRED GRD PTS R

Institution Information continued:

1990 Spring Semester

MATH 141 M Plane Trigonometry 3.00 C 6.00  
MC 110 M Mass Media Writing 3.00 A 12.00  
MC 150 M Basic Copyediting 3.00 B 9.00  
MC 360 M Advertising Creative 3.00 A 12.00  
Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 39.00 GPA: 3.25

Honor Roll

Good Standing

1990 Summer Session

ENG 200 M World Literature 3.00 B 9.00  
SPAN 101 M Elementary Spanish 4.00 B 12.00  
Ehrs: 7.00 GPA-Hrs: 7.00 QPts: 21.00 GPA: 3.00

Good Standing

1990 Fall Semester

101 M Environmental Chemis 3.00 W 0.00  
301 M General Ed Seminar I 1.00 C 2.00  
MC 100 M Introduction To Mass 3.00 B 9.00  
MC 335 M Communication Law An 3.00 C 6.00  
MC 460 M Public Relations Cam 3.00 A 12.00  
PHIL 201 M Introduction To Phil 3.00 B 9.00  
SPAN 102C M Elementary Spanish 3.00 B 9.00  
Ehrs: 16.00 GPA-Hrs: 16.00 QPts: 47.00 GPA: 2.93

Good Standing

1991 Spring Semester

ART 210 M Intro To Fine/Perfor 3.00 B 9.00  
GEOG 201 M Introduction To Geog 3.00 B 9.00  
GES 302 M General Ed Seminar/S 1.00 C 2.00  
HUM 200 M African Culture 3.00 A 12.00  
MC 409 M Communication Resear 3.00 A 12.00  
MC 433 M Public Relations Wri 3.00 B 9.00  
SPAN 201C M Intermediate Spanish 3.00 W 0.00  
Ehrs: 16.00 GPA-Hrs: 16.00 QPts: 53.00 GPA: 3.31

Honor Roll

Good Standing

\*\*\*\*\* CONTINUED ON NEXT COLUMN \*\*\*\*\*

Institution Information continued:

1991 Fall Semester

CHEM 201 M Environmental Chemis 3.00 A 12.00  
ENG 311 M Advanced Composition 3.00 P 9.00  
FR 101 M Elementary French 3.00 C 6.00  
GES 401 M General Ed Seminar/M 3.00 A 12.00  
GES 402 M Gen Ed Sem Cur Nat 1.00 A 4.00  
HUM 201 M Western Culture 3.00 A 12.00  
MC 225 M Mass Media And Socie 3.00 B 9.00  
PS 201 M American Government 3.00 A 12.00  
Ehrs: 20.00 GPA-Hrs: 20.00 QPts: 58.00 GPA: 3.40

Honor Roll

Good Standing

\*\*\*\*\* TRANSCRIPT TOTALS \*\*\*\*\*

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	143.00	146.00	422.00	2.89
TOTAL TRANSFER	3.00	3.00	6.00	2.00
OVERALL	146.00	149.00	428.00	2.87

\*\*\*\*\* END OF TRANSCRIPT \*\*\*\*\*



190997 GRAMBLING STATE UNIVERSITY  
403 Main Street, Box 4271, Grambling, LA 71245

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OFFICIAL SIGNATURE  
*Patricia J. Hutcherson*  
PATRICIA J. HUTCHERSON, UNIVERSITY REGISTRAR

VOID WITHOUT WATERMARK

**Alverno** OFFICIAL TRANSCRIPT  
COLLEGE  
IF  
TRANSCRIPT DELIVERED UNOPENED

Run Date: 04/18/07

**STUDENT NAME**

D. e L. Pitchford

DATE OF BIRTH  
NAME AT BIRTH

Pitchford

SOCIAL SECURITY #  
STUDENT I.D.

01/01/97

DATE OF ENTRY

Degree: Master of Arts  
Graduation Date: 08/20/1998

Major Area(s): Professional Development K-12

Support Area(s):

**ALVERNO COLLEGE DEGREE**

Alverno College awards a Master of Arts degree when a student has completed a program of study that includes accomplishment in required areas of knowledge integrated with the demonstration of required levels of performance in five broad abilities:

- **Conceptualization:** Integrating disciplinary knowledge with learning frameworks and a broad understanding of human development in order to plan and implement learning processes
- **Diagnosis:** Interpreting observations of behavior and situations using frameworks to foster learning
- **Coordination:** Managing resources effectively to support learning
- **Communication:** Using oral, written, and media modes of communication to structure and reinforce learning
- **Integrative Interaction:** Demonstrating professional competence and responsibility in diverse learning environments

The degree is based upon demonstration of ability both in course work and in external assessments.

**EVALUATION OF STUDENT LEARNING**

As the final report of demonstrated achievement that defines the Alverno College Master of Arts degree, this academic transcript reflects the importance the College attaches to the student's ability to use knowledge effectively in professional settings.

Evaluation or assessment of student ability by faculty, external assessors, and the student is integral to the Alverno program of study. Ongoing assessment, based upon established criteria, takes place under the direction of the instructor in every course. 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 the graduate program. In all courses listed on the official transcript the student met these standards for successful completion of the course. Successful completion of a course means that the student is ready for the next course in a given area — that is, in the judgment of the faculty, the student's work is equivalent to a B 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 area of graduate study evaluate the student's overall academic achievement, and record the faculty's judgment in a narrative statement. This evaluation replaces letter grades for individual courses and reflects the unique elements of the student's performance.

**THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, AS AMENDED, PROVIDES THAT THIS TRANSCRIPT IS NOT TO BE RELEASED TO ANY OTHER PERSON OR AGENCY WITHOUT WRITTEN CONSENT OF THE STUDENT.**

IF

**DELIVERED UNOPENED**

Run Date: 04/18/07

**STUDENT NAME**

Dorise L. Pitchford

**Date of Birth**  
**Name at Birth**

Pitchford

**Program:** Licensure  
**Graduation Date:** 05/20/2000

**Social Security #**  
**Student I.D.**

**Major Area(s):** Administrative Leadership

**Date of Entry**

**Support Area(s):**

**ALVERNO COLLEGE CURRICULUM**

**EVALUATION OF STUDENT LEARNING**

The education the student experiences at Alverno College is unique. The faculty carefully design each course as a series of learning experiences that become progressively more challenging. This complex, active learning process cannot be adequately reflected in tests and grades. Therefore, the student is personally assessed in terms of his or her growing abilities at each step of the way, and learns to analyze his or her own work.

Evaluation or assessment of student ability by faculty, external assessors, and the student is integral to the Alverno program of study. Ongoing assessment, based upon established criteria, takes place under the direction of the instructor in every course.

The abilities that are integrated into graduate level Alverno College courses include:

**RECORD OF ACHIEVEMENT**

The College requires all students to meet the standards established by the graduate program. 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, in the judgment of the faculty, the student's work is equivalent to a B or better in a letter grade system. Courses in which the student did not meet these criteria are not recorded.

- **Conceptualization:** Integrating disciplinary knowledge with learning frameworks and a broad understanding of human development in order to plan and implement learning processes
- **Diagnosis:** Interpreting observations of behavior and situations using frameworks to foster learning
- **Coordination:** Managing resources effectively to support learning
- **Communication:** Using oral, written, and media modes of communication to structure and reinforce learning
- **Integrative Interaction:** Demonstrating professional competence and responsibility in diverse learning environments

**THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, AS AMENDED, PROVIDES THAT THIS TRANSCRIPT IS NOT TO BE RELEASED TO ANY OTHER PERSON OR AGENCY WITHOUT WRITTEN CONSENT OF THE STUDENT.**

Student Name: Pitchford, Denise L  
 Student ID : 0094937

ALVERNO COLLEGE  
 RECORD OF ACHIEVEMENT

OFFICIAL TRANSCRIPT 04/18/07

IF

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DEPT	COURSE	Sem Hrs Earned	DEPT	COURSE	Sem Hrs Earned
SUMMER 1997					
TLA	611		ED & HUM DEV I:UNDERSTANDING L		3
FALL 1997					
AC	613		GRADUATE EXTERNAL ASSESSMENT I		0
DI	665		PURPOSE OF EDUCATION IN A DEMO		3
TLA	612		ED & HUM DEV II:SCHOLRSHP OF T		3
SPRING 1998					
AC	653		GRADUATE EXTERNAL ASSESSMENT I		0
TLA	651		EDUCATNL INQUIRY:RESEARCH IN A		3
TLA	652		LRNG ORGANIZATION & SOCIAL CHA		3
SUMMER 1998					
AC	753		GRADUATE EXTERNAL ASSESSMENT I		0
DI	669		SCHOOL AS LEARNING COMMUNITIES		3
TLA	751		PRACTICUM: SOCIAL SKILLS/MIDDL		3
TLA	752		INTEG THEORY & PRACTICE: MA SE		3

-----  
 Degree Received: Master of Arts  
 Date Conferred.: 08/20/1998  
 Majors.....: Professional Development K-12  
 -----

FALL 1998					
DI	668		FRAMEWORKS FOR ASSESSMENT PRAC		3
ED	697		ISSUES IN DIVERSITY		1
SPRING 1999					
DI	666		PROF ROLES IN SCHOOL COMMUNITI		3
DI	667		FRAMEWORKS FOR CURRICULUM DEVL		3
SUMMER 1999					
AL	671		LEGAL ASPECTS OF ADMINISTRATIO		3
AL	672		ADMINISTRATIVE FINANCE & BUS M		3
FALL 1999					
AL	751		PRACTICUM:ADMINISTRATIVE LEADE		3
ED	697		ISSUES IN DIVERSITY		1

-----  
 Majors.....: Administrative Leadership  
 Certifications.: Licensure on 05/00  
 -----

ES TAKEN ELSEWHERE

Lakeland College 09/1995 - 05/1996					
ED	599	SC	Learn & Assess Techn		5
ED	599	SC	Spec Issues in Education		4
ED	599	SI	Theory & Practice of Teaching		6

Alverno College  
STATEMENT OF EVALUATION

OFFICIAL TRANSCRIPT

IF

DELIVERED UNOPENED  
Student ID: 94937

Student Name: PITCHFORD, Denise

Denise Pitchford demonstrated the abilities that characterize a graduate of the Alverno College Master of Arts in Education program with a focus on Middle Level Teaching. These abilities include extending and integrating disciplinary knowledge and learning frameworks; interpreting observations of behavior and situations, and using frameworks to foster learning; managing resources effectively to support learning; using oral, written, and media modes of communication to structure and reinforce learning; and demonstrating professional competence and responsibility in diverse learning environments.

Ms. Pitchford's graduate work was marked by thoughtful attention to issues, positive approaches to problem solving, and a commitment to young learners. In her middle school teaching program, she developed a solid understanding of the needs of middle level learners and the demands of the middle school curriculum. She drew upon theoretical frameworks relating to motivation, behavior, and classroom management to create a nurturing environment in her classroom. In a course focused on human development and learning, she examined a range of theoretical frameworks that support teaching and learning and created a synthesis to illustrate the impact of many factors in a diverse learning environment.

Across her coursework, she developed her skills in meeting the needs of learners. She learned to adapt lessons for exceptional education students and sought ways to make learning more accessible in various learning modalities. Recognizing that students best connect with learning in different ways, she studied the theory of multiple intelligences and applied it in the design of lessons in science. Committed to the development of learners in the urban public schools, she focused an elective study on the purposes of education in a democratic society. In that course, she developed a proposal to develop a branch of a bank at her middle school, supporting her proposal with citations from John Dewey's *Education and Democracy* as well as with references to her district's school to work reform efforts. She made an effective case for the promise of the project to increase the potential of her students to participate more fully in a democratic society.

In an action research project, she sought to improve her teaching practice by examining differences between hands-on and more traditional teaching practices for 6th grade students. While her sample size was small, her design was effective and suggested that greater improvement resulted from the hands-on approaches. She was able to analyze the influence of the inquiry process and articulate its impact on her personal teaching practice.

Recognizing the factors involved in creating a community, she prepared an organizational audit of her church, exploring the approaches to change that

might most effectively lead to an improvement in its service to members. She drew upon theoretical frameworks from her study to assist her in analyzing the interactions among stakeholders and made comprehensive recommendations for change. She demonstrated a positive approach to change, building upon the strengths already present in the organization. In another project in a course on the school as a learning community, she undertook a study of a special program serving African American boys in grades 3-8, for which she has been a teacher. She outlined the range of educational and experiential activities designed and used to foster opportunities for these boys to develop the skills and receive the support to be successful in school and in life.

Ms. Pitchford demonstrated strength in applying methods of inquiry to her teaching practice, developing and implementing an action research project in her final semester in the program. She designed her action research in response to a concern about the level of social skills demonstrated by middle school students at her school site. Using a summer recreation program population, she worked with a group of students in a series of sessions that built awareness and provided practice in applying social skills. At the end of the sessions, the students gave evidence of seeing the importance of social skills and of being able to apply them in everyday situations. Ms. Pitchford joined with other graduate students in developing a conference as a platform to share her research process and invite interaction with teachers and others. She also demonstrated the ability to facilitate professional discourse.

Both in the program and at her school site, Ms. Pitchford gave evidence of working collaboratively with her colleagues, maintaining an openness to what she might learn from others. She worked to improve her communication skills, growing in her ability to produce clear writing and effective presentations. Through her successful presentation and defense of a portfolio illustrating her ability to demonstrate the proposed Wisconsin teaching standards, she received her Wisconsin teaching license for the middle grades.





**PITCHFORD, DENISE**

#0094937

**MAY 2000**

---

Denise Pitchford completed the requirements for licensure as a Director of Instruction and a K-12 principal, meeting all of the requirements of the State of Wisconsin.

Her work was marked by effective planning skills, a keen sense of commitment to children, excellent interpersonal skills, explicit demonstrations of administrative leadership and business and financial planning skills, and a strong grounding in administrative theory related to curriculum, legal aspects, staff development and community collaboration.

In fulfilling the requirements of the Director of Instruction license, she worked with curriculum development, making appropriate links between curriculum, standards, and assessment. She designed appropriate performance assessments for classroom use and developed approaches to the supervision of instructional practice. Addressing issues in staff development, she prepared useful materials and processes for working with teachers to improve instructional practice.

During her coursework, she demonstrated her ability to fulfill the requirements of the role of principal as she successfully assumed the administrative responsibilities as an assistant building administrator under the supervision of her principal. She effectively led teacher study committees within her school and completed the tasks assigned to the committee to the satisfaction of her mentor. She recorded and analyzed daily administrative challenges and solved administrative problems using the theoretical base from her coursework. She thoughtfully diagnosed and reported on staff, student, and parent administrative issues to her peers during her coursework. She was consistently thorough as she assessed her performance as an administrator. She was sensitive and efficient in dealing with problems as she was given feedback and adjusted her behavior appropriately as she confronted weaknesses. She learned to use her strengths as an administrator quite effectively while working with others. She developed a plan for her own professional development based on her strengths and set a clear direction for her administrative future.

# NOVA SOUTHEASTERN UNIVERSITY

Record of: Denise L. Pitchford  
7075 N. Lincolnshire Circle  
Milwaukee, WI 53223-6343

3301 College Avenue  
Fort Lauderdale, Florida 33314-7796

Issued To: Denise L. Pitchford  
CEO Leadership Academy  
3222 West Brown Street  
Milwaukee, WI 53208

SUBJ NO COURSE TITLE CRED GRD PTS R

Course Level: Doctorate Ed/Org Leaders

Institution information continued

Primary Curriculum:

Doctor of Education

College: Fischler Sch Edu/Hum Serv

Major: Educational Leadership

Winter 2004				
EDL 8471	Creating Learning Communities	4.00 P		0.00
EDL 9420	Human Resource Plan	2.00 P		0.00
Ehrs:	6.00	GPA-Hrs:	0.00	QPts: 0.00 GPA: 0.00

SUBJ NO COURSE TITLE CRED GRD PTS R

Spring 2004

INSTITUTION CREDIT

EDL 8433	Fin Pol & Leg Systems	5.00 P		0.00
Ehrs:	5.00	GPA-Hrs:	0.00	QPts: 0.00 GPA: 0.00

Winter 2003

EDL 8401	Admin Problems & Research	2.00 P		0.00
EDL 8481	Educational Leader Appraisal	3.00 P		0.00
EDL 9401	Field Study Seminar	1.00 P		0.00
Ehrs:	6.00	GPA-Hrs:	0.00	QPts: 0.00 GPA: 0.00

Summer I 2004

EDL 8461	Leadership, Commun & Inter Rel	2.00 P		0.00
EDL 8462	Ethics and Educ Leadership	2.00 P		0.00
Ehrs:	4.00	GPA-Hrs:	0.00	QPts: 0.00 GPA: 0.00

Spring 2003

EDL 8451	Administrative Methods	3.00 P		0.00
EDL 9402	Field Study Seminar	1.00 P		0.00
Ehrs:	4.00	GPA-Hrs:	0.00	QPts: 0.00 GPA: 0.00

Fall 2004

EDL 8441	Leadership & Change	3.00 P		0.00
BDL 9404	Field Study Seminar	1.00 P		0.00
EDL 9481	Reflection and Vision	5.00 P		0.00
Ehrs:	4.00	GPA-Hrs:	3.00	QPts: 9.00 GPA: 1.00

Summer II 2003

EDL 8305	Conflict Resolution	6.00 P		0.00
Ehrs:	6.00	GPA-Hrs:	0.00	QPts: 0.00 GPA: 0.00

Winter 2005

EDL 9481	Reflection and Vision	5.00 P		0.00
EDL 9453	Independent Growth Project	4.00 P		0.00
Ehrs:	9.00	GPA-Hrs:	0.00	QPts: 0.00 GPA: 0.00

Fall 2003

EDL 8421	Evaluation	5.00 P		0.00
EDL 9403	Field Study Seminar	1.00 P		0.00
EDL 9450	Field Study Evaluation Plan	2.00 P		0.00
Ehrs:	8.00	GPA-Hrs:	0.00	QPts: 0.00 GPA: 0.00

Summer I 2005

ARO 8467	Seminar 2: Proposal	5.00 PR		0.00
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CONTINUED ON PAGE 2

CONTINUED ON NEXT COLUMN

AN OFFICIAL SIGNATURE IS DARK BLUE WITH A BLUE BACKGROUND REJECT DOCUMENT IF SIGNATURE BELOW IS ALTERED

This officially sealed and signed transcript is printed on blue SCRIP-SAFE security paper with the name of the university printed in white type across the face of the document. A raised seal is not required. When photocopied the words COPY VOID and the name of the university should appear. A BLACK & WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED.

G. Elaine N. Poff, Director of University Registrar's Office

OFFICIAL ACADEMIC TRANSCRIPT



TO VERIFY TRANSLUCENT GLOBE LOGOS MUST BE VISIBLE WHEN HELD TOWARD LIGHT SOURCE



# NOVA SOUTHEASTERN UNIVERSITY

3301 College Avenue  
Fort Lauderdale, Florida 33314-7796

Record of: Denise L. Pitchford  
Level: Doctorate - Ed/Org Leaders

SUBJ NO	COURSE TITLE	CRED GRP	PTS R
---------	--------------	----------	-------

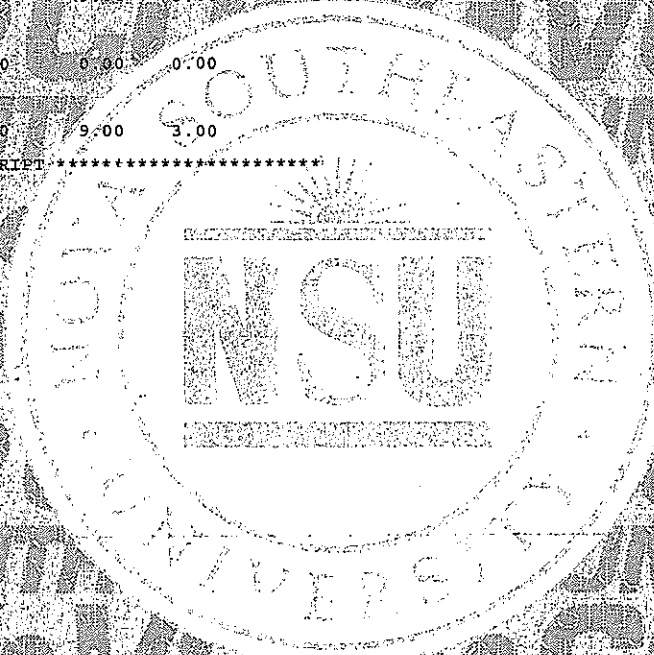
Institution Information continued:

Hrs: 0.00 GPA Hrs: 0.00 QPts: 0.00 GPA: 0.00

\*\*\*\*\* TRANSCRIPT TOTALS \*\*\*\*\*

	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	52.00	3.00	9.00	3.00
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	52.00	3.00	9.00	3.00

\*\*\*\*\* END OF TRANSCRIPT \*\*\*\*\*



TO VERIFY: TRANSLUCENT GLOBE ICONS MUST BE VISIBLE WHEN HELD TOWARD A LIGHT SOURCE

AN OFFICIAL SIGNATURE IS DARK BLUE WITH A BLUE BACKGROUND. REJECT DOCUMENT IF SIGNATURE BELOW IS ALTERED.

This officially sealed and signed transcript is printed on blue SCRIP-SAFE® security paper with the name of the university printed in white type across the face of the document. A raised seal is not required. When photocopied the words COPY VOID and the name of the university should appear. A BLACK ON WHITE OR A COLOR COPY SHOULD NOT BE ACCEPTED.

*E. N. Poff*

G. Elaine N. Poff, Director of University Registrar's Office

OFFICIAL  
ACADEMIC  
TRANSCRIPT



Wisconsin Department of Public Instruction

**Wisconsin Educator License/Permit Information**

Information valid as of Fri Mar 26 17:47:15 CDT 2010

Name: **DENISE L PITCHFORD**

Educator File Number: **388408**

**Most Recent:**  
Application (with payment) received: **March 16, 2010**

**Licenses/Permits:**

Valid: **July 1, 2009 through June 30, 2014**

License Type: **40 Professional Educator**      Renewal  
Position/Level: **51 PRINCIPAL**  
Subject: **N/A**  
Low Grade: **PK Pre-Kindergarten**      High Grade: **12 Twelfth Grade**

Valid: **July 1, 2009 through June 30, 2014**

License Type: **40 Professional Educator**      Renewal  
Position/Level: **10 DIRECTOR OF INSTRUCTION**  
Subject: **N/A**  
Low Grade: **PK Pre-Kindergarten**      High Grade: **12 Twelfth Grade**

Valid: **July 1, 2009 through June 30, 2014**

License Type: **40 Professional Educator**      Renewal  
Position/Level: **45 ELEMENTARY TEACHER**  
Subject: **158 FIFTH THRU EIGHTH GRADE**  
Low Grade: **05 Fifth Grade**      High Grade: **08 Eighth Grade**

**Prior Licenses/Permits:**

Valid: **July 1, 2001 through June 30, 2006**

License Type: **05 5-year License**  
Position/Level: **51 PRINCIPAL**  
Subject: **N/A**  
Low Grade: **PK Pre-Kindergarten**      High Grade: **12 Twelfth Grade**

**Valid: July 1, 2001 through June 30, 2006**

License Type: **05 5-year License**

Position/Level: **10 DIRECTOR OF INSTRUCTION**

Subject: **N/A**

Low Grade: **PK Pre-Kindergarten** High Grade: **12 Twelfth Grade**

**Valid: July 1, 2001 through June 30, 2006**

License Type: **05 5-year License**

Position/Level: **45 ELEMENTARY TEACHER**

Subject: **158 FIFTH THRU EIGHTH GRADE**

Low Grade: **05 Fifth Grade** High Grade: **08 Eighth Grade**

**Valid: July 1, 1996 through June 30, 2001**

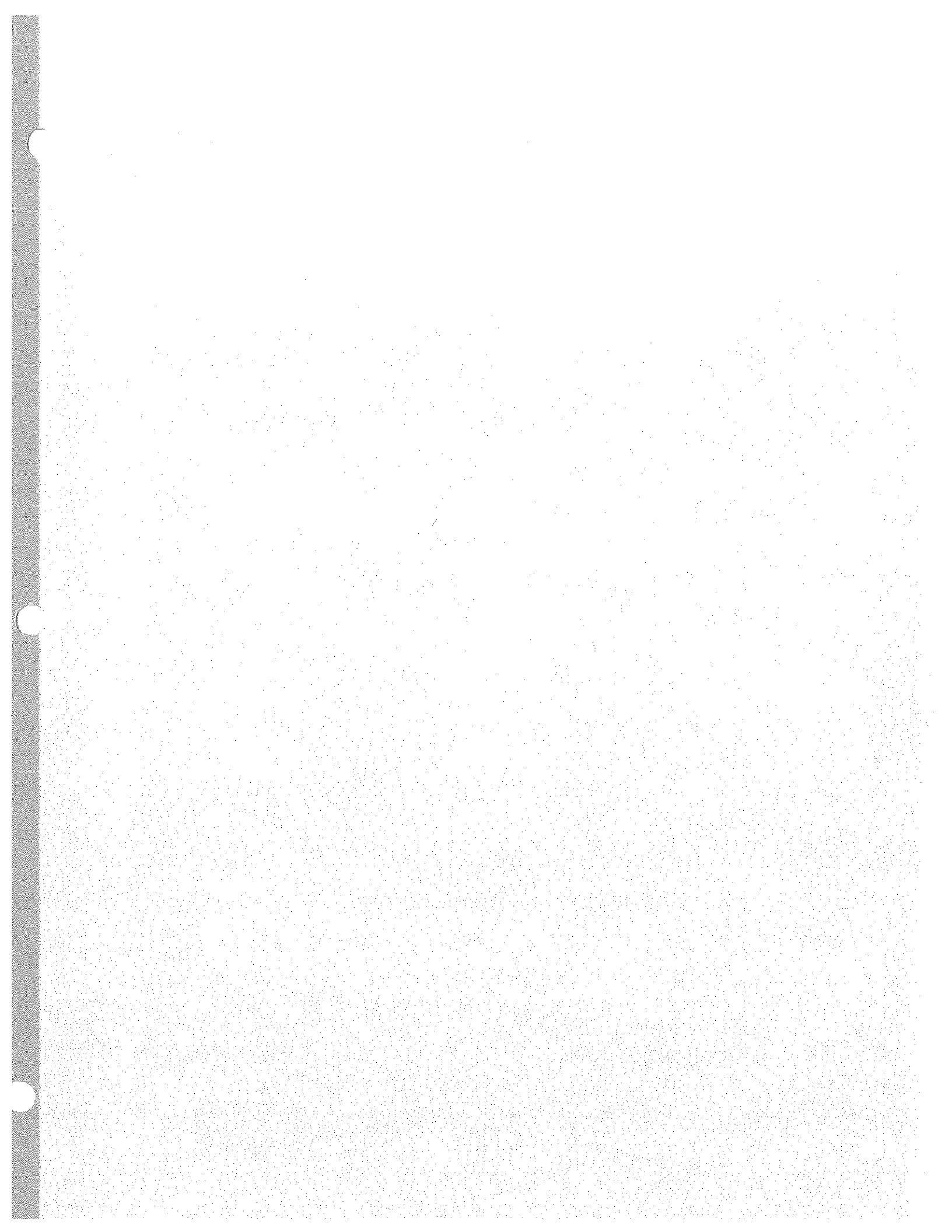
License Type: **05 5-year License**

Position/Level: **45 ELEMENTARY TEACHER**

Subject: **158 FIFTH THRU EIGHTH GRADE**

Low Grade: **05 Fifth Grade** High Grade: **08 Eighth Grade**

Educator License Lookup Introduction: [dpi.wi.gov/tepd/lisearch.html](http://dpi.wi.gov/tepd/lisearch.html)



## **Anita M. Peterson, MBA**

9630 West Greenwood Terrace, Milwaukee, Wisconsin 53224

Home: (414) 760-0543 Cell: (414) 517-7345

[anita.peterson@ctkbc.org](mailto:anita.peterson@ctkbc.org)

**Objective** To secure a challenging position, in the field of business, finance, mathematics, or other related subjects, in an organization that will benefit from my experience, motivation, and dedication.

### **Professional Background**

2001 – Present

**Controller** – Christ the King Baptist Church and its Subsidiaries.  
Milwaukee, WI.

- Oversee all financial activity related to church, school, and subsidiaries.
- Supervise financial staff for church, school, and subsidiaries.
- Manage and oversee financial process for two major construction projects currently underway for church, school and subsidiaries.
- Generate periodic internal financial statements and reports for church, school and each subsidiary.
- Continually review and analyze all income and expense related activity.
- Prepare annual budget for church, school, and other subsidiaries.
- Prepare all reports necessary for external audit for church, school, and subsidiaries.
- Perform periodic internal audits.
- Assist in the financial planning of all church events.
- Administer and oversee all health related benefits for church, school and subsidiaries.
- Maintain, update, and generate payroll activity for church, school and subsidiaries.
- Calculate and remit monthly federal and state tax withholdings.
- Prepare accurately and on a timely basis all governmental reporting for the church, school and subsidiaries.
- Maintain financial contribution database for church membership.
- Oversee monthly bank account reconciliation for church, school, and subsidiaries.
- Annually present financial condition of church, school, and subsidiaries to congregation.
- Serve as financial advisor to Senior Pastor.
- Other Miscellaneous duties.

2005 – Present

**Adjunct Professor** – Concordia University. Milwaukee, WI.

- Instruct college aged students in accounting.
- Plan and prepare accounting presentations, including quizzes and final exam for class session.

2004 – Present

**Financial Manager** – CEO Leadership Academy, Inc. Milwaukee, WI.

- Oversee all financial activity.
- Review and process all invoices for payment.
- Generate periodic internal financial statements and reports.
- Continually review and analyze all income and expense related activity.
- Prepare annual budget.
- Prepare all reports necessary for external audit.
- Assist in the financial planning all events.
- Reconcile bank account.
- Administer and oversee all health related benefits.
- Present financial report to board of Directors.
- Other miscellaneous duties as assigned.

2005 – 2006

**Instructor** – Milwaukee Public Schools – Edison Middle School - Community Learning Center - Afterschool Program. Milwaukee, WI.

- Instruct and assist middle and high school students with mathematics.
- Plan and prepare curriculum for study for middle and high school students involved in the afterschool program.

1990- 2001

**Accountant/Assistant Vice President** – WMAC Investment Corporation. Milwaukee, WI.

- Prepare and analyze monthly, quarterly and annual Statutory and GAAP financial statements for a holding company, insurance and a noninsurance subsidiary.
- Assist in preparation of consolidated GAAP financial statements.
- Prepare annual federal corporate tax returns for a holding company, an insurance and a noninsurance subsidiary.
- Prepare quarterly and annual state tax returns for a holding company, an insurance and a noninsurance subsidiary.
- Prepare quarterly and annual premium tax returns for an insurance subsidiary.
- Analyze investment activity and prepare investment reports for a holding company, an insurance and a noninsurance subsidiary.



- Assist in preparation of projections for all subsidiaries.
- Continuous contact with State Insurance Departments related to renewal and maintenance of state licenses.
- Perform in supervisory capacity in the absence of Vice President
- Other miscellaneous duties.

1985-1990

**Accountant** – Mortgage Guaranty Insurance Corporation.  
Milwaukee, WI.

- Prepare and analyze monthly, quarterly and annual statutory financial statements for an insurance subsidiary.
- Continuous contact with servicers related to premium collection and other pertinent issues.
- Analyze all general ledger accounts for an insurance subsidiary.
- Other miscellaneous duties.

### **Education**

2004 **MBA** – University of Wisconsin – Milwaukee,  
Milwaukee, WI. GPA 3.700, Graduated

2000 **B.A., Business – Finance** – University of Wisconsin – Milwaukee,  
Milwaukee, WI. GPA: 3.400, Major GPA 3.900. Graduated – Cum Laude.

### **Other Information**

- Active member of Christ the King Baptist Church
- Active Member of Alpha Kappa Alpha Sorority, Inc.
- Member of Black Alliance for Educational Options (BAEO)
- Milwaukee Chapter – Black Alliance for Educational Options (MCBAEO) – Board Member
- CEO Leadership Academy – Board Member
- King's Academy Christian School – Board Member
- Christ the King Baptist Church – Board Member

### **References**

- Upon request

THE FACE OF THIS DOCUMENT HAS A COLORED BACKGROUND ON WHITE PAPER

UNIVERSITY OF WISCONSIN - MILWAUKEE GRADUATE TRANSCRIPT

OF HONOR GRADUATE ACADEMIC RECORD

Issued: 06/10/2004  
Page 1

Name: Nelson, Matthew  
SSN: 3877478179  
ID: 200204101  
UW-Milwaukee  
Number: 1111

Academic History: Business Graduate  
Program: Business Administration MBA  
2002-04-101

Spring 2002	UW-Milwaukee	8.00	B	8.00
SPRING 756	Greenberg	8.00	A	8.00
BUSMGMT 702	Intro. Technical Comput. & Mgmt.	11.00	A	11.00
Term GPA:	GPA Credit: 3.00	11.00		
Cum GPA:	Cum Totals: 5.00	11.00		

Spring 2004	UW-Milwaukee	8.00	B	8.00
BUSMGMT 701	Controlling Operations Strategy	3.00	B	3.00
BUSMGMT 709	Data Analysis for Mgmt. Appln.	5.00	B	5.00
Term GPA:	GPA Credit: 6.00	17.00		
Cum GPA:	Cum Totals: 3.00	28.00		

Summer 2004	UW-Milwaukee	9.00	B	9.00
BUSMGMT 708	Mktg. Strategy, Concepts, Prac.	9.00	B	9.00
Term GPA:	GPA Credit: 3.00	9.00		
Cum GPA:	Cum Totals: 12.00	9.00		

Fall 2003	UW-Milwaukee	12.00	A	12.00
BUSMGMT 704	Accounting Analysis & Control	4.00	A	4.00
BUSMGMT 710	Economic Analysis for Managers	20.00	A	20.00
Term GPA:	GPA Credit: 6.00	27.00		
Cum GPA:	Cum Totals: 18.00	27.00		

Spring 2004	UW-Milwaukee	9.00	B	9.00
BUSMGMT 711	Computer & Nonprofit Management	12.00	B	12.00
BUSMGMT 724	Acquisition & Entrepreneurial	21.00	B	21.00
Term GPA:	GPA Credit: 6.00	21.00		
Cum GPA:	Cum Totals: 24.00	21.00		

Summer 2004	UW-Milwaukee	3.00	B	3.00
BUSMGMT 712	Strategic Management	3.00	B	3.00
BUSMGMT 713	Business Plan Development	12.00	B	12.00
Term GPA:	GPA Credit: 3.00	12.00		
Cum GPA:	Cum Totals: 18.00	12.00		

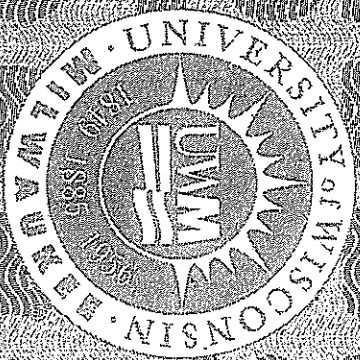
Fall 2004	UW-Milwaukee	9.00	B	9.00
BUSMGMT 706	Management & Economic Environment	9.00	B	9.00
BUSMGMT 725	Comparative International Bus.	0.00		
Term GPA:	GPA Credit: 6.00	9.00		
Cum GPA:	Cum Totals: 36.00	9.00		

Master of Business Administration	Business Administration MBA	17.00		
Completed: 06/12/14				
CUM GPA/POINTS		39.000		
CUM GRADE POINTS		119.040		
GRADUATE GPA		3.007		

End of Report

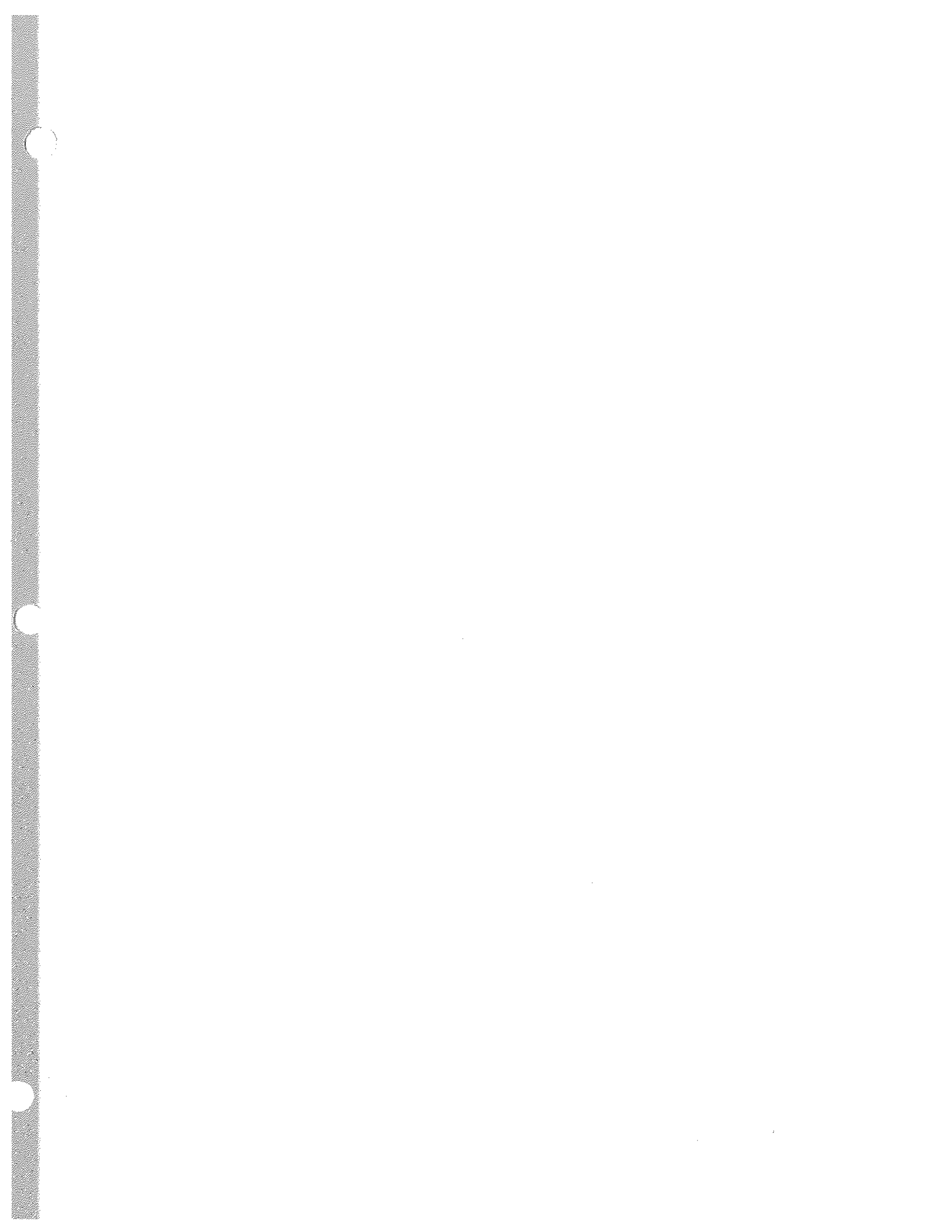
ISSUED TO STUDENT

RAISED SEAL NOT REQUIRED



THE BACK OF THIS DOCUMENT CONTAINS AN ANGLE WATERMARK - HOLD AT AN ANGLE TO VIEW

DATE: 06/10/2004  
UNIVERSITY OF WISCONSIN - MILWAUKEE



# Travis Bates

9072 N Brandybrook Trail  
Brown Deer, WI 53223  
414-336-2488  
[newtravis3@yahoo.com](mailto:newtravis3@yahoo.com)

## EDUCATION

Cardinal Stritch University Master of Business Administration - Finance	2003
Concordia University B.A Business Management and Communication	1997

## PROFESSIONAL BACKGROUND

**CEO Leadership Academy** Milwaukee, WI 8/06-- Current

*College Couch will become the liaison between colleges/universities for admittance of students into college*

- Work with colleges both local and national to expose students of their colleges through college visits, speakers and information
- Act as liaison between college admission office and students to get the students through to acceptance
- Manage the high school placement process for school. Help families and staff identify personalized lists of schools for each student, guide students and families through the admissions process, research high school options, and build critical relationships with college-preparatory high schools (public and private) and scholarship/access programs.
- 2008 and 2009 100% of high school seniors were accepted into college
- Administrative duties including making outbound and inbound calls to colleges/universities and parents, scheduling students classes, and programming student
- Review, monitor and manage up to \$200K in grants and provide reports to grantors
- Provide follow-up and assistance to over 60 Alumni students

*Senior Project Instructor will provide students with detailed steps in selecting a career after high school (P/T Consultant)*

- Develop curriculum for instructional purposes for a total of 60 students during a school year
- Assist students with identifying and researching career choices and 95% were placed in job shadowing opportunities
- Due to my training and teaching 75% of students was accepted to two or three colleges
- Developed and built relationships in the community to bring in speakers, career fairs and internships for students
- Maintain relationships with Alumni students

**Landmark Development Realty Group** Milwaukee, WI 6/2005 – 12/08

***Broker/Owner in selling and listing homes and commercial properties***

- Motivated and trained over ten agents which lend to average home sale price of 135,000 or more
- First year sales over 2 million and sold more than 50 homes.
- Networked and built relationships in the community that brought in sales for agents
- Overseen day to day operations in accounting, sales and human resources
- Created business policies for staff and operations
- Manage over 30 units of rental property- including collecting rent, contractors, etc.

**Upper Iowa University, West Allis, WI** 9/2004 – 12/2005

***Adjutant Professor, Instruct college students in curriculum courses toward secondary educational degree***

- Instructed and facilitated students in Human Resources and Economics courses
- Evaluated students knowledge of material learned through exams
- Developed curriculum for Human Resources and Economics courses

**State Financial Bank, Milwaukee, WI** 8/1999 – 6/2004

***Assistant Vice President, Business Development, responsible for developing and creating loan opportunities in urban areas of Milwaukee.***

- Responsible for developing business in the untouched urban area in which I created and managed a portfolio of \$26M in commercial real estate loans; \$3M mortgage portfolio
- Originated and underwrote credit to assess creditability and financial stability
- Developed credit procedures for lending and staffing of employees
- Cultivated relationships in the community by developing partnerships which increase sales overall by 75%
- Motivated and coached two branches to meet their sales goals. Due to that, goals were meet 95% of the time
- Reviewed business plans for financial ability and increased business loans by 50%

**Private Industry Council, Milwaukee, WI** 8/1998 – 8/1999

***Jobs Specialist, responsible for teaching and training high school students in career development, job attainment, leadership and self-development***

- Recruited students in full-time employment, secondary education or military service
- Developed and maintained partnerships with local corporations
- Conducted seminars and assessment tools to measure the skills of students

**Greater New Birth Church** Milwaukee, WI 1/2005 – Present

***Consultant***

- Campaign chair for fund raising of building
- Develop marketing campaign to contact members and promote project
- Assist finance team with bookkeeping and contribution tracking
- Negotiate with contractors for building
- Develop and manage \$3million operation budget
- Solicit and manage up to 10 volunteers
- Develop collaborations with local and regional government offices that promoted our mission and vision

**Volunteer**

Steering Committee, Fair Housing (Financial Committee Chairman)

Board of Directors, Milwaukee Realistic (Parliamentary)

Member of Phi Beta Sigma Fraternity Inc, (State Director and Events Coordinator)

Board of Directors, New Opportunities Homeownership In Milwaukee (NOHIM)

Board of Directors, Legacy Bank (Tax Incremental Finance Committee)

Board of Directors, CEO Leadership Academy

**REFERENCES**

References are available upon request

# Travis Bates

9072 N Brandybrook Trail

Brown Deer, WI 53223

414-336-2488

[newtravis3@yahoo.com](mailto:newtravis3@yahoo.com)

## References

**Chandra Keith**, Executive Assistant

8673 N 107<sup>th</sup> Street

Milwaukee, WI 53225

414-397-0884

Years Known: 15

**Rashida Evans**, Milwaukee Public Schools Supervisor

4232 N 65<sup>th</sup> Street

Milwaukee, WI 53215

414-699-5450

Years Known: 15

**Adrion Walker**, Teacher

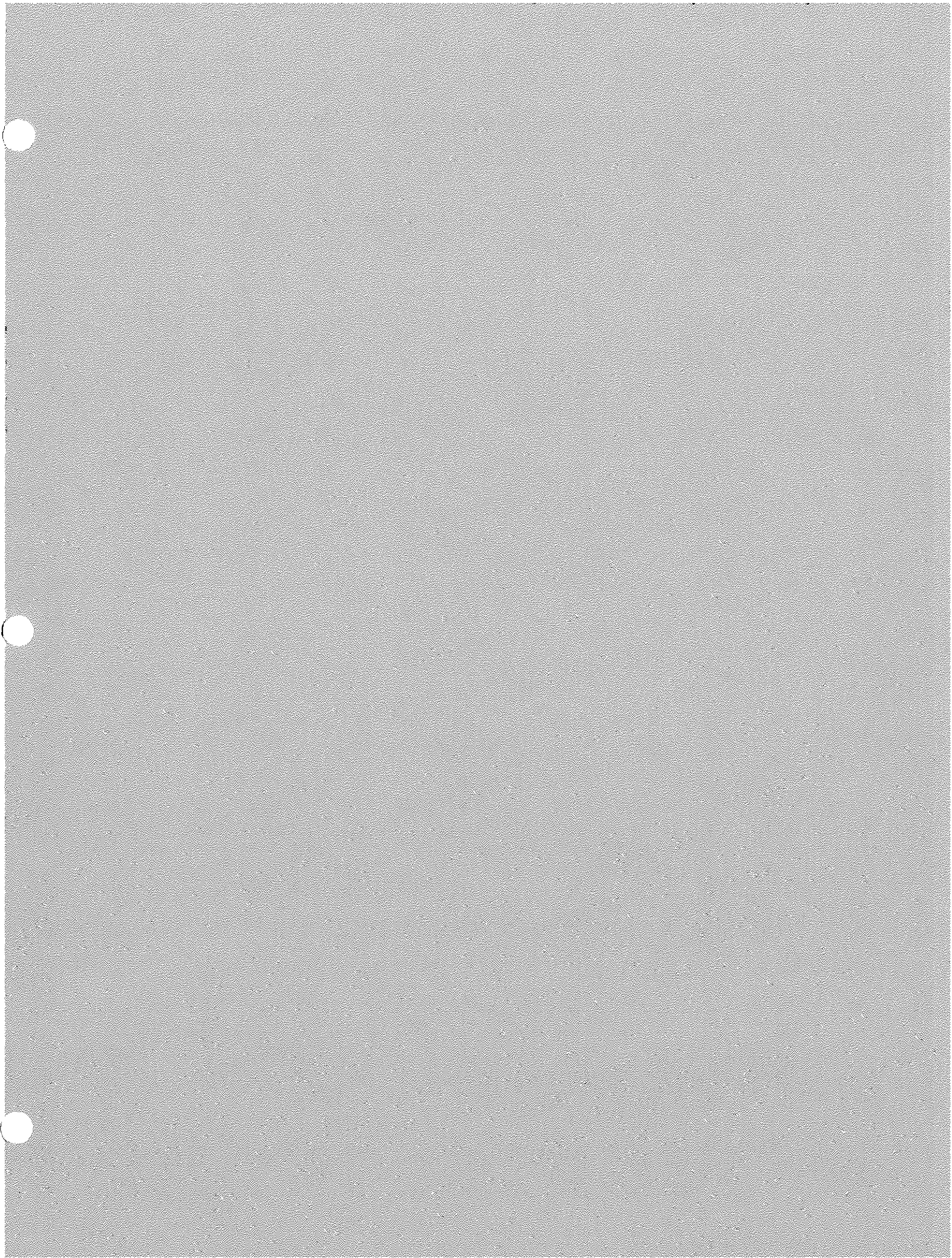
3415 N 60<sup>th</sup> Street

Milwaukee, WI 53216

404-914-0761

Years Known: 10







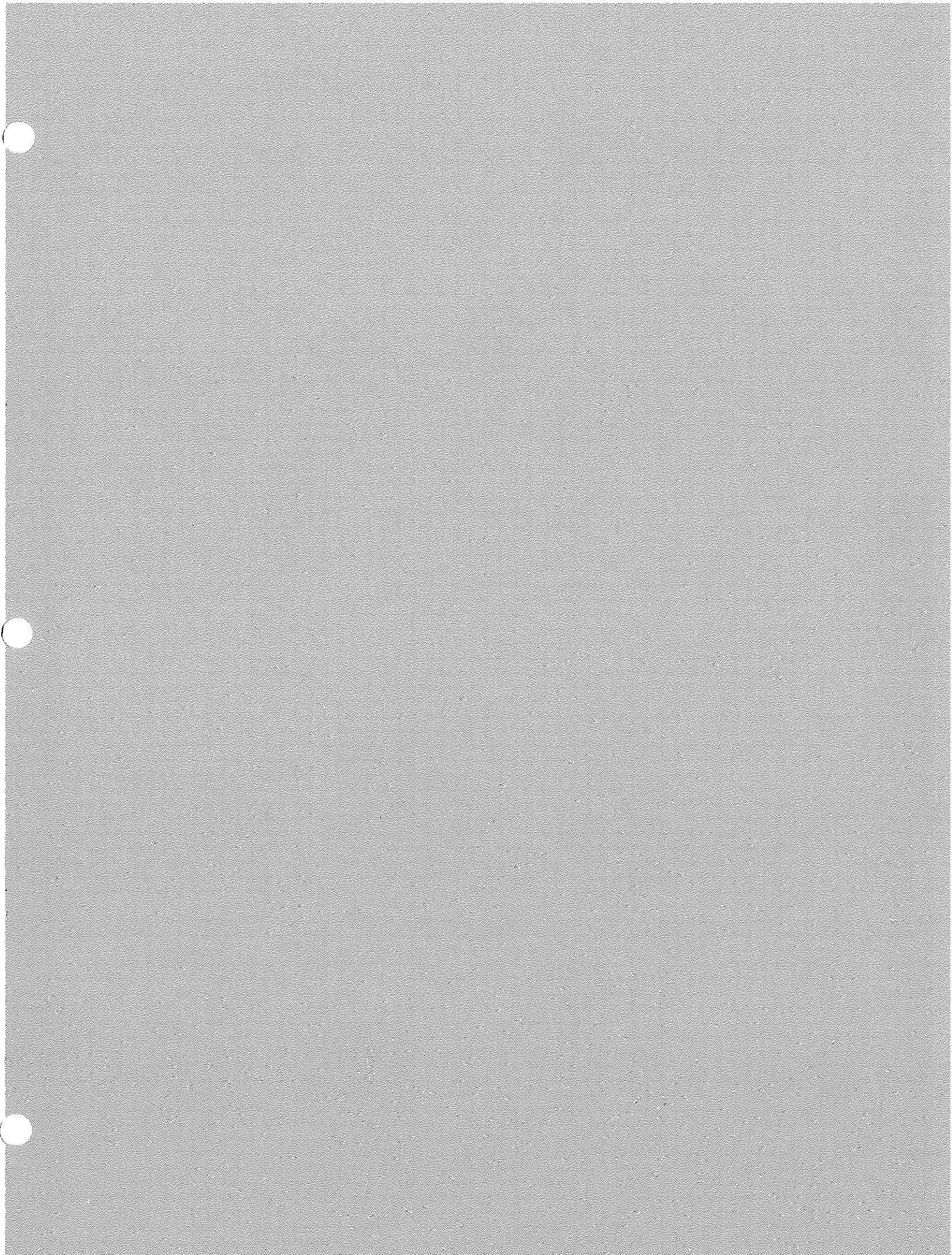
## Diane Brown

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2345 North 4<sup>th</sup> street Milwaukee, WI 53212 (414)372-1662 dianebrown1244@yahoo.com

---

- Objective** To own and operate a group home for children
- Experience**
- Foster Care  
April 2007-present Department of Social Services, Milwaukee, WI
- Provided a safe and loving environment for children
  - Kept school records and achievements for child
  - Encourage and support the foster child's participation in school activities
- Owner and Operator  
February 2000- June 2008 D&B Home Improvement, Milwaukee, WI
- Record keeping
  - Prepared contracts
  - Paid out wages to employees
- Transportation Supervisor  
September 2005-June 2007 Lakeside, Milwaukee, WI
- Making sure children were transported to and from school in a timely manner
  - Making sure vehicles were operated safely
  - Handled complaints
- Security Officer  
May 2001-October 2005 Barton, Milwaukee, WI
- Observe and report any unusual activity
  - Patrol building and outer perimeter
  - Handle tours when needed
- Education** Agape Love Bible College, Milwaukee, WI  
September 2007-present
- Bachelor in Theology
  - Currently working on master's degree
- References** References are available on request.



# **Bishop R.J. Burt, Sr.**

## **Greater New Birth Church**

### **Milwaukee, Wisconsin**

Bishop R. J. Burt has engaged in the pastorate for the past 20 years. During that time, he has held a position of Senior Pastor of the Greater New Birth Church. In addition, he currently serves as Presiding Prelate of Grace International Fellowship. As a Pastor, Bishop Burt has dedicated himself to the empowerment and enrichment of people in the Greater Milwaukee area. As Presiding Prelate, Bishop Burt is senior advisor to Pastors and Churches worldwide.

Bishop Burt received his Bachelor of Arts Degree from the prestigious Marquette University. He holds an Honorary Doctorate Degree from Logos Christian College. Throughout his ministry, Bishop Burt has engaged in life-long learning through earned certification for various studies from Moody Bible Study and Conference classes.

His work history includes the following:

- 1985 - 1989 Ethan Allen School for Boys, Wales, WI - Social Work Position
- 1989 - 1991 Project Excel Alternative School, Milwaukee, WI - Social Worker
- 1991 - 1994 TransCenter for Youth, Milwaukee, WI - Social Work Position
- 1990 - Present Greater New Birth Church, Milwaukee, WI - Senior Pastor

Other Significant Accomplishments:

- June 1999 Consecration to Bishopric
- March 2003 Completion of a multi-million dollar 1,000 seat edifice
- Partnership with Milwaukee Public Schools to provide learning space to children
- Creation of numerous programs geared towards empowering youth and young adults
- Oversight of extensive programming geared toward family support, job creation, neighborhood housing and community advocacy
- November 2008 Purchased 9-acre shopping mall to redevelop as a Church and Christian Campus
- Citations, Accommodations and Recognitions from City, State, Federal and Civic Organizations

Bishop Burt is community sensitive. In addition to the ministerial duties for Greater New Birth and GIF, he has served on several community and private organizational Board of Directors. Bishop has served on the Board of Directors for TranCenter for Youth, Inc, an organization committed to meeting the needs of challenged and troubled teens. He also has served as a member of the Board of Directors for the Hands OFF God's Property Coalition, the Clergy Amani Association, and the Martin Luther King Jr. Economic Development Commissions. Presently, he serves as the Recording Secretary of the Board of Directors of CEO Leadership Academy.

To date, Bishop Burt continues to invest time, talent and treasure into the betterment of all humankind. He purposes to yield himself to efforts that will cause men, women, boys and girls to become empowered and enriched spiritually, physically, educationally and socially. He believes all children can learn with proper environment, teaching and encouragement. To said end, he dedicates himself.

## HOWARD FULLER, PH.D.

Howard Fuller's career includes many years in both public service positions and the field of education. Dr. Fuller is a Distinguished Professor of Education, and Founder/Director of the Institute for the Transformation of Learning at Marquette University in Milwaukee, Wisconsin. The mission of the Institute is to support exemplary education options that transform learning for children, while empowering families, particularly low-income families, to choose the best options for their children.

Immediately before his appointment at Marquette University, Dr. Fuller served as the Superintendent of Milwaukee Public Schools June 1991 - June 1995. Dr. Fuller became nationally known for his unending support for fundamental educational reform.

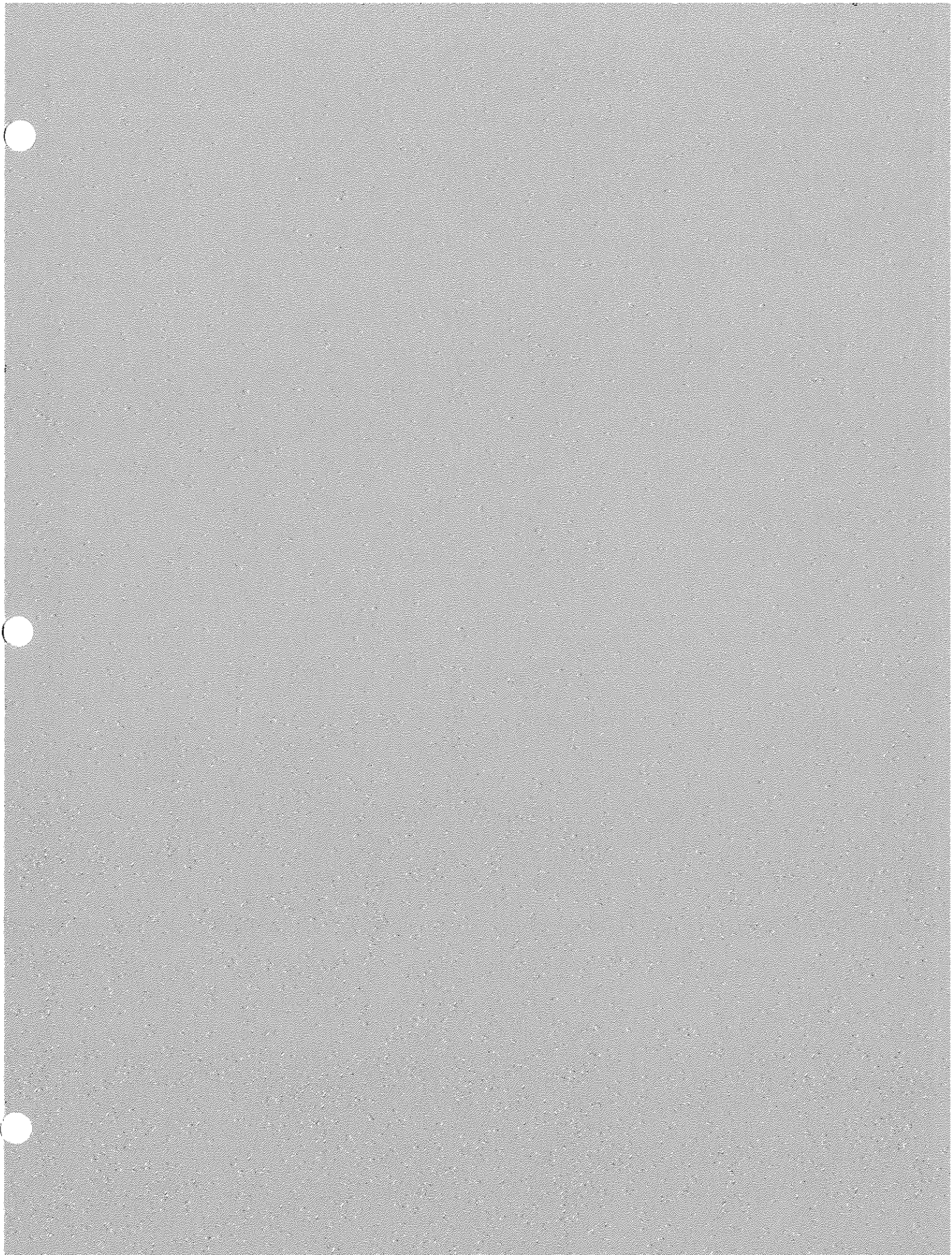
His prior positions included: Director of the Milwaukee County Department of Health and Human Services 1988 -1991; Dean of General Education at the Milwaukee Area Technical College 1986 - 1988; Secretary of the Wisconsin Department of Employment Relations 1983 - 1986; and Associate Director of the Educational Opportunity Program at Marquette University 1979 - 1983. He was also A Senior Fellow with the Annenberg Institute for School Reform at Brown University 1995 - 1997.

Dr. Fuller received his B.S. degree in Sociology from Carroll College in Waukesha, Wisconsin, in 1962; M.S.A. degree in Social Administration from Western Reserve University in Cleveland, Ohio, in 1964, and his Ph.D. in Sociological Foundations of Education from Marquette University, Milwaukee, Wisconsin in 1986.

He has received numerous awards and recognition over the years, including four Honorary Doctorate Degrees: Doctorate of Humane Letters from Carroll College in 1987; Doctorate of Laws from Marian College, Fond Du Lac, Wisconsin in 1992; Doctorate of Business and Economics from Milwaukee School of Engineering in 1995. Doctorate of Humane Letters from Edgewood College, Edgewood College, Madison WI

He is the Chair of the Board of CEO Leadership Academy; Chair of The Charter School Review Committee for the City of Milwaukee; the Chair of the Board of the Wisconsin Municipalities Private School Finance Commission; He serves on the Board of Directors of Transcenter for Youth; the Black Alliance for Educational Options; the Johnson Foundation; Quest-Milwaukee; the Joyce Foundation; He also serves on the Advisory Boards of the Big Picture Company; Partners for Advancing Futures and the National Alliance for Charter School Authorizers.





**Frank Headd**  
**3951 N. 41<sup>st</sup>. St.**  
**Milwaukee, WI 53216**  
**414 447-1093**

## **Experience**

**Spirit of Christ Deliverance Church**  
Milwaukee, WI

■ Senior Pastor

1992-Present

**Mardard Steel Manufacturing Co. (closed)**  
Milwaukee, WI

■ Sand Blaster

1986-1990

**Krause Milling Co.**  
Milwaukee, WI

■ Machine Operator

1973-1983

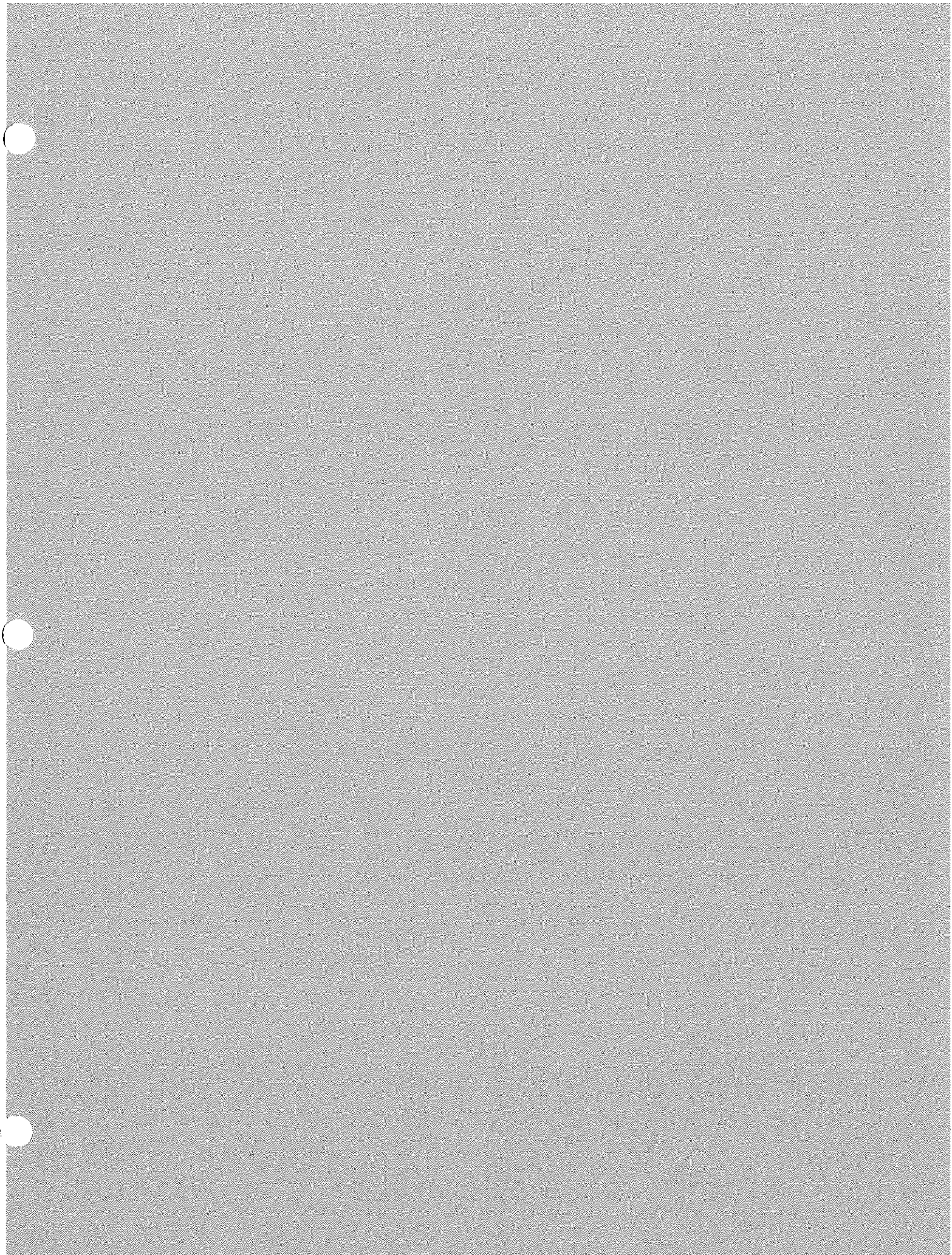
## **Education**

**Lakeland College**  
Milwaukee, WI  
Associate Degree, 1992

**Mary Holmes Jr. College**  
Holly Springs, MI

References provided upon request.





**Resume of BARBARA P. HORTON, M.S.**

**Executive Director**

**Darrell Lynn Hines College Preparatory**

**Academy of Excellence**

**7151 N. 86<sup>th</sup> Street**

**Milwaukee, WI 53224**

**bhorton@dlha.org; 414.358-3542; 414.434-0034 (fax)**

**Education**

Currently enrolled at Capella University for Doctorate in Educational Administration and Leadership. Expected graduation: August, 2010

University of Wisconsin-Milwaukee, Milwaukee, Wisconsin. Previously enrolled in the Superintendent's Certification Program; Fall 2000 (4.0 g.p.a.).

Cardinal Stritch University, Milwaukee, Wisconsin. Completed Masters of Science degree in Management, December 1998. (3.577 g.p.a.).

Thesis: *An Analysis of the Relationship Between Poverty, Race, Student Academic Achievement, and Per-Pupil Spending at the Elementary Level in the Milwaukee Public School System.*

Carroll College, Waukesha, Wisconsin. Cum Laude, B.S., Sociology, May 1972.

**Political**

Elected to the Milwaukee Board of School Directors April 2002; Re-elected in April 2003 to a 4-year term. Elected Vice-President of the Board; Served 5 years as Chair of the Finance/Personnel Committee; member of the Innovative and School Reform, Legislation, Rules and Policies Committee.

**Employment**

**January 1999 – Present**

**Executive Director of Darrell Lynn Hines College Preparatory Academy of Excellence**

- Founding Executive Director with responsibility for strategic planning and program implementation.
- Led the school in the accreditation process for the International Baccalaureate Programme which was received February 2004.
- Successfully led the school in the process to become an independent charter school authorized by the City of Milwaukee.
- Responsible for managing the day-to-day operations of the Academy.
- Oversee the design and delivery of educational programs for students and their parents.



- Insure accountability system is met for the educational programs and faculty, including curriculum development to insure educational results consistent with the school's mission and vision.
- Insure and promote professional development for faculty and staff; encourage and facilitate attendance at workshops and other staff development activities.
- Supervise administrative staff, including overseeing maintenance of school and student records.
- Develop a strong relationship with parents, civic leaders, media, community organizations, businesses, volunteers and others as necessary to promote a positive working relationship and to acquire resources from the community to aid the school in achieving academic success and to render service back to the community.
- Responsible for hiring, evaluation of staff, employee benefits acquisition.
- Prepare reports and administer school budget and payroll processing.
- Oversee and coordinate compliance with City of Milwaukee and DPI rules regarding the charter school program, as well as all other government regulatory and funding programs.
- Insure compliance with the national school lunch and breakfast programs.
- Manage and supervise fund development activities, including government, foundation, corporate, and individual fund raising efforts.

#### **January 1998 – January 1999**

##### **Senior Consultant, Center for Performance Assessment, Denver, Co.**

- Assisted the Center in conducting on-site school visits to assess school needs for development of accountability systems.
- Delivered workshops at national conferences on development and implementation of school accountability systems.
- Reviewed data and provided explanations regarding student achievement results in "90-90-90" schools in Milwaukee.

#### **July 1998 – January 1999**

##### **Human Resources Consultant, Private Industry Council (PIC) of Milwaukee County.**

- Reviewed personnel policies and procedures and revised them as necessary to reflect changes in laws and changes in PIC operational policies.
- Reviewed employee benefits program and recommended changes to realize cost reductions.
- Developed a bidding process to insure that employee benefits are re-bid at least every 3-5 years.
- Conducted interviews and assisted the CEO with hiring a Human Resources Manager;
- Provided advice to the CEO regarding employment issues.
- Assisted management staff in developing job descriptions and conducting searches for professional level positions.

**July 1997 - September 1997****Acting Superintendent, Milwaukee Public Schools**

- Responsible for overseeing district programs and operations for 103,000-student population.
- Under general direction of school board, developed and implemented educational programs and supervised \$800 million plus budget.
- Supervised district administrators and department directors in central office.

**July 1995 - July 1997****Acting Deputy Superintendent, Milwaukee Public Schools**

- Served as the chief school officer in the absence of the superintendent.
- Directed the day-to-day operations of the school district and assisted directly in all functions of the superintendent.
- Provided leadership for educational programs.
- Duties also included the development and implementation of Board and administrative policies.
- Facilitated the superintendent's executive agenda, including budget preparation and oversight, labor relations, public affairs, personnel administration, school accountability, overseeing innovative options and charter school development, and development of School-to-Work Program.
- Coordinated the development of the district's first charter school – Highland Community School.
- Served on the Board of the Milwaukee Teachers Education Center (MTEC) and assisted with the development of the governing structure, personnel policies, budget, and other operating aspects of the Center.
- Worked with the City Attorney's Office to coordinate legal reviews of various administrative and operational policy matters.
- Served as custodian of records under the state open records law.
- Coordinated with the Office of Board Governance for preparation and development of Board agendas and meetings.
- Coordinated and facilitated administration's cooperation with Office of Board Governance's internal audit program.

**October 1991 - July 1995****Executive Director, Department of Human Resources, Milwaukee Public Schools**

- Served as a member of the Superintendent's cabinet.
- Planned, organized, administered, and coordinated the school district's insurance and risk management, labor relations, compensation and records, and staffing services.
- Developed a Local Area Network for the department to increase productivity and to provide necessary infrastructure for enhanced office automation.
- Developed cost containment initiatives to save the district several millions of dollars for health benefits.
- Implemented the Urban Teacher Perceiver Interview Process to ensure that quality teachers were hired.

- Instituted criminal background checks for employees; revised all personnel policies and procedures.
- Develop a plan to update the supplemental pension plans and to bring them in compliance with IRS regulations, including updating the actuarial assumptions for the administrator's plan that resulted in cost savings to the district.
- Served as custodian of records for personnel records under the state open records law.

#### **January 1989 - October 1991**

##### **Director, Department of Human Resources, Milwaukee County**

- Served in the cabinet of the County Executive.
- Administered Executive Compensation Plan for 200 executive employees.
- Directed all compensation and payroll activities for 9,000+ non-executive employees.
- Developed computerized, integrated payroll/personnel MIS.
- Administered retirement program for 10,935 active and 5,291 retired employees.
- Served as ex-officio pension board member with fiduciary responsibility for pension fund assets exceeding \$800 million.
- Revamped programs and provider contracts, adding cost containment measures for \$40 million in annual health benefit expenditures.
- Set-up and administered policy for all civil service examinations, hiring and recruiting, training, staff development, and affirmative action/equal rights programs for county employees.

#### **June 1987 - January 1989**

##### **Director, Personnel Program Operations and Evaluation, California State University, Chancellor's Office, Long Beach, CA**

- Managed all personnel programs for the California State University System.
- Developed and maintained system wide classification and compensation plans.
- Designed recruitment and support staff selection policies and procedures.
- Determined the cost of collective bargaining wage proposals and conducted labor market and wage surveys.

#### **December 1983 - January 1987**

##### **Administrator, Division of Classification and Compensation, Wisconsin Department of Employment Relations, Madison, WI**

- Served as a member of the cabinet of the Secretary of the Department of Employment Relations.
- Developed and administered State of Wisconsin Compensation Plan for 62,999 classified and unclassified civil service employees in executive and legislative branches, the faculty and academic staff in the UW System, and the administrative statewide classification plan for 34,000 classified employees.
- Managed 26 professional/technical staffers responsible for state and federal regulatory compliance programs governing job classification and compensation.
- Provided technical assistance for collective bargaining, including fringe benefit and pay parity issues.

- Worked closely with Governor's Office, legislative leaders and other top state officials to develop and implement state level personnel policies on pay equity and comparable worth issues.

### **1975 - 1983**

**Held various positions at the UW-Milwaukee, Milwaukee, WI  
Assistant Director, Department of Personnel Services; Academic Personnel Specialist, Academic Affairs and Staff Services; Project Associate, School of Social Welfare.**

### **1972 - 1975**

**Personnel Manager, UW-Madison, Madison, WI**

### **Present Professional Memberships**

- Black Alliance for Educational Options (BAEO)
- Clergy for Educational Options

### **Past Memberships**

- American Association of School Administrators
- National Association of Black School Educators
- Milwaukee Metropolitan Association of Black School Educators
- Board Director, Urban League Charter School for Business and Economics
- Board Director, Center for Parent Alternatives
- Board Member, Milwaukee Teachers Education Center
- Elected Member of the Board of School Directors for the Milwaukee Public Schools, District #1
- Board Director, Brothers and Sisters in Christ Serving (BASICS)
- Board Director and Vice-Chairwoman, Wisconsin Charter School Association
- Member, Joint Legislative Council on Charter Schools

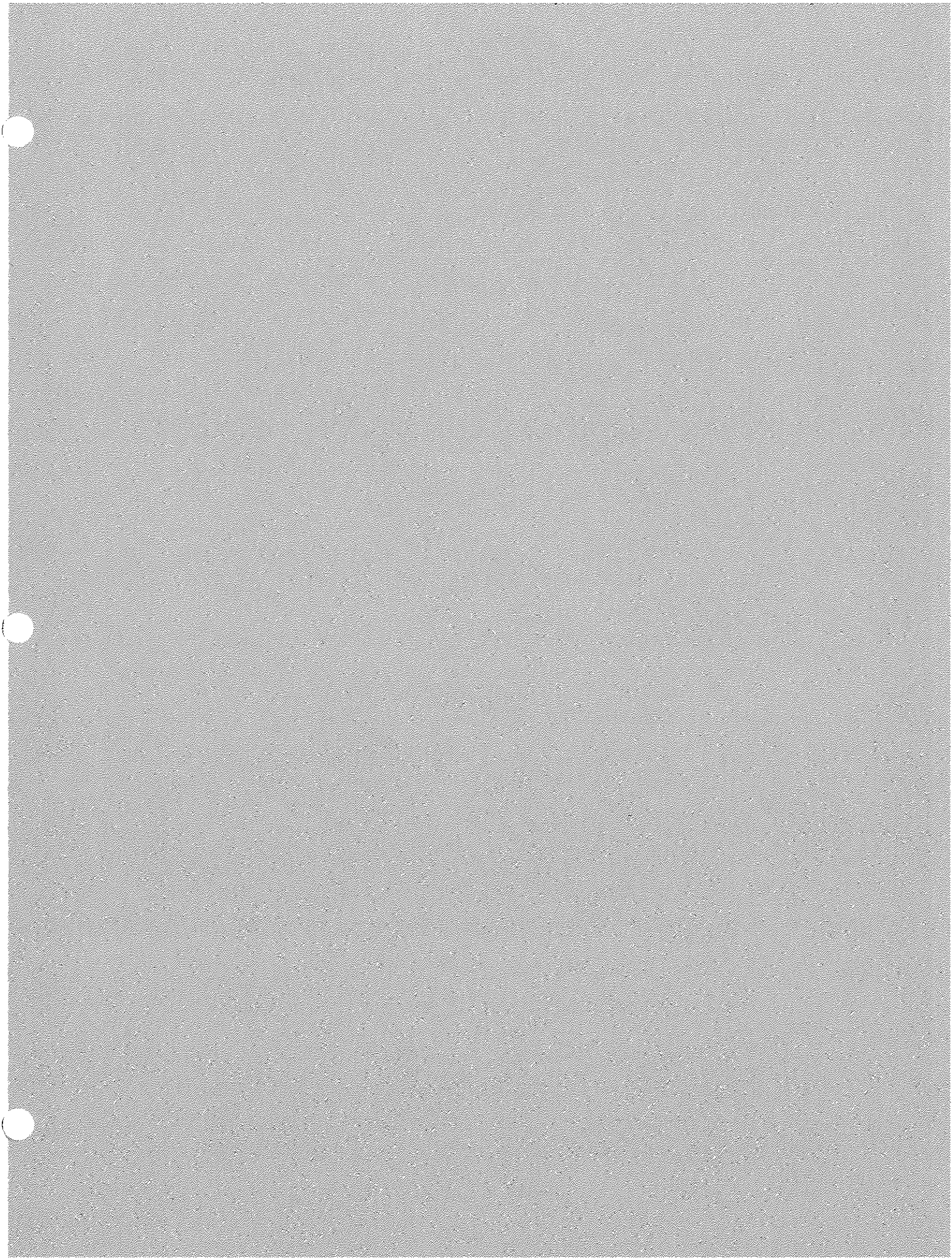
### **Current Board Memberships**

- Board Director, CEO Leadership Academy
- Member, State Superintendent's Advisory Group on Charter Schools

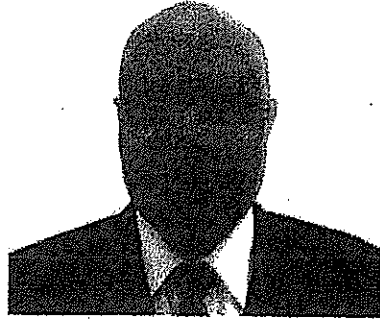
### **Awards**

- First recipient of the Dr. Teresa Kelly Outstanding Integrative Product Award. Awarded by Cardinal Stritch University in recognition of submitting the Integrative Product that best represents the high academic standards of the College of Business and Management. 1998.
- Top Ladies of Distinction Award for Achievements of African American Women in the Field of Religion, November 9, 1997.





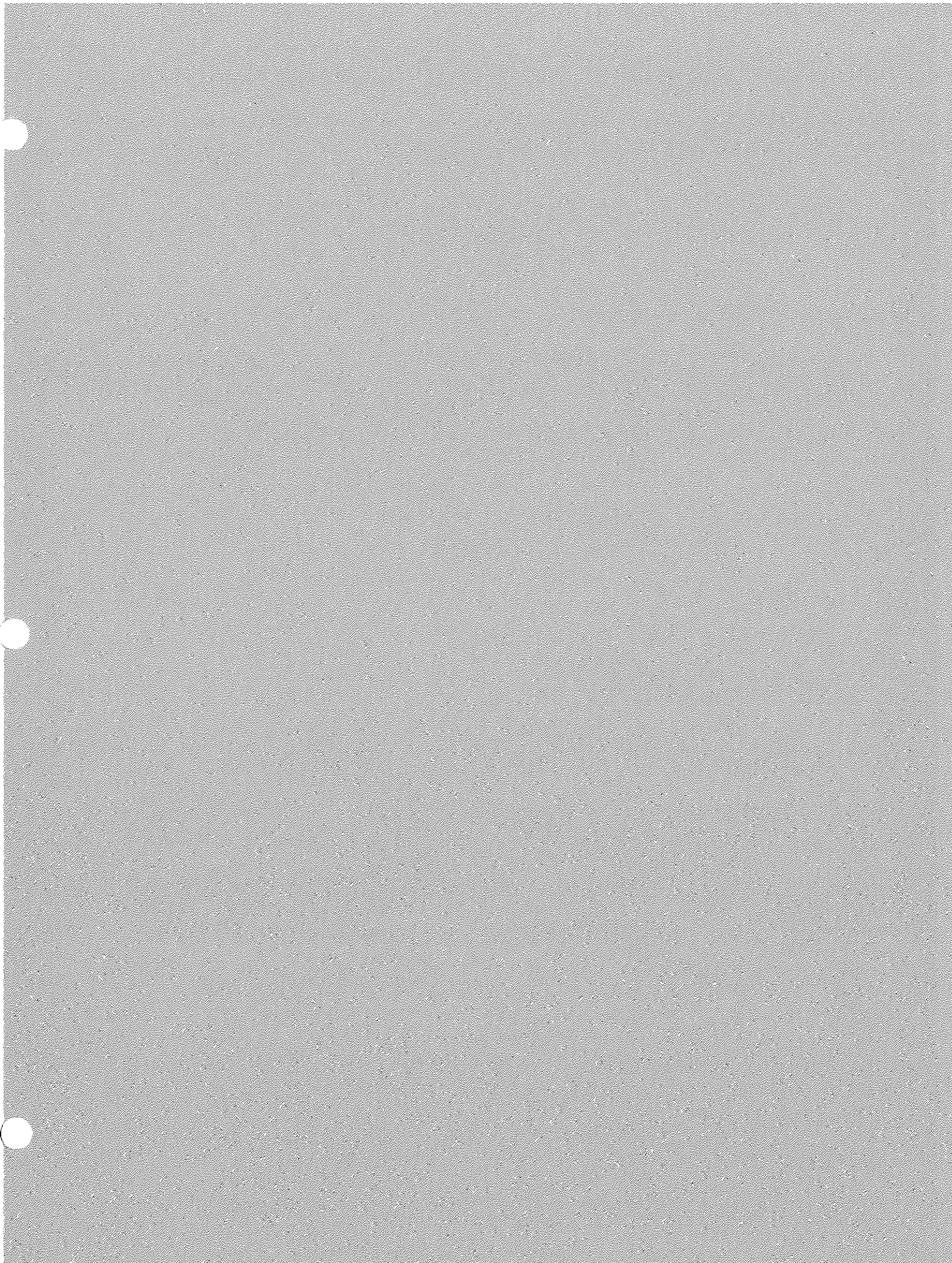
BIOGRAPHICAL SKETCH  
ARCHIE L. IVY



- CURRENT** Pastor—New Hope Missionary Baptist Church, Milwaukee, WI.  
Board Member—PAL (Police Athletic League)  
Board Member—Milwaukee Job Development  
Chair – Partnership Council – (BMCW)  
Planning Committee – Call To The City  
Board Member -- CEO (Clergy for Educational Options)
- PAST** President of MICAH (Milwaukee Inner-City Congregations Allied For Hope)  
Dean—Wisconsin General Baptist State Congress of Christian Education  
President—Wisconsin General Baptist State Congress of Christian Education  
Board Member—Milwaukee Birthright Inc.
- EDUCATION** Bachelor of Science—Jackson State University--1967  
Masters of Science in Teaching/Supervision—University of Wisconsin—  
Platteville-1976  
Attended Cardinal Stritch College—Secondary School of Administration/  
Leadership—1992  
Masters –Theological Studies - Faith Evangelical Seminary - 2004  
Doctors of Ministry –Strategic Leadership - Faith Evangelical Seminary - 2006
- SPIRITUAL JOURNEY** 1983-1989—Associate Minister of Providence Missionary Baptist Church,  
Milwaukee, WI  
1986-1995 –Teacher WGBSCCE  
1989-1995—Pastor of Christian Union Missionary Baptist Church,  
Milwaukee, WI  
1995-Present—Pastor of the New Hope Missionary Baptist Church  
Milwaukee, WI  
2004-2005 – Traveled to Jerusalem, Greece, and Turkey
- FAMILY** Married to Jeanette  
Three children—Reginald, Jeanece, Andrea.

Pastor Ivy taught in the Milwaukee Public School System for 23 years, served as an Assistant Administrator in the System for 3 years, and served as Principal of North Division High School for 4 years. He has served on many boards and organizations, and has received many honors, awards and recognitions.





# NARYAN DAVID LEAZER

## OBJECTIVE

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Working with families and students to help them overcome the financial, educational and information barriers that hinder them from reaching and realizing their full potential.

## WORK EXPERIENCE

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- **2008-Current Boys & Girls Clubs of Greater Milwaukee**  
Stein Scholars Program Director
  - Administer a comprehensive academic, mentoring, employment, scholarship, social and cultural pre-college program for over 200 high school students in accordance with multiple federal, state and private grants, U.S. Department of Education regulations and Boys & Girls Club Policies. Reviewed and monitored an annual budget over \$1,000,000. Hired and supervised a staff of five employees.
  
- **2007-Current Boys & Girls Clubs of Greater Milwaukee**  
Stein Scholars Program Manager
  - Planned, organized, lead and supervised, the start up and launch of 10 year 10 million Stein Scholars Pre-College Program, for the Boys & Girls Clubs of Greater Milwaukee.
  
- **2006-2007 Great Lakes Higher Education Guaranty Corporation**  
Outreach Consultant
  - Planned, facilitated, developed and coordinated Outreach Access and Awareness Department initiatives for Wisconsin. The initiatives include providing basic college access preparation and financial aid information to students and families, as well as to college access counselors in middle and high schools, community-based organizations, pre-college programs and post-secondary institutions.
  
- **2003-Current Cardinal Stritch University**  
Adjunct Professor
  - Teach an assortment of business and management classes in an accelerated format.
  
- **2003 - 2006 Marquette University**  
Associate Director Pre-College Programs
  - Developed and administered a comprehensive academic, social and cultural program for 170 Upward Bound Students and 40 Upward Bound Math & Science students in accordance with grant proposals, U.S. Department of Education regulation and University Policies. Reviewed and monitored an annual budget over \$850,000. Assisted with grant proposal writing and hired and supervised a staff of five employees.



- 2002-2003 **Marquette University**  
Counselor/Recruiter
  - Recruited potential students at area high schools and college fairs. Met with students and parents to explain the application process. Assessed student potential via transcripts, test scores and interviews. Recommended students for acceptance or denial to the Educational Opportunity Program College Division.
  
- 1999-2002 **PPG Industries**  
Senior Distribution Supervisor
  - Supervised the day-to-day activities of the shipping department which averaged monthly shipments of twenty seven million dollars. Ensured the accurate placement and retrieval of inventory, whose monthly value averaged one hundred ten million dollars, in the finished good warehouse. Managed, directly the activities of 3 supervisors, 5 salaried associates and 25 unionized associates. Planned and conducted weekly staff meetings and represented the shipping department in plant wide meetings and on committees.
  
- 1997-2000 **Institute for the Transformation of Learning**  
Technology Coordinator
  - Maintained Local Area Network (LAN) including trouble shooting. Selected and installed age appropriate software. Taught adult and youth, entry and advance level computer classes. Tutored students ranging from elementary to college.
  
- 1996-1999 **PPG Industries**  
Inter-Plant Coordinator
  - Coordinated shipments and inventories for PPG's North American Plants producing automotive paints for original equipment car manufacturers.
  
- 1993-1996 **PPG Industries**  
General Industrial Customer Service
  - Provided customer service and account management for General Industrial Customers.
  
- 1992-1993 **PPG Industries**  
Automotive Parts and Accessories Lab Technician
  - Performed quality control testing on batches of Automotive Parts and Accessories Paint.
  
- 1990-1992 **PPG Industries**  
Satellite Lead Person
  - Managed the day-to-day operations of PPG's Janesville Satellite Facility.

- 1989-1990 **PPG Industries**  
Topcoat Leadperson
  - Coordinated and supervised the activities of the automotive topcoat department at PPG's Janesville Satellite Facility.
- 1988-1989 **PPG Industries**  
Production Associate
  - Prepared, loaded and delivered just in time inventory shipments to General Motors Janesville Assembly Plant.
- 1986-1988 **PPG Industries**  
General Industrial Lab Technician
  - Performed quality control testing on batches of General Industrial Paint.
- 1983-1986 **St. John's Home and Tower**  
Cook's Helper and Dietary Aide
  - Prepared and served meals to nursing home residents and independent living adults.

## EDUCATION

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1991-2002 Cardinal Stritch University Milwaukee, WI  
*Master of Science – Management 2002*  
*Bachelor of Science – Business Administration 1993*  
*Associate of Science – Business Concentration 1992*

1983-1985 Marquette University Milwaukee, WI  
*Completed 45 credits*

## PROFESSIONAL MEMBERSHIPS

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- Member, Wisconsin School Counselor Association, 2007.
- Member, Wisconsin Charter School Association, 2007.
- Member, Milwaukee Chapter Black Alliance for Educational Opportunities, 2004 - Present.
- Member, Midwest Association of Educational Opportunity Program Personnel 2002 - Present.
- Member, Wisconsin Association of Educational Opportunity Program Personnel, 2002 - Present.

## PRESENTATIONS

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Panel Participant, "Effective Partnerships: Working Together Toward College Access & Success", National College Access Network Conference, Houston, Texas, 9/2008.

Keynote Speaker, "Parents as a Member of the School Team", Parent Appreciation Conference, Parkview Elementary School, Milwaukee, Wisconsin 5/2007.

Keynote Speaker, "Finding Your Way," Pre-College Workshop and College Fair, Parents Advocating for Cultural Equality & Educational Excellence

(PACE3), Milwaukee, Wisconsin, 9/2006.

Panel Participant, "Cultural and Intergenerational Issues for First Generation Students", 9<sup>th</sup> Annual UWM Urban Initiatives Conference, "College Access and Success: Our Community's Future, Lake Geneva, Wisconsin, 5/2006.

"Getting Ready for College," with Ramona Johnson, Parent Workshop, Milwaukee Public Schools, Milwaukee, Wisconsin, 12/2005

Panel Participant, "Ready, Set, Success: Student Transition from High School to College", Black Alliance for Educational Options 5<sup>th</sup> Annual Meeting Symposium 05. Detroit, Michigan, 03/2005.

#### COMMUNITY AND PROFESSIONAL ACTIVITIES

Member, Board of Directors, Wisconsin Education Association of Student Support Programs, Inc. 2009 - Present.

Member, Board of Directors, Milwaukee Chapter Black Alliance for Educational Options, 2008 - Present.

Member, Milwaukee Money Conference Planning Committee, 2007-Present.

Outreach Coordinator Milwaukee Region, College Goal Sunday, 2007 - Present.

Member, Madison Money Conference 2007 Planning Committee, 2007.

Member, Money Smart Week Planning Council and Kick Off Committee, Milwaukee, 2007.

Member, Money Smart Week Planning Committee, Dane County, 2007.

Co-Chair State Conference Planning Committee, Wisconsin Association of Opportunity Program Personnel, 2006.

Mock interviewer, 7<sup>th</sup> & 8<sup>th</sup> Grade, Common Wealth Development Youth Development Organization, 2006 - 2007.

Member, National Advisory Committee for Black Parent After-School Study, Mott Foundation & Black Alliance for Educational Options, 2006.

Emerging Leader Institute for Leadership Development Participant, Wisconsin Association of Opportunity Program Personnel, 2004.

Member, Board of Directors, CEO Leadership Academy, 2004 - Present.

Mosaic Partnership Participant (race relations program), Greater Milwaukee Foundation & The City of Milwaukee, 2006 - 2007.

Panelist, Life after High School Workshops, Compass Guide, 2004-2005.

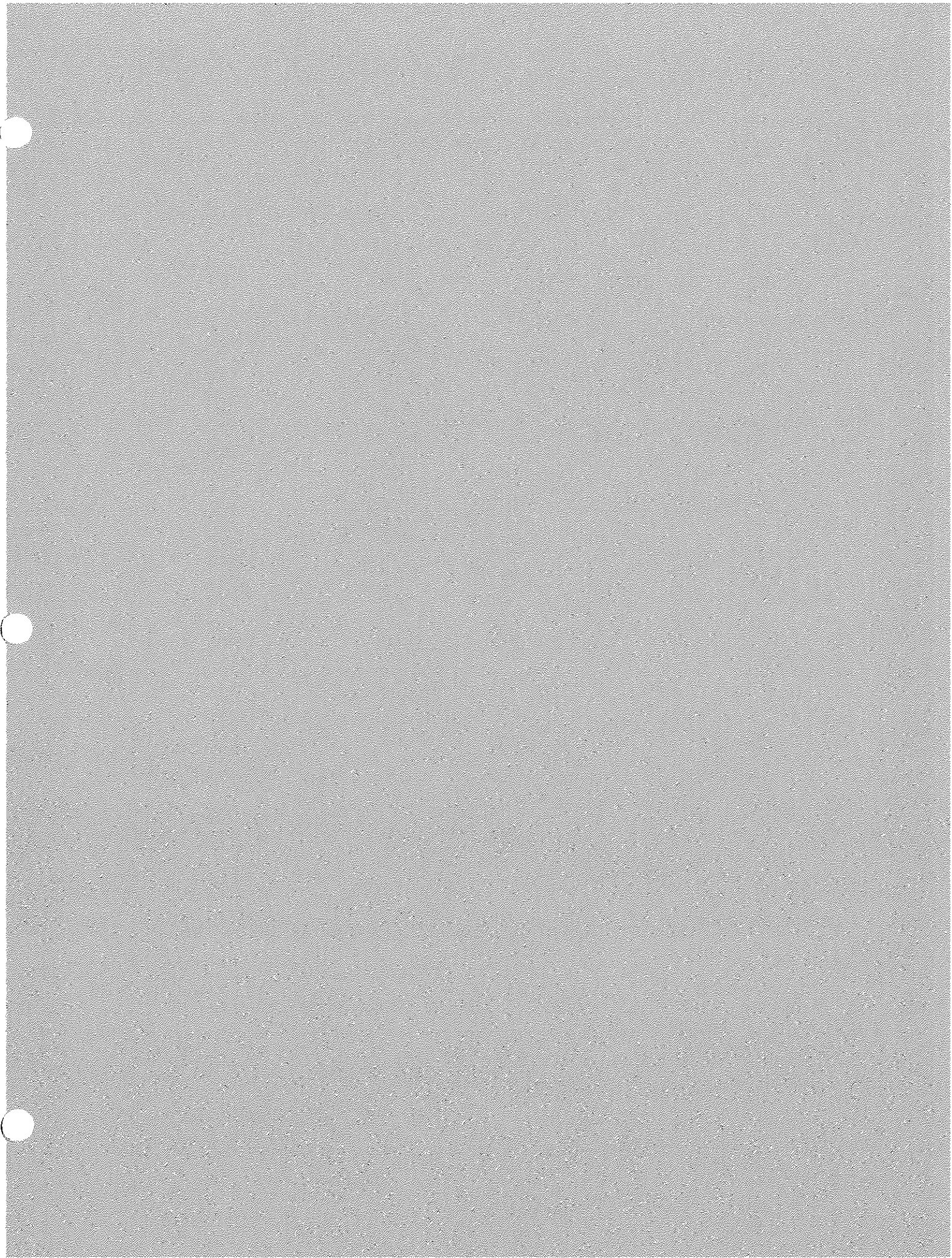
Member, Clergy for Educational Options 2002 - 2006.

Leadership Development Program Participant, Future Milwaukee 1997.

## VOLUNTEER EXPERIENCE

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- Elder, Praise Temple International Church, 2006 - Present.
- Youth Pastor, Praise Temple International Church, 2004 - Present.
- Business Consultant Volunteer, Junior Achievement 1998-2002.
- Sunday School Superintendent, Jerusalem Missionary Baptist Church 1995-2001.
- Director of Christian Education, Jerusalem Missionary Baptist Church 1999-2000.



*Reverend John Wesley McVicker, Sr.*  
*W165N5440 Creekwood Crossing*  
*Menomonee Falls, WI 53051*  
*262-790-5243*  
*[pastor@ctkbc.org](mailto:pastor@ctkbc.org)*

**CAREER SUMMARY** *Reverend McVicker is committed to the cultivation of Christian growth within his congregation, preaching the acceptable year of the Lord to the unsaved, while providing support to community efforts that strive to make available programs and services that enhance the quality of life for people living in the Milwaukee area.*

**EDUCATION**

Master of Arts – Theology  
Lakeland College, Sheboygan, WI – December 2002  
Bachelor of Arts – Religious Studies  
Lakeland College, Sheboygan, WI – May 1993  
Bachelor of Ministry  
Milwaukee Theological Institute – June 1993  
Associate of Theological Studies  
Milwaukee Theological Institute – May 1992

**ACCOMPLISHMENTS**

Founder and Organizer:  
Christ The King Baptist Church – April 1985  
CEO Leadership Academy – July 2004  
Visionary – King’s Academy Christian School (1999); Quality of Life Center (2005)  
Man of the Year – Milwaukee Community Journal - 2007  
Alpha Kappa Alpha Trailblazer in Religion Award – 2010

**EXPERIENCE**

*1985 – Present*

**Pastor**, Christ The King Baptist Church.

Preach and teach the gospel of Jesus Christ, and attends to the emotional, physical, and spiritual needs of the church’s members, while providing leadership to the entities developed and implemented under his tutelage: Samaritan Project, Inc., CTK Development Corporation, CTK Credit Union, and King’s Academy Christian School. Facilitate the daily administrative activities that serve approximately 1500 members with a budget in excess of a million dollars.

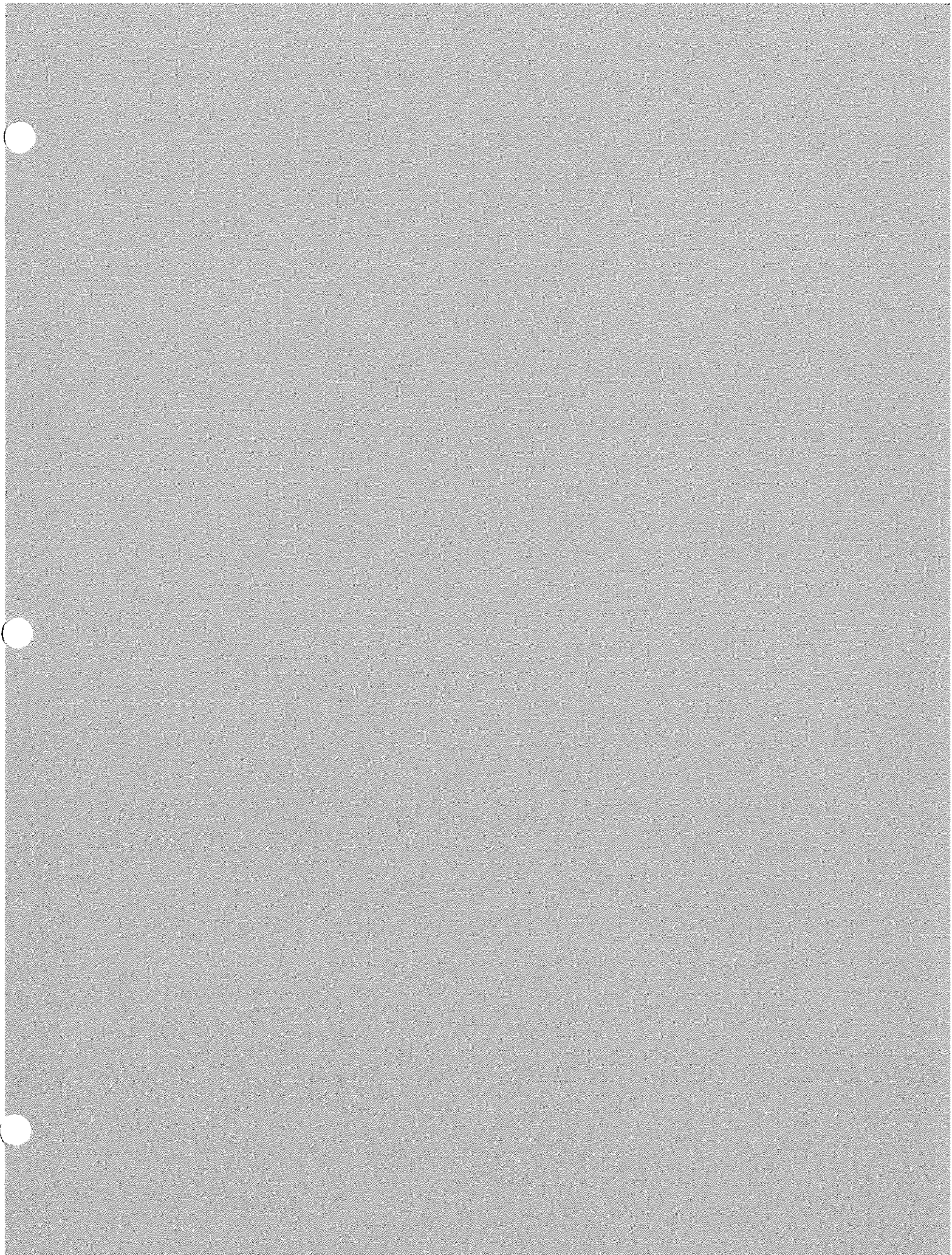
**PROFESSIONAL CERTIFICATIONS**

Instructor – National Baptist Congress of Christian Education  
Ordained Minister of the Gospel – December 1979  
License to Preach – December 1975

**MEMBERSHIPS**

Associate Chaplain, Milwaukee County Sheriff Department  
Board of Directors, Christ The King Baptist Church  
Board of Directors, CTK Development Corporation  
Board of Directors, Partners Advancing Values in Education, Inc.  
Finance Chair, Board of Directors, CEO Leadership Academy  
Founding Member and Board Member, Black Alliance for Educational Options  
Former Board Member, King’s Academy Christian School  
Former Board Member, School Choice of Wisconsin  
Former Chairman, Board of Directors, Milwaukee Urban League





**Licia Saffold**

**Formal Education**

**Ed.D.** Leadership with an emphasis on Learning and Service. Cardinal Stritch University. Dissertation: *The Impact of Mentoring on New Teacher Retention: Perceptions of Urban School Teachers*. May 2002

**M.S.** Curriculum and Instruction. University of Wisconsin- Milwaukee. December 1993

**B.S.** Elementary Education. University of Wisconsin- Milwaukee. December 1989

**Significant Continuing Education**

Distance Learning Specialist. University of Wisconsin Milwaukee. January 2010.

Director of Instruction Credential. Cardinal Stritch University. May 1998

Principal Licensure Credential. Cardinal Stritch University. May 1998

**Academic and Professional Positions**

Associate professor, 2008- present  
Department of Curriculum and Instruction, University of Wisconsin- Milwaukee, Milwaukee, WI

Assistant professor, 2002- 2007  
Department of Curriculum and Instruction, University of Wisconsin- Milwaukee, Milwaukee, WI

Project manager, 2001-2002  
Title II Grant, School of Education, University of Wisconsin-Milwaukee, Milwaukee, WI.

Program director, 1998-2001  
The Compton Fellowship Program, Marquette University, Milwaukee, WI.

Adjunct instructor, summer 1997  
Marquette University, Milwaukee, WI.

Mentor teacher, 1997-1998  
Milwaukee Public Schools, Milwaukee WI.

Middle school teacher, 1990-1997  
Milwaukee Public Schools, Milwaukee, WI



**RESEARCH, SCHOLARSHIP, AND PROFESSIONAL ACTIVITIES**

Saffold, F. (2003, December). Mentoring: A win win situation. [online]. *Mentoring Leadership and Resource Network*. <available>  
<http://www.mentors.net/> (Refereed)

Saffold, F. (2005). Increasing self-efficacy through mentoring. *Academic Exchange Quarterly*, 9(4),13-16. (Refereed)

Saffold, F. (2006, Spring). Teacher education through an alternative route. [online]. *Penn GSE Perspectives on Urban Education*. <available>  
<http://www.urbanedjournal.org/commentaries/comment0015.html>.  
 (Refereed)

Saffold, F. (2006). Retaining urban teachers: The impact of mentoring. *Journal of Urban Learning, Teaching and Research*, 2, 231-238.  
 (Refereed)

Milanowski, A., Longwell-Grice, H., Saffold, F., et al. (2007). Recruiting new teachers to urban school districts: What incentives will work? [online]. *School Finance Redesign Project*. <available>  
[http://www.schoolfinanceredesign.org/pub/pdf/wp11\\_milanowski.pdf](http://www.schoolfinanceredesign.org/pub/pdf/wp11_milanowski.pdf)  
 (Refereed)

Saffold, F. (2007, November). Bridging the cultural gap between teachers and students. *Independent Teacher*, 5(1). <available>  
<http://www.independentteacher.org/vol5/5.1.html> (Refereed)

Saffold, F. & Longwell-Grice, H. (2008, June). Defining their new role: White women preparing to teach in urban schools. *Urban Review*, 40(2), 186-209.  
 (Refereed)

Saffold, F. (2008). Preparing prospective teachers to work in multicultural schools. *Multicultural Learning and Teaching*. (Refereed)

Agnew, M., Mertzman, T., Longwell-Grice, H. & Saffold, F. (2008). Who's in, who's Out: Examining Race, Class and Gender in Cohort Community. *Journal of Diversity in Higher Education*, 1 (1), 20-32. (Refereed)

Saffold, F., & Bales, B. (in press). Radical initiatives in the preparation of multicultural teachers. *Radical Pedagogy*.

**Chapters in Books**

Saffold, F. (2003). Renewing urban teachers through mentoring. In M. Scherer (Ed.), *Keeping good teachers* (pp. 81-87). Alexandria, VA: Association for Supervision and Curriculum Development. (Refereed)

## Research Projects Conducted and Grants Received

Saffold, F. (2003). *Prospective teachers' attitudes about working in urban schools: The role of field experience*. Institute on Race and Ethnicity (UW System). Category A: Research. Grant to analyze early field experiences in urban school settings. Funded at \$10,000, one year award.

Longwell-Grice, H. and Saffold, F. (2004). *Preservice teachers' dispositions about working in urban schools*. A Longitudinal Study. Institute for Excellence in Urban Education. SOE Award. Funded at \$1,008, one year award.

Milanowski, A., Longwell-Grice, H., Saffold, F., et al. (2005). With the Wisconsin Center for Education Research at the University of Wisconsin-Madison. This research was funded through a grant from the Gates Foundation.

Saffold, F., Longwell-Grice, H., File, N., & Logan, B. (2007). *Recruitment and retention of preservice teachers of color: Transitioning students from MATC to UWM*. Institute for Excellence in Urban Education. SOE Award. Funded at \$20,110, one year award.

Saffold, F. & Mueller, J. (2007). *NEA Leadership and Learning grant*. National Education Association. Funded at \$5,000, one year award.

Mueller, J & Saffold, F. (2007). *Critical Conversations to Push the Equity Agenda Forward*. UWM Institute on Race and Ethnicity. Funded at \$1,000, one year award.

Saffold, F. & Mueller, J. (2007). *Critical Conversations to Push the Equity Agenda Forward*. UWM Cultures and Communities. Funded at \$2,500, one year award.

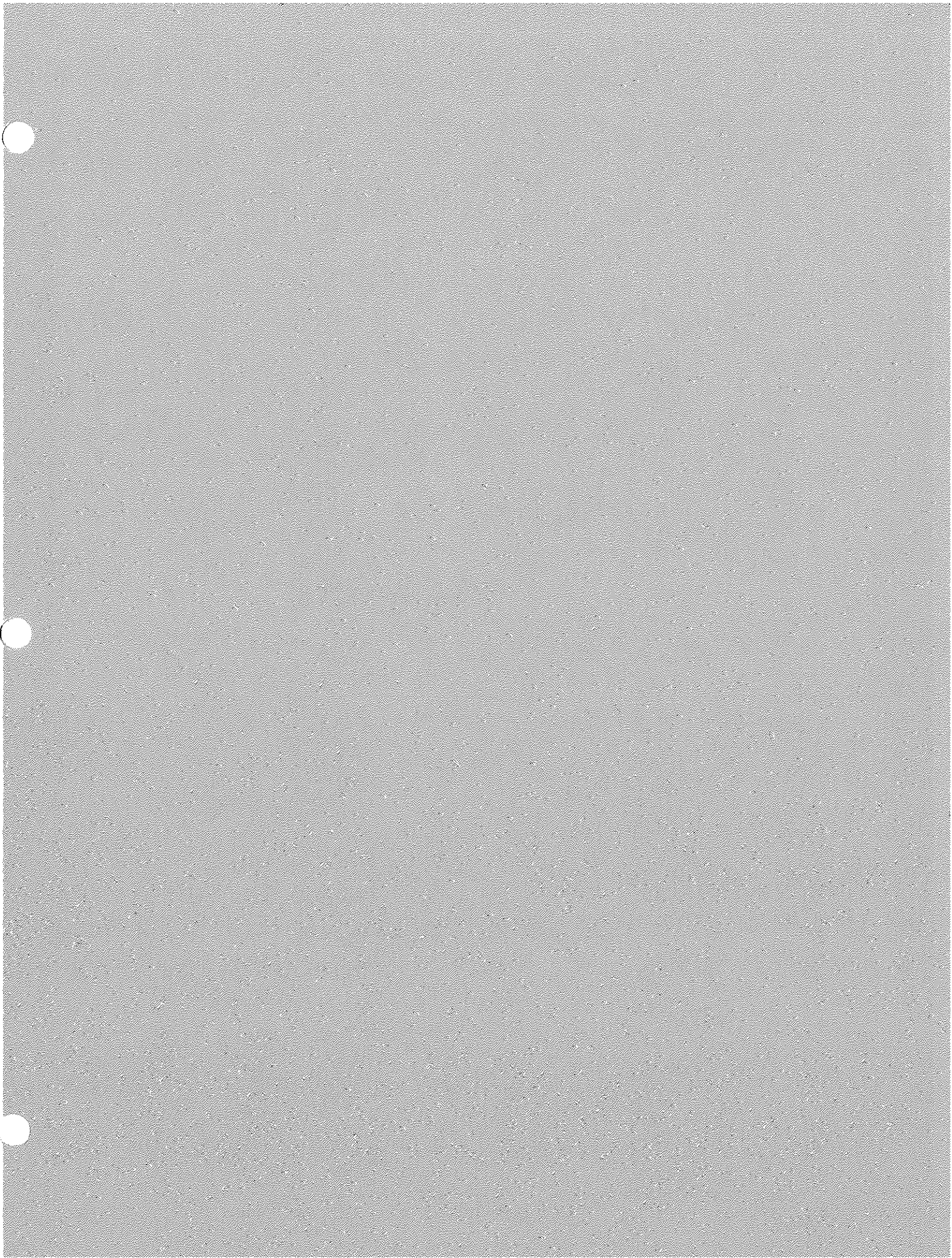
## Teaching Awards and Honors

2006-2007 UWM Distinguished Undergraduate Teaching Award

2006-2007 UWM School of Education Teaching Award

## Membership, Office, and Leadership in Professional Organizations.

2002-2006	Member, Urban Network to Improve Teacher Education
2002- present	Member, American Educational Research Association
2003-2006	Member, Mentoring and Leadership Resource Network
2007- present	Member, Educators Network for Social Justice.



# Rapport

LEADERSHIP  
INTERNATIONAL

## Joseph Tate Owner

As owner of Rapport Leadership International, Joseph Tate brings more than 40 years of entrepreneurial experience to the company.

Prior to purchasing Rapport Leadership International in 2003, Tate served as chief executive officer and Chairman of the Board at Superior Services, Inc., a company that Tate helped grow from a three-employee, two-truck waste-hauling business in Wisconsin, to a 3,000 employee, \$400 million corporation.

Tate maintains a variety of business partnerships to date. Of them, he considers Rapport Leadership International to be the most important business venture. He realizes the value of a business that helps companies change their corporate cultures to reach their business goals by empowering their people to strengthen their families and business relationships through personal growth.

Further employing his leadership skills, Tate also owns Tate Enterprises, a company that facilitates all of his business ventures by offering professional management services to the organizations in which he is a substantial equity partner.

Tate recently retired from the non-profit boards of Second Harvest of Wisconsin and the Next Door Foundation. He currently sits on the boards of the CEO Leadership Academy and The Tate Family Foundation. His passions include family, riding his Harley and driving his John Deere tractor.

## **Summary of Qualifications for Joseph Patrick Tate**

### **Summary**

Mr. Tate brings more than 40 years of entrepreneurial experience to the businesses in which he is currently involved. In 1967, he founded Valley Sanitation, a two-truck waste hauling business in Fort Atkinson, Wisconsin. The company had three employees and annual revenues of \$40,000 the first year. In 1993, he merged his 12-location business with 10 others to form Superior Services, Inc., a solid waste, special waste and hazardous waste business serving the Midwest. By 1999, Superior had a successful initial public offering, a secondary offering and finally, sold to Vivendi, a French conglomerate. At the time of the sale, Superior had over 3,000 employees. Mr. Tate served as President/CEO and Chairman of the Board at Superior.

After the sale of Superior Services, Inc., Mr. Tate started Tate Enterprises, a company that offers professional management services to the organizations in which he is a substantial equity partner.

### **Key dates in the development of Mr. Tate's solid waste interests**

- 1967 Valley Sanitation started in Fort Atkinson, Wisconsin
- 1993 Valley companies merged with two other waste handling companies to form Superior Services, Inc. The Valley companies contributed about \$25 million in annual revenue to Superior's \$60 million in annual revenue. Superior provided solid waste collection, transfer, recycling and disposal services.
- 1996 Superior Services, Inc. went public with an initial public offering of \$35 million.
- 1998 Superior Services, Inc. had a secondary offering raising \$110 million.
- 1999 Superior Services, Inc. sold to VIVENDI, a French company headquartered in Paris, for slightly over \$1 billion on \$400 million of revenue. VIVENDI was engaged in a variety of businesses, including water, energy, waste management, construction and telecommunications.

VIVENDI had 235,000 employees worldwide, and total sales of about \$35 billion. At the time of the sale, Superior had 49 solid waste collection operations, 20 transfer stations, 23 company-owned landfills and four managed landfills. The company had about 3,000 employees and operated in 12 U.S. states serving more than 750,000 residential, commercial and industrial customers.



### Waste-related Employment History

Mr. Tate served in various capacities with, and was an owner and/or co-owner of the companies listed below. For all intents and purposes, these companies were sold to Superior when the company formed in 1993.

- 1967 Valley Sanitation started, a waste disposal business  
Fort Atkinson, Wisconsin                      President/Owner 8/67 - 2/94
- 1979 Formed Valley Sanitation of Marshfield, Inc., a waste disposal business  
Marshfield, Wisconsin                      Sec./Treasurer 10/79 - 12/93
- 1982 Formed Cedar Disposal, a waste disposal business  
Menomonee Falls, Wisconsin                      Secretary 8/82- 12/93 Vice president 2/88 - 12/93
- 1986 Formed Beloit Disposal, Inc., a waste disposal business  
Machesney Park, Illinois                      Treasurer 2/86 - 2/94 Secretary 2/86 - 2/95
- 1986 Formed Valley Flower Environmental, Inc., a biosolids/liquid treatment company  
Fort Atkinson, Wisconsin                      Treasurer 3/86 - 2/94
- 1987 Formed Alliance Transportation Services, Inc., a hazardous transportation business  
Fond du Lac, Wisconsin                      Secretary/Treasurer 2/87- 3/93
- 1988 Partnered with Ven Housen Disposal Services, a waste disposal business  
Elkhorn, Wisconsin                      Secretary/Treasurer 2/88 - 2/94
- 1989 Formed Sharps Incinerator of Fort, Inc., a medical waste incinerator.  
Fort Atkinson, Wisconsin                      Treasurer 2/92 - 2/94
- 1989 Formed Valley Sanitation of Elgin, Inc., a waste disposal business  
Elgin, Illinois                      Director 11/89 - 8/97, President/VP 10/90 - 2/95
- 1990 Formed Alliance Environmental Services, Inc., a waste disposal business  
Menomonee Falls, Wisconsin                      Secretary/Treasurer 11/90 - 12/93
- 1991 Formed Mineral Springs Corporation, a hazardous waste storage facility  
Fond du Lac, Wisconsin                      Secretary/Treasurer 7/91 - 4/93
- 1992 Formed Emerald Park, Inc., a solid waste landfill  
Muskego, Wisconsin                      Vice President 1/92 - 12/92

1992 Merged the Valley companies to form Superior Services, Inc.

Milwaukee, Wisconsin

Director 7/92 - 7/99

Chairman of the Board 1/93 to 7/99

Chief Executive Officer 1/93 - 8/94

### Other Waste-related Business

Mr. Tate was an officer/director and/or shareholder of the following waste services companies that were not included in the merger to form Superior. In most cases, these businesses were sold to third parties prior to the formation of Superior.

- 1971 Formed Valley Sanitation of Monroe, a waste disposal business  
Monroe, Wisconsin Secretary/Treasurer 6/71 - 7/81
- 1973 Formed Valley Sanitation of Oshkosh, a waste disposal business  
Stoughton, Wisconsin Secretary/Treasurer 4/73 - 8/75
- 1974 Formed Valley Sanitation of Stoughton, a waste disposal business  
Stoughton, Wisconsin Secretary/Treasurer 6/74 - 4/92
- 1986 Formed Custom Disposal Services, Inc., a waste disposal business  
Phoenix, Arizona Secretary/Treasurer 6/86 - 9/89
- 1985 Valley Sanitation of Madison, Inc., a waste disposal business  
Madison, Wisconsin Secretary/Treasurer 7/85 - 9/92



### **Business Interests**

Following are business concerns in which Mr. Tate owns or controls more than 5% of the outstanding equity:

OnMilwaukee.com, Milwaukee, Wisconsin  
Milwaukee internet city guide

TMX, White Pigeon, Michigan  
Decorative mulch company

Tate Farm, Fountain Green, Utah  
Ranch

John Mason Car Wash, Carol Stream, Illinois  
Car wash and oil change

Lake Country Disposal, Sullivan, Wisconsin  
Solid Waste Disposal Company

Sherman Disposal, Janesville, Wisconsin  
Solid Waste Disposal Company

Coastal Disposal, Brunswick, Georgia  
Solid Waste Disposal Company

Midwest Compost, Elgin and West Chicago, Illinois  
Grass and leaves transfer station

Rapport Leadership International, Las Vegas, Nevada  
Corporate organizational development and leadership training

### **Other Board of Director Positions**

America's Second Harvest of Wisconsin, Milwaukee, Wisconsin, former board member  
(years of service 1998—2007)

America's Second Harvest of Wisconsin Foundation, Milwaukee, Wisconsin  
Co-chair (still active)

Next Door Foundation, Milwaukee, Wisconsin, former board member  
(years of service 1998-2007)

Tate Family Foundation, Milwaukee, Wisconsin, founder  
(founded in 1985 with current focus on improving life skills of youth in Southeastern Wisconsin)

CEO Leadership Academy, Milwaukee, Wisconsin, board member

Rapport Leadership International, Las Vegas, Nevada, co-owner and board member

### **Special Honors**

Awarded the Chamber of Commerce Economic Development Award, 1995  
Fort Atkinson, Wisconsin

Hunger Humanitarian Award, America's Second Harvest of Wisconsin, 2008

### **Other Organizations**

Chamber of Commerce, past member  
Fort Atkinson, Wisconsin

Fort Atkinson Senior Center, founder and past board director  
Fort Atkinson, Wisconsin

Rotary, past member  
Fort Atkinson, Wisconsin

Governor's Council on Recycling, 1988-1994

**Education**

College Education: Indiana University, Bloomington, Indiana  
Graduated 1967, Bachelor of Science Management and Administration

High School: Fenwick High School, Oak Park, Illinois  
Graduated 1962

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DEPT OF  
FINANCIAL INSTITUTIONS  
STATE OF WISCONSIN

**ARTICLES OF INCORPORATION**  
**OF**  
**CEO LEADERSHIP ACADEMY, INC.**

2004 AUG 17 AM 9:00

The undersigned, a natural person of the age of eighteen (18) years or more acting as incorporator of a Corporation under the Wisconsin Nonstock Corporation Law (Chapter 181 of the Wisconsin Statutes) adopts the following Articles of Incorporation for such Corporation.

**ARTICLE I**  
**Name**

The name of the Corporation is CEO Leadership Academy, Inc.

AUG 17 2004 10:25 AM  
**ARTICLE II**  
253774 DCORP35 \$35.00  
**Purposes**

The Corporation is organized and shall be operated exclusively for charitable, religious, scientific and educational purposes; to engage in activities relating to the aforementioned purposes; and to invest in, receive, hold, use and dispose of all property, real or personal, as may be necessary or desirable to carry into effect the aforementioned purposes.

Notwithstanding any other provisions of these Articles of Incorporation, the Corporation shall not carry on any activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code or (b) by a corporation, contributions to which are deductible under Sections 170(c)(2), 2055(a)(2) and 2522(a)(2).

All references herein to the Internal Revenue Code are to the Internal Revenue Code of 1986 or the corresponding provisions of any future United States Internal Revenue Law.

**ARTICLE III**  
**Powers**

The Corporation shall have all powers conferred upon nonstock, nonprofit corporations organized under Chapter 181 of the Wisconsin Statutes and any successor provisions thereto now enacted or hereafter amended but shall exercise such powers only in fulfillment of its above-stated purposes.

The Corporation shall not engage in any of the following activities:

1. The Corporation shall not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of any candidate for public office.
2. No substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting, to influence legislation; provided, however, that this provision shall not apply to activities consisting of carrying on propaganda, or otherwise

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attempting, to influence legislation, to the extent the Corporation has made an election pursuant to and remains in compliance with the restrictions of Section 501(h) of the United States Internal Revenue Code.

3. No dividends shall be paid and no part of the net earnings of the Corporation shall inure to the benefit of any private individual within the meaning of Section 501(c)(3) of the United States Internal Revenue Code.

At any time when the Corporation is or becomes a "private foundation" within the meaning of Section 509(a) of the United States Internal Revenue Code of 1986, as amended, or any similar successor provision thereto (which Internal Revenue Code is hereinafter referred to for convenience as the "Code"), and Section 181.0320 of the Wisconsin Statutes, the following additional limitations on the Corporation's activities shall apply:

1. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code.

2. The Corporation shall not engage in any act of self-dealing as defined by Section 4941(d) of the Code.

3. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code.

4. The Corporation shall not make any investments in such manner as to subject it to the tax under Section 4944 of the Code.

5. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

#### **ARTICLE IV**

##### **Members**

This Corporation shall not have members.

**ARTICLE V**  
**Board of Directors**

The affairs of the Corporation shall be managed by a Board of Directors. The number of Directors constituting the initial Board of Directors shall be eight (8); thereafter, the number and manner of election shall be as provided in the Bylaws, but the number of Directors shall not be less than eight (8).

The following persons shall serve as the initial Board of Directors:

Bishop Cheryl Brown  
Believers In Christ Full Gospel Baptist Church  
4065 N. 25<sup>th</sup> Street  
Milwaukee, WI 53209

Bishop Ricky J. Burt  
Greater New Birth Church  
2207 W. Center Street  
Milwaukee, WI 53206

Pastor Joe Games  
Providence Missionary Baptist Church  
2429 W. Hampton Avenue  
Milwaukee, WI 53209

Pastor Frank Headd  
Spirit of Deliverance  
4175 N. 42<sup>nd</sup> Street  
Milwaukee, WI 53216

Bishop Darrell Hines  
Christian Faith Fellowship Church  
8633 W. Good Hope Road  
Milwaukee, WI 53224

Pastor Archie Ivy  
New Hope Missionary Baptist Church  
2464 W. Atkinson Avenue  
Milwaukee, WI 53209

Pastor Harold Moore  
Mercy Memorial Baptist Church  
3233 W. Lloyd  
Milwaukee, WI 53208

Pastor John W. McVicker  
Christ the King Baptist Church  
7750 N. 60<sup>th</sup> Street  
Milwaukee, WI 53223

**ARTICLE VI**  
**Dissolution and Liquidation**

The Corporation may be dissolved upon the adoption of a plan to dissolve adopted by the Board of Directors of the Corporation present in person or by proxy at a duly constituted meeting, in the manner provided in Section 181.1401 of the Wisconsin Statutes. In the event of dissolution of the Corporation no liquidating or other dividends and distribution of property owned by the Corporation shall be declared or paid to any private individual, but the net assets of the Corporation shall be distributed as follows:

1. All liabilities and obligations of the Corporation shall be paid, satisfied and discharged, or adequate provision shall be made therefor;
2. Remaining assets shall be distributed to one or more organizations described in Sections 170(c)(2), 501(c)(3), 2055(a)(2) or (3) and 2522(a)(2) of the United States Internal Revenue Code, as determined in the plan to dissolve adopted in the manner set forth above in this Article VI.

**ARTICLE VII**  
**Amendment**

These Articles may be amended by a vote of at least two-thirds (2/3) of the Directors of the Corporation then in office.

**ARTICLE VIII**  
**Miscellaneous**

Section 1. The name and address of the initial registered agent of the Corporation is:

Denise Pitchford, School Planner  
W<sup>5</sup>Institute for Transformation of Learning  
750 N. 18<sup>th</sup> Street - Suite 130  
Milwaukee, WI 53233

Section 2. The mailing address in Wisconsin of the principal office of the Corporation is:

2433 W. Roosevelt Drive  
Milwaukee, WI 53209

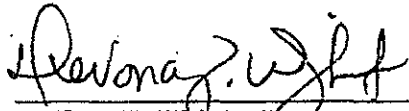


Section 3. The county in which the principal office of the corporation is located is Milwaukee County, Wisconsin.

Section 4. The name and address of the incorporator is:

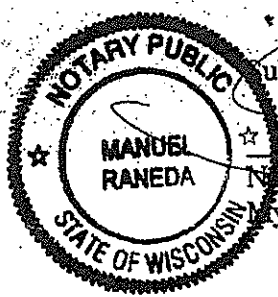
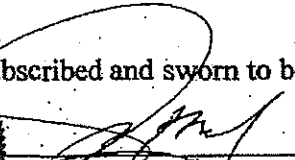
DeVona Y. Wright  
Gonzalez, Saggio & Harlan, L.L.P.  
225 E. Michigan Street  
Milwaukee, WI 53202

IN WITNESS WHEREOF, this 16<sup>th</sup> day of August, 2004.

  
DeVona Y. Wright, Incorporator

STATE OF WISCONSIN )  
MILWAUKEE COUNTY )

Personally came before me this 16<sup>th</sup> day of August, 2004, the above-named DeVona Y. Wright to me known to be the person who executed the foregoing instrument and acknowledged the same.

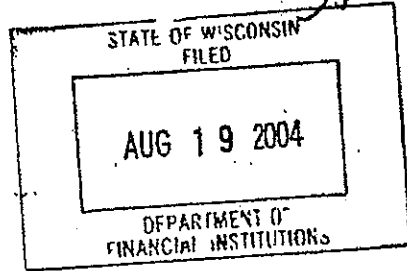
 subscribed and sworn to before me  
  
Notary Public, State of Wisconsin  
My Commission: is permanent

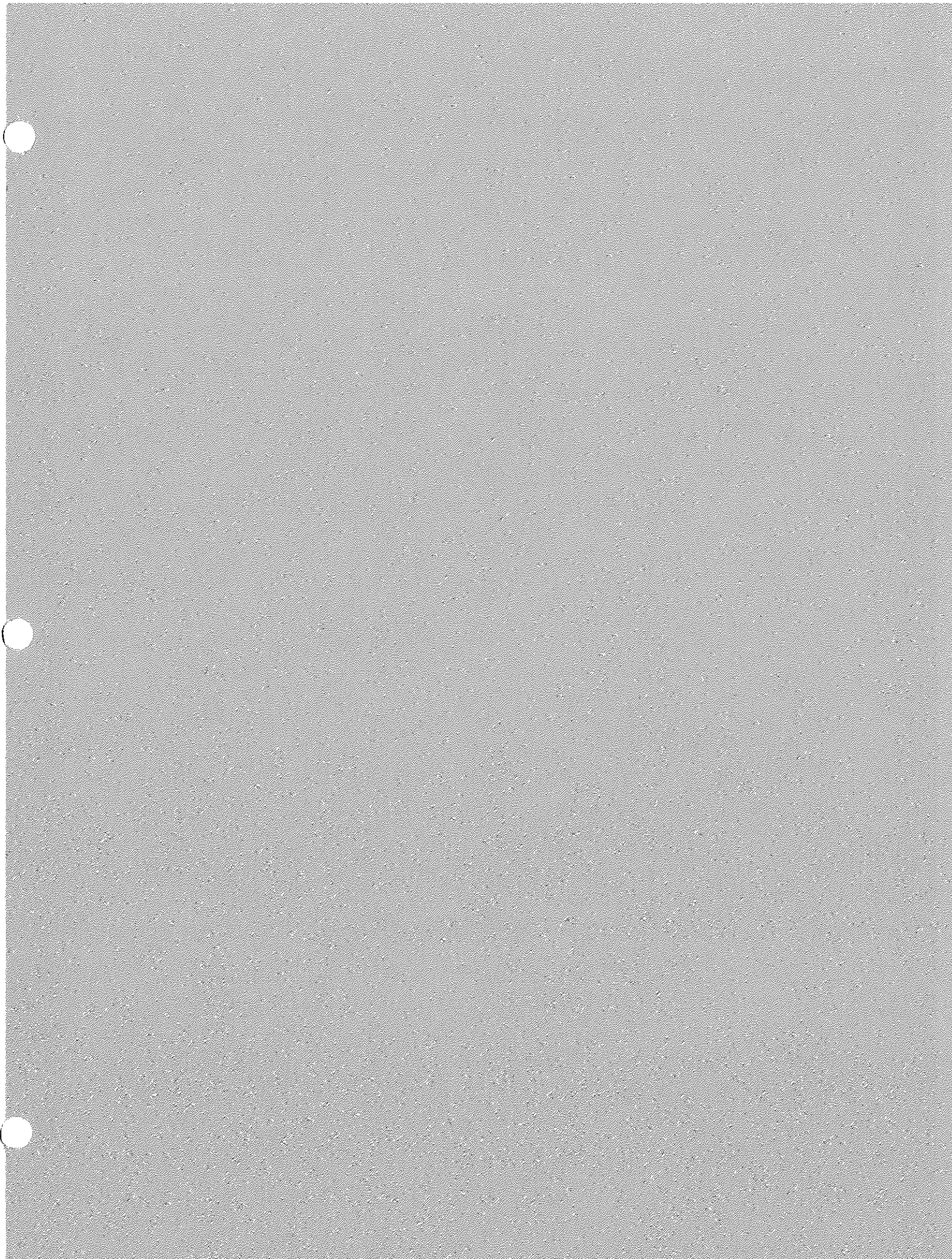
This instrument was drafted by and should be returned to:

DeVona Y. Wright, Esq  
Gonzalez, Saggio & Harlan, L.L.P.  
225 E. Michigan Street  
Milwaukee, WI 53202  
(414) 277-8500

ARTICLES OF INCORPORATION  
CHAPTER 181

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**BYLAWS  
OF  
CEO LEADERSHIP ACADEMY (CEO)**

**ARTICLE I**

**Name, Offices & Mission**

**Section 1. Name.** The name of the Corporation is CEO Leadership Academy (hereinafter the "Corporation"). The CEO stands for Commitment, Excellence and Opportunity.

**Section 2. Mission.** The mission is to nurture scholars capable of transforming their world, by sending them to and through college.

**Section 3. The Principal Office.** The principal office of the Corporation in the state of Wisconsin shall be located in the City of Milwaukee. The Corporation may have such other offices, either within or without the State of Wisconsin, as the Board of Directors may designate or as the offices of the Corporation may require from time to time.

**Section 4. Registered Office.** The registered office of the Corporation required by the Wisconsin Nonstock Corporation Law may be, but need not be, identical with the principal office in the State of Wisconsin and the address of the registered office may be changed from time to time by resolution of the Board of Directors.

**ARTICLE II**

**The Corporation**

**Section 1. Membership.** The voting members of the Corporation shall be members of the Board of Directors which will be no fewer than five (5) people and no larger than 21. The Board must include at least two parents who have students enrolled in the school. The Director of Education of the corporation shall be an Ex Officio Director of the corporation without voting rights. The Ex Officio Director shall not be included in the total number of Directors authorized above.

The duties and prerogatives of the Board members shall be as set forth in Article III.

**Section 2. Purposes and Functions.** To conduct, maintain and operate for serviceable, education, and scientific purposes, a public not for profit Corporation and all future extensions thereof, to provide, under the direct of properly qualified personnel, a school and/or school system.

- To prescribe and regulate the course of instruction and to grant such diplomas as are usually granted by similar institutions; and to do all things necessary, proper

and desirable as may be permitted by governing law, for the promotion of service and education.

- To do any and all acts that are necessary, proper, useful, incidental and/or advantageous to the above-stated purposes in conformity with the rules and regulations of the State of Wisconsin and the Board of Directors.
- To otherwise perform all acts which are permitted of not-for-profit charitable Corporations under the laws of the State of Wisconsin.

**Section 3. A Public, Not-For-Profit Corporation.** It is intended that the Corporation shall have and continue to have the status of a Corporation which is exempt from federal income tax under Section 501 (c) (3) of the Internal Revenue Code of 1954, and under appropriate state law, and these By Laws and Articles of Incorporation shall be construed accordingly.

The Corporation is organized and shall be operated exclusively for educational, serviceable and scientific purposes within the meaning of Section 501(c) (3) of the internal Revenue Code of 1954, and in furtherance of such purposes, shall be operated exclusively, as an organization described in Section 170 (b) (1) (A) (iii) of the Internal Revenue Code of 1954. In furtherance of such purposes, the Corporation may:

- Solicit and receive substantial financial support through gifts, contributions and grants.
- Hold, administer, convert, invest and reinvest and manage such funds.
- Engage in any lawful activities permitted not-for-profit charitable Corporations under the Statues of the State of Wisconsin and within the purposes of which the Corporation is organized.

**Section 4. Meetings.** The members of the Board will meet at least quarterly to receive reports, discuss matters of concerns, and raise any questions.

**Section 5. Non-Discriminatory Policy.** The Corporation prohibits discrimination in all of its programs and activities on the basis of race, color, national origin, age, disability, and where applicable, sex, marital status, familial status, parent status, religion, sexual orientation, genetic information, political beliefs, or because all or part of an individual's income is derived from any public assistance program.

**Section 6. Non-Sectarian.** The Corporation shall be non-sectarian and non-religious in its curriculum, programs, admission policies, employment practices, governance and all other operations.

**Section 7. Dissolutions.** In the event of the dissolution of the Corporation or any forced liquidation, any assets remaining after of the satisfaction of claims of creditors and liens or encumbrances upon property are resolved, and all other costs, charges, and expenses of liquidation or dissolution are paid, shall be distributed to entities determined by the Board of Directors with the stipulation that the assets should be used for purposes consistent with the purposes of the Corporation.



## ARTICLE III

### BOARD OF DIRECTORS

**Section 1. Composition.** All members of the Board with the exception of the Director of Education shall be voting members of the Board. The voting members of the Board shall have such duties and responsibilities as set forth in Section 11.

The Board of Directors shall elect bi-annually one of its members to serve as the Chair of the Board of Directors. The Chair will call the meetings and will set the agenda in consultation with the Director of Education and/or other members.

**Section 2. Regular Meetings.** A regular meeting of the Board of Directors shall be held quarterly with the meeting in August to constitute the Annual Meeting. The Board of Directors may provide, by resolution, the time and place, either with or without the State of Wisconsin, for holding of additional regular meetings without other notice than such resolution.

**Section 3. Special Meetings.** Special meetings by the Board of Directors may be held at any time, either within or without the State of Wisconsin, on call of the Chair or by Secretary on written request of any two Directors. Any such meeting shall be held at the principal office of the Corporation unless some other place is designated in the notice thereof.

**Section 4. Notice.** Notice of any special meeting shall be given by written notice mailed, telephoned, faxed, or personally delivered to each Director at his or her business address at least three (3) days previously thereto. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail so addressed, with postage thereon prepaid. If such notice were sent by fax, it shall be deemed delivered upon receipt of fax confirmation. Any Director may waive notice of any meeting. The attendance of a Director at a meeting shall constitute a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of any regular or special meeting of the Board of Directors need be specified in the notice or waiver of notice of such meeting.

**Section 5. Quorum.** A majority of the number of voting Directors currently in office fixed by Article II shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, but if less than such majority is present at the meeting, a

majority of the Directors present may adjourn the meeting from time to time without further notice.

**Section 6. Manner of Acting.** The act of the majority of the voting Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by The Wisconsin Nonstock Corporation Law, as amended, or Articles of Incorporation or Bylaws of the Corporation.

**Section 7. Removal.** A Director may be removed from office with or without cause by the affirmative use of a majority of the members present at any annual or regular meeting, or at any special meeting of the members called for that purpose, subject, however, to the limitations described in Article IV, Section 4.

**Section 8. Vacancies.** In the event a vacancy occurs in the Board of Directors as the result of a death, resignation, removal, or other cause, an Interim Director shall be elected by the affirmative vote of a majority of the remaining Directors then in office, until a successor is elected at the next scheduled meeting of the members, or at any special meeting duly called for that purpose and held prior thereto, at which meeting a Director shall be elected to serve for the remaining term of the vacancy.

**Section 9. Compensation.** No Director of the Corporation shall receive any compensation for his services, but may receive reimbursement for his reasonable expenses incurred in connection with corporate matters, provided that such reimbursements are authorized by the affirmative vote of majority of Directors then in office.

**Section 10. Presumption of Assent.** A Director of the Corporation who is present at a meeting of The Board of Directors, or a committee thereof, at which action on any Corporation matter is taken shall be presumed to have assented to the action taken unless his dissent shall be entered in the minutes of the meeting or unless he shall file his written Dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the Corporation immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Director who voted in favor of such action.

**Section 11. Duties and Responsibilities.**

With respect to the mission of the Corporation the responsibilities of the Board are:

- To develop the philosophy of the Corporation.
- To develop and review long-range institutional goals and objectives.
- To establish overall policy for the management of the Corporation which is consistent with the Articles of Incorporation and these By-Laws, and the policy established by the Corporation.
- To determine, except as otherwise provided by the Articles of Incorporation and these By-Laws, who shall be authorized to sign bills, notes, receipts, acceptances,

endorsements, checks, releases, contracts, and documents on behalf of the Corporation.

- To amend, restate or modify the Articles of Incorporation or the By-Laws of the Corporation.
- To approve any plan for dissolution, merger, consolidation or liquidation of the Corporation.
- To approve annual capital budget and any major fund raising project plans
- To accept major gifts/bequests or gifts/bequests with restriction in the name of the Corporation.
- To approve acquisition, purchase, sale, mortgage, lease, transfer or encumbrance of the real property in the name of the Corporation as well as all major capital financing by means of loans or other methods.
- To approve the appointment of the Director of Education of the Academy.
- To approve the addition or deletion of the school site.
- To develop a process for and hold grievance and/or conciliation hearings for all employees or make appropriate referrals for such.
- To be the final determinant of expulsion of students in accordance with policies developed to handle such matters.

**Section 12. Conflict of Interest.** In the performance of their obligations and duties, Directors shall also be expected at all times to act in the best interests of the corporation. To that end, the Board of Directors shall adopt and implement a Conflicts of Interest Policy, pursuant to which Directors shall disclose financial interest that may create, or appear to create, conflicts of interest; in such circumstances, the affected Director shall not participate in the deliberations or voting by the Board as to the matter at issue. Moreover, in the event that the Board of Directors considers a proposal for the corporation to grant funding to, or otherwise interact with, another organization with which a particular Director is affiliated (such as by serving as Director, officer or committee member of such other organization, and regardless of whether such affiliation entails any financial interest on the part of such individual Director), such Director may provide information if and to the extent requested by the Board, but then shall be excused from Board deliberations and recused from voting on the proposal.

## **ARTICLE IV**

### **Officers**

**Section 1. Number.** The principal officers of the Board of Directors shall be a Chair, a Vice-Chair, a Secretary, and a Treasurer, each of whom shall be elected by the Directors at the annual meeting of Directors described in these By-Laws. Such other officers and assistant officers may be deemed necessary may be elected or appointed by the Board of Directors. An officer may resign at any time by filing his 30-day written resignation with the Secretary.



**Section 2. Election of Officers.** Each officer shall hold office for a term of two years and until his successor is elected or appointed and qualified. Any elected officer may succeed himself or herself

**Section 3. Vacancies.** Any vacancy occurring in any offices as there result of death, resignation, removal, or other cause, may be filled until the next succeeding annual election by the affirmative vote of a majority of the Board of Directors, whether or not there is a quorum.

**Section 4. Removal.** Any officer elected or appointed by the Board of Directors may also be removed from office with or without cause by the affirmative vote of a majority of the Board of Directors.

**Section 5. Chair.** (a) The Chair shall be the principal executive officer of the Corporation and, subject to the control of the members of the Board of Directors, shall in general supervise and control the affairs of the Corporation authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these By-Laws to some other officer, or shall be required by law to be otherwise signed or executed; and in general shall perform all duties incident to the office of the Chair, and such other duties as may be prescribed by the Board of Directors from time to time.

**Section 6. The Vice Chair.** In the absence of the Chair or in the event of his death, inability or refusal to act, the Vice Chair shall perform the duties of the Chair, and when so acting shall have all the power of and be subject to all the restrictions upon the Chair. Any Vice Chair shall perform such other duties as from time to time may be assigned to him by the Chair or by the Board of Directors. Vice Chairs may by their election have charge and supervision of designated portions of the Corporation's affairs.

**Section 7. The Secretary.** The Secretary shall: (a) keep the minutes of the meetings of the members and of the Board of Directors in one or more books provided for that purpose. (b) see that all notices are duly given in accordance with the provisions of these By-Laws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents, the execution of which on behalf of the Corporation under its seal is duly authorized; (d) keep, or arrange for the keeping of, a register of the post office address of each member and his/her date of admission, which shall be furnished to the secretary by such member, (e) in general, perform all duties incident to the office of Secretary and have such other duties and exercise such authority as from time to time may be delegated or assigned to him by the Chair by the Board of Directors.

**Section 8. The Treasurer.** The Treasurer shall: (a) have charge and custody and be responsible for all funds and securities of the Corporation; (b) receive and give receipts for moneys due and payable to the Corporation from any source whatsoever, and deposit

all such moneys in the name of the Corporation in banks, trust companies and other depositories. (c) prepare a financial report monthly for the Board and financial reports for meetings of members (including an annual report); and (d) in general, perform all of the duties incident to the office of Treasurer and have such other duties and exercise such other authority as from time to time may be delegated or assigned to him by the Chair or by the Board of Directors. All books and accounts kept by the Treasurer shall be deemed corporate property and shall be open for inspection at reasonable times to any member. If required by a vote of Directors, the Treasurer shall be bonded and shall, if required by the Directors, have an audit conducted annually. All of the duties cited in this section may be delegated on a day-to-day basis to the Business Manager of the Corporation.

**Section 9. Other Assistants and Acting Officers.** The Board of Directors shall have the power to appoint any person to act as assistant to any officer, or to perform the duties of such officer whenever for any reason it is impracticable for such officer to act personally, and such assistant or acting officer appointed by the Board of Directors shall have the power to perform all the duties of the office to which he is so appointed to be assistant, or as to which he is so appointed to act, except as such power may be otherwise defined or restricted by the Board of Directors.

**Section 10. Compensation.** No officer of the Corporation shall receive any compensation for his services unless approved by the Board of Directors, and may receive reimbursement for reasonable expenses incurred in connection with corporate matters, proved that such reimbursement is authorized by the affirmative vote of a majority of the Board of Directors.

## **ARTICLE V**

### **Administration**

**Section 1. The Director of Education.** The Director of Education shall have the authority to direct and administer the program and activities of the school subject only to such policies as have been adopted by the Board of Directors.

**Section 2. Responsibilities of the Director of Education.** The Director of Education is accountable to the Board of Directors. The Administrator responsibilities and authorities shall include but not be limited to the following:

- To insure that the philosophy of the school is implemented.
- To insure that quality education is provided.
- To execute all policies established by the Board of Directors.
- To develop a plan or organization and assignment for the school staffs of the school.
- To direct and coordinate the selection, employment, supervision and discharge of all school employees according to school policies.
- To implement personnel regulations for the school in accordance with school policy.

- To work with the Business Manager and the Finance Committee of the Board to cause an annual budget to be prepared showing the expected receipts and expenditures.
- To work with the Business manager to maintain all business affairs in order to insure that all monies are collected and expended to the best possible advantage of the school.
- To see that all physical properties of the school remain in good operating condition so that the health and safety standards are maintained.
- Make recommendations to the Board of Directors regarding fund raising activities.
- Sign checks, contracts, and other documents of a financial nature on behalf of the school unless authority to do so is specifically reserved by or delegated to another person or office.
- Work with the Business Manager to develop budgetary projections and implement plans with regard to personnel matters of a financial nature (base salaries, health plans/coverage, cost of living allowances, pension plans, etc.)
- Prepare and present requests to the Board of Directors for authorizations to make expenditures in excess of the amount, which has been budgeted for such expenditure.
- Oversee the purchase, upkeep, storage, replacement, and inventory of maintenance supplies and equipment.
- Maintain thorough and current inventories of equipment, furnishings, and materials on hand.
- Devise plans for the maximum cooperative use of supplies, materials, and equipment.
- Oversee and evaluate the performance of contracted maintenance operations.
- Maintain adequate records (files, logs, inventories, etc.) for insurance purposes.
- Define, assign and delegate responsibilities and duties as deemed appropriate.
- Work with the Business Manager to coordinate payroll services (to include registering adjustments and responding to inquiries and/or complaints from employees) for the school personnel employed by the school.
- Evaluate Office Staff according to guidelines.
- Direct and administer all the activities of the school and be responsible for all its activities and programs, subject only to such policies as have been adopted by the Board of Directors.
- The Director of Education is accountable to and evaluated by the Board of Directors.
- The Director of Education shall collaborate with the Board of Directors in the development of a long-range plan and in the establishment of institutional goals and objectives to achieve the long-range goals.
- The Director of Education shall collaborate with the Board of Directors in the exercising of his/her responsibilities and shall be responsible for all areas as stated in the description of Director of Education.

## ARTICLE VI

### Indemnification

The Corporation shall indemnify any Director or officer, or former Director or officer of the Corporation, or any person who may have served at its request as a Director or officer of another Corporation in which it owns shares of capital stock, or which it is a creditor, against reasonable expenses, including attorneys' fees, judgments and fines, which are actually and necessarily incurred by him in connection with the party or with which he is threatened or by reason of being or having been or because of any act as such Director, or officer, within the course of his duties or employment, except in relation to matters as to which he shall be adjudged in such action, suit or proceeding to be liable for negligence or knowing misconduct in the performance of his duties. The Corporation may also reimburse to any Director or officer the reasonable costs of settlement of any such action, suit or proceeding, if it shall be found by a majority of a committee composed of the Directors not involved in the matter of controversy (whether or not a quorum) that it was to the interests of the Corporation that such settlement be made and that such Director, officer, or advisory committee member was not guilty of negligence or knowing misconduct. The right of indemnification herein provided shall extend to the estate, executor, administrator, guardian and conservator of any deceased or former Director, officer, or person who himself would have been entitled to indemnification. Such rights of indemnification and reimbursement shall not be deemed exclusive of any other rights to which such Director, or officer may be entitled under any statute, agreement, or otherwise.

## ARTICLE VII

### Fiscal Year

The fiscal year of the Corporation shall begin on the 1<sup>st</sup> day of July in each year.

## ARTICLE VII

### Seal

The Board of Directors shall provide a corporate seal, which shall be circular in form and shall have inscribed thereon the words "CEO Leadership Academy, Inc."

## ARTICLE VII

### Informal Action By Members and Directors

Any action required by the Articles of Incorporation or By-Laws of the Corporation, or any provision of law, to be taken at a meeting, or any other action which may be taken at a meeting, signed by all Directors entitled to vote with respect to the subject matter thereof, such consent shall have the same force and effect as a unanimous vote.

## ARTICLE VIII

### Waiver of Notice

Whenever any notice whatever is required to be given under the provisions of The Wisconsin Nonstock Corporation or under the provisions of the Articles of Incorporation or Bylaws of the Corporation, a waiver thereof in writing, signed at any time by the person or persons entitled to respect to any matter of which notice is required under any provision of The Wisconsin Nonstock Corporation Law shall contain the same information as would have been required to be included in such notice under any applicable provisions of said Law, except that the time and place of meeting need not be stated.

## ARTICLE IX

### Contracts, Loans, Checks and Deposits

**Section 1. Contracts.** The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of an on behalf of the Corporation, and such authority may be general or confined to specific instances.

**Section 2. Loans.** No indebtedness shall be contracted on behalf of the Corporation and no evidence of such indebtedness shall be issued in its name unless authorized by resolution of the Board of Directors. Such authority may be general or confined to specific instances.

**Section 3. Checks, Drafts, etc.** All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers of the Corporation and in such manner, including facsimile signature, as shall from time to time be determined by resolution of the Board of Directors.

**Section 4. Deposits.** All funds of the Corporation, not otherwise employed, shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

## **ARTICLE X**

### **Prohibited Transactions**

The Corporation shall not, and neither the Directors nor the officers nor any of them shall have any power to cause the Corporation to (1) lend any part of its income or corpus, without the receipt of adequate security and a reasonable rate of interest, to; (2) pay any compensation, in excess of a reasonable allowance for salaries or other compensation for personal services actually rendered, to; (3) make any part of its services available on a preferential basis, to; (4) make any substantial purchase of securities or other property, for more than adequate consideration in money or money's worth, from; (5) sell any substantial part of its securities or other property, for less than and adequate consideration in money or money's worth, to; or (6) engage in any other transaction which results in a substantial diversion of its income or corpus to: any person who has made a substantial contribution to the Corporation, a brother, sister, spouse, ancestor or lineal descendant of a such a person, or a Corporation, directly or indirectly controlled by such a person. Any transaction which violates the foregoing prohibition shall be absolutely void as to the Corporation and the officers who authorized or effected the same shall be jointly and severally liable in their individual capacities to revoke or rescind the transaction and to restore the Corporation, its income and corpus, to the condition prevailing before the transaction was attempted.

## **ARTICLE XI**

### **Procedures**

**Section 1. Rules of Order.** All meetings of the Board of Directors and of each of the committees of the Corporation, shall be governed by Roberts' Rules of Order, revised edition to the extent not inconsistent with the Articles of Incorporation or the By-Laws.

## **ARTICLE XII**

### **Amendments**

**Section 1. By the Members.** These By Laws may be altered, amended or repealed and new By-Laws may be adopted by the Board at any annual, regular or special meeting by an affirmative vote of two-thirds of the members present. Amendments to these By-Laws shall become effective upon adoption, unless another date is specifically provided in the amendment.





INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **SEP 28 2006**

CEO LEADERSHIP ACADEMY INC  
C/O DENISE PITCHFORD  
2433 W ROOSEVELT DR  
MILWAUKEE, WI 53209

Employer Identification Number:  
30-0322248  
DLN:  
17053330717035  
Contact Person:  
DONNA ELLIOT-MOORE ID# 50304  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)(1)(A)(ii)  
Form 990 Required:  
Yes  
Effective Date of Exemption:  
August 19, 2004  
Contribution Deductibility:  
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 578, sets forth guidelines and record keeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You must comply with this revenue procedure to maintain your tax-exempt status.

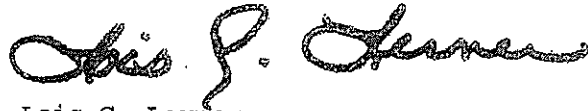
Letter 947 (DO/CG)



CEO LEADERSHIP ACADEMY INC

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in cursive script, appearing to read "Lois G. Lerner".

Lois G. Lerner  
Director, Exempt Organizations  
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

CEO LEADERSHIP ACADEMY INC

INFORMATION FOR ORGANIZATIONS EXEMPT UNDER SECTION 501(c)(3)

WHERE TO GET FORMS AND HELP

Forms and instructions may be obtained by calling toll free 1-800-829-3676, through the Internet Web Site at [www.irs.gov](http://www.irs.gov), and also at local tax assistance centers.

Additional information about any topic discussed below may be obtained through our customer service function by calling toll free 1-877-829-5500.

NOTIFY US ON THESE MATTERS

If you change your name, address, purposes, operations or sources of financial support, please inform our TE/GE EO Determinations Office at the following address: Internal Revenue Service, P.O. Box 2508, Cincinnati, Ohio 45201. If you amend your organizational document or by-laws, or dissolve, provide the EO Determinations Office with a copy of the amended documents. Please use your employer identification number on all returns you file and in all correspondence with the Internal Revenue Service.

FILING REQUIREMENTS

In your exemption letter we indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. Form 990 (or Form 990-EZ) is filed with the Ogden Submission Processing Center, Ogden UT 84201-0027.

You are required to file a Form 990 only if your gross receipts are normally more than \$25,000.

If your gross receipts are normally between \$25,000 and \$100,000, and your total assets are less than \$250,000, you may file Form 990-EZ. If your gross receipts are over \$100,000, or your total assets are over \$250,000, you must file the complete Form 990. The Form 990 instructions show how to compute your "normal" receipts.

Form 990 Schedule A is required for both Form 990 and Form 990-EZ.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. There are penalties for failing to timely file a complete return. For additional information on penalties, see Form 990 instructions or call our toll free number.

If your receipts are below \$25,000, and we send you a Form 990 Package, follow the instructions in the package on how to complete the limited return to advise us that you are not required to file.

If your exemption letter states that you are not required to file Form 990, you are exempt from these requirements.

CEO LEADERSHIP ACADEMY INC

UNRELATED BUSINESS INCOME TAX RETURN

If you receive more than \$1,000 annually in gross receipts from a regular trade or business you may be subject to Unrelated Business Income Tax and required to file Form 990-T, Exempt Organization Business Income Tax Return. There are several exceptions to this tax.

1. Income you receive from the performance of your exempt activity is not unrelated business income.
2. Income from fundraisers conducted by volunteer workers, or where donated merchandise is sold, is not unrelated business income.
3. Income from routine investments such as certificates of deposit, savings accounts, or stock dividends is usually not unrelated business income.

There are special rules for income derived from real estate or other investments purchased with borrowed funds. This income is called "debt financed" income. For additional information regarding unrelated business income tax see Publication 598, Tax on Unrelated Business Income of Exempt Organizations, or call our toll free number shown above.

PUBLIC INSPECTION OF APPLICATION AND INFORMATION RETURN

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return, or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

FUNDRAISING

Contributions to you are deductible only to the extent that they are gifts and no consideration is received in return. Depending on the circumstances, ticket purchases and similar payments in conjunction with fundraising events may not qualify as fully deductible contributions.

CONTRIBUTIONS OF \$250 OR MORE

Donors must have written substantiation from the charity for any charitable contribution of \$250 or more. Although it is the donor's responsibility to obtain written substantiation from the charity, you can assist donors by providing a written statement listing any cash contribution or describing any

CEO LEADERSHIP ACADEMY INC

donated property.

This written statement must be provided at the time of the contribution. There is no prescribed format for the written statement. Letters, postcards and electronic (e-mail) or computer-generated forms are acceptable.

The donor is responsible for the valuation of donated property. However, your written statement must provide a sufficient description to support the donor's contribution. For additional information regarding donor substantiation, see Publication 1771, Charitable Contributions - Substantiation and Disclosure Requirements. For information about the valuation of donated property, see Publication 561, Determining the Value of Donated Property.

CONTRIBUTIONS OF MORE THAN \$75 AND  
CHARITY PROVIDES GOODS OR SERVICES

You must provide a written disclosure statement to donors who receive goods or services from you in exchange for contributions in excess of \$75.

Contribution deductions are allowable to donors only to the extent their contributions exceed the value of the goods or services received in exchange. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fundraising events such as benefit dinners, shows, membership drives, etc., where something of value is received, you are required to provide a written statement informing donors of the fair market value of the specific items or services you provided in exchange for contributions of more than \$75.

You should provide the written disclosure statement in advance of any event, determine the fair market value of any benefit received, determine the amount of the contribution that is deductible, and state this information in your fundraising materials such as solicitations, tickets, and receipts. The amount of the contribution that is deductible is limited to the excess of any money (and the value of any property other than money) contributed by the donor less the value of goods or services provided by the charity. Your disclosure statement should be made, no later than, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to any fundraising circumstances where each complete payment, including the contribution portion, exceeds \$75. For additional information, see Publication 1771 and Publication 526, Charitable Contributions.

EXCESS BENEFIT TRANSACTIONS

Excess benefit transactions are governed by section 4958 of the Code. Excess benefit transactions involve situations where a section 501(c)(3) organization provides an unreasonable benefit to a person who is in a position to exercise substantial influence over the organization's affairs. If you believe there may be an excess benefit transaction involving your organization, you should report the transaction on Form 990 or 990-EZ. Additional information can be found in the instructions for Form 990 and Form 990-EZ, or you may call our

CEO LEADERSHIP ACADEMY INC

toll free number to obtain additional information on how to correct and report this transaction.

EMPLOYMENT TAXES

If you have employees, you are subject to income tax withholding and the social security taxes imposed under the Federal Insurance Contribution Act (FICA). You are required to withhold Federal income tax from your employee's wages and you are required to pay FICA on each employee who is paid more than \$100 in wages during a calendar year. To know how much income tax to withhold, you should have a Form W-4, Employee's Withholding Allowance Certificate, on file for each employee. Organizations described in section 501(c)(3) of the Code are not required to pay Federal Unemployment Tax (FUTA).

Employment taxes are reported on Form 941, Employer's Quarterly Federal Tax Return. The requirements for withholding, depositing, reporting and paying employment taxes are explained in Circular E, Employer's Tax Guide, (Publication 15), and Employer's Supplemental Tax Guide, (Publication 15-A). These publications explain your tax responsibilities as an employer.

CHURCHES

Churches may employ both ministers and church workers. Employees of churches or church-controlled organizations are subject to income tax withholding, but may be exempt from FICA taxes. Churches are not required to pay FUTA tax. In addition, although ministers are generally common law employees, they are not treated as employees for employment tax purposes. These special employment tax rules for members of the clergy and religious workers are explained in Publication 517, Social Security and Other Information for Members of the Clergy and Religious Workers. Churches should also consult Publications 15 and 15-A. Publication 1828, Tax Guide for Churches and Religious Organizations, also discusses the various benefits and responsibilities of these organizations under Federal tax law.

PUBLIC CHARITY STATUS

Every organization that qualifies for tax-exemption as an organization described in section 501(c)(3) is a private foundation unless it falls into one of the categories specifically excluded from the definition of that term [referred to in section 509(a)(1), (2), (3), or (4)]. In effect, the definition divides these organizations into two classes, namely private foundations and public charities.

Public charities are generally those that either have broad public support or actively function in a supporting relationship to those organizations.

Public charities enjoy several advantages over private foundations. There are certain excise taxes that apply to private foundations but not to public charities. A private foundation must also annually file Form 990-PF, Return of Private Foundation, even if it had no revenue or expenses.

CEO LEADERSHIP ACADEMY INC

The Code section under which you are classified as a public charity is shown in the heading of your exemption letter. This determination is based on the information you provided and the request you made on your Form 1023 application. Please refer to Publication 557 for additional information about public charity status.

#### GRANTS TO INDIVIDUALS

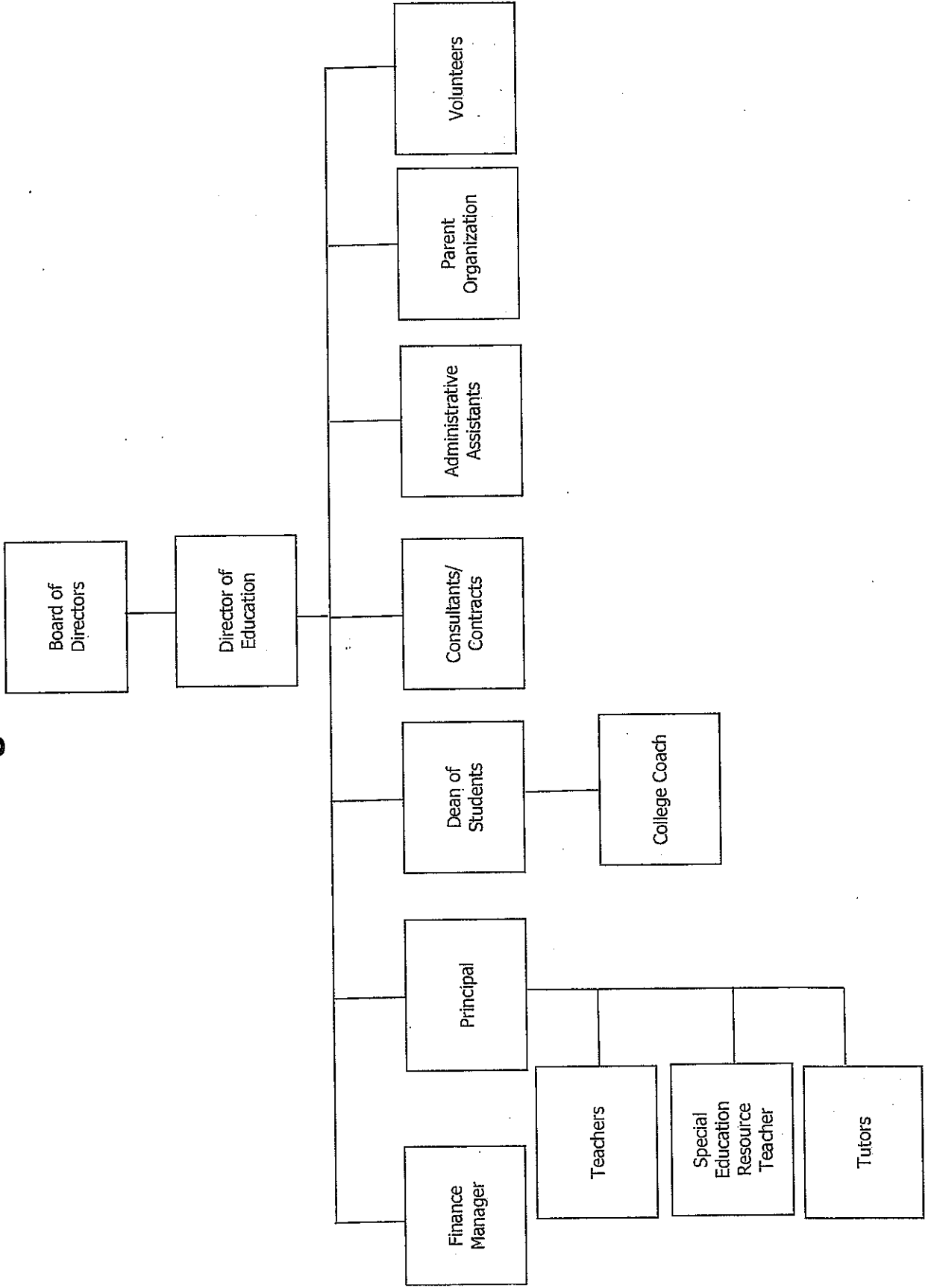
The following information is provided for organizations that make grants to individuals. If you begin an individual grant program that was not described in your exemption application, please inform us about the program.

Funds you distribute to an individual as a grant must be made on a true charitable basis in furtherance of the purposes for which you are organized. Therefore, you should keep adequate records and case histories that demonstrate that grants to individuals serve your charitable purposes. For example, you should be in a position to substantiate the basis for grants awarded to individuals to relieve poverty or under a scholarship or education loan program. Case histories regarding grants to individuals should show names, addresses, purposes of grants, manner of selection, and relationship (if any) to members, officers, trustees, or donors of funds to you.

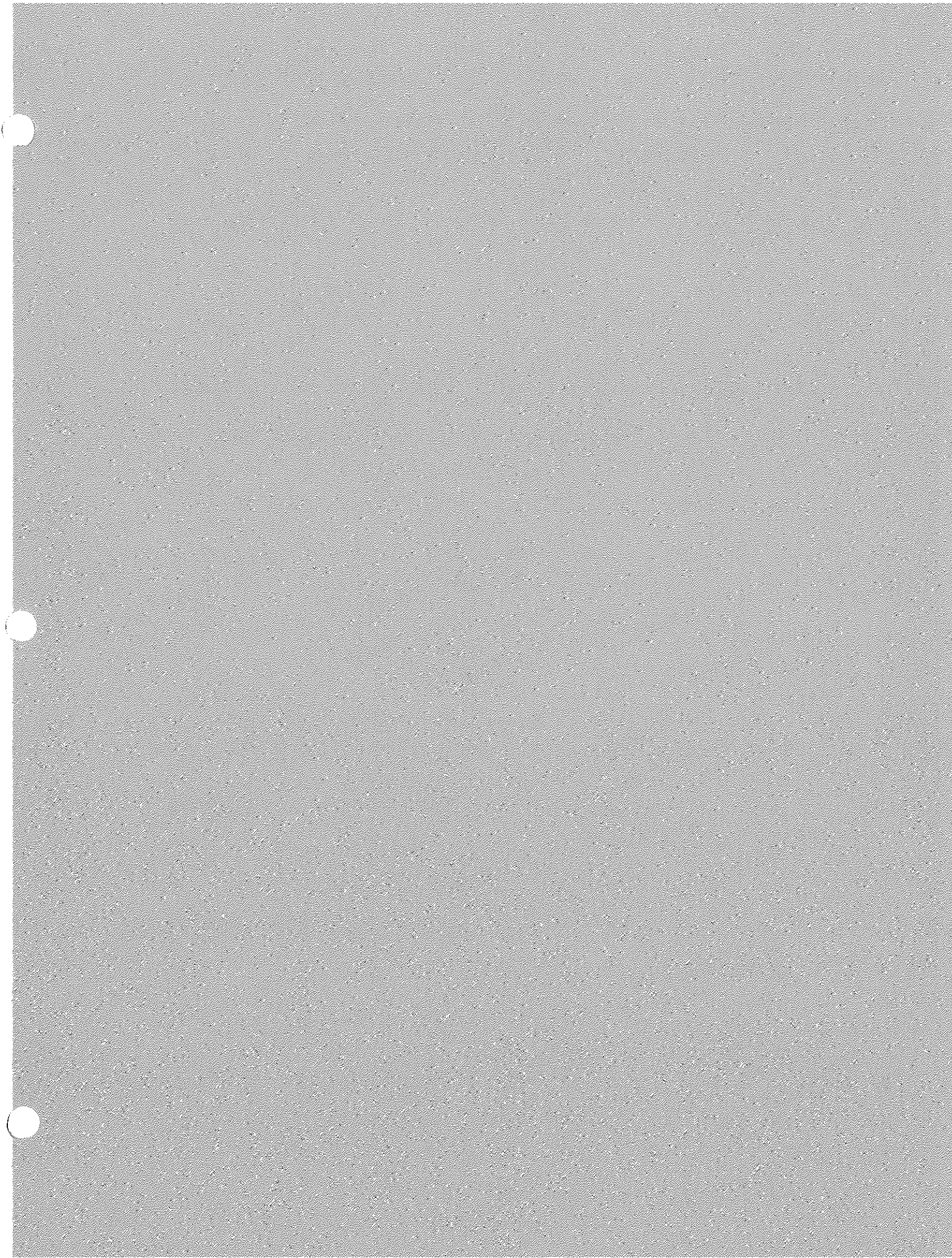
For more information on the exclusion of scholarships from income by an individual recipient, see Publication 520, Scholarships and Fellowships.

C

# CEO Leadership Academy Organizational Chart







## Areas of Expertise of Board Members

### Dr. Howard Fuller:

Dr. Howard Fuller is a founding member of the Academy and has served on the Board since 2004. He is the Chair of the Board. Dr. Fuller's career includes many years of experience in both public service and education sectors. Currently, he is a Distinguished Professor of Education and Founder/Director of the Institute for the Transformation of Learning at Marquette University. Previously, he has held the positions of Superintendent of the Milwaukee Public Schools and Dean of General Education at the Milwaukee Area Technical College. Currently, he serves as the Chair of the Charter School Review Committee. He is the former Board Chair of the Black Alliance for Educational Options and has served on many other boards that have direct connection to providing quality education to low-income youth, as well as charter school authorizers.

### Dr. Archie Ivy:

Dr. Archie Ivy is a founding board member of the Academy and has served on the Board since 2004. He was the first Board Chair of the organization. Currently he serves as the Vice-Chair of the Board. Dr. Ivy is a distinguished educator with 30 years of service in the Milwaukee Public Schools system. He taught for 23 years; served as an Assistant Principal for 3 years and was the Principal of North Division High School for 4 years. In addition to his service in education, he has devoted many years to serving the community on various boards as well as in the clergy. Dr. Ivy currently pastors the New Hope Baptist Church where he has demonstrated his leadership and management skills in all areas of the organization. He has pastored for over 20 years.

### Rev. John McVicker:

Pastor John McVicker is a founding board member of the Academy. He has served on the Board and has been the Chair of the Finance Committee since 2004. Pastor McVicker has a wealth of experience in building the King's Academy and with helping to start up the Academy. As the chairman of the Finance Committee, he has been a pivotal leader in overseeing and ensuring the financial health of the Academy. Pastor McVicker currently pastors Christ the King Baptist Church. In his role as pastor, he has demonstrated his leadership and financial acumen in growing and leading a large congregation for over 25 years. He serves as a member of the Partners Advancing Values in Education (PAVE) Board of Directors and is a board member of the Black Alliance for Educational Options.

### Bishop RJ Burt:

Bishop R. J. Burt is a founding board member of the Academy. He has served on the Board and has been the Recording Secretary since 2004. Bishop Burt has been the Senior Pastor of Greater New Birth Church in Milwaukee from 1990 to Present, where he has demonstrated his leadership and management skills in leading a large congregation. His wealth of experience in social work and community activism are critical skills that are much needed in our quest to ensure that the Academy maintain a bridge between the Academy, students and families. In addition to the

ministerial duties for Greater New Birth Church he has served on several community and private organizational Board of Directors.

Mr. Travis Bates:

Mr. Travis Bates began working with the Academy in 2006 and currently fulfills the role of College Coach. He has responsibility for functioning as the liaison between colleges and universities and for overseeing the admission of the Academy graduates into college. Mr. Bates has strong skills in finance, real estate, and business administration. His management of the high school placement process has yielded significant success for the Academy as he has helped to guide students and their families through the college admissions process. Mr. Bates works under a professional services agreement to provide services to the College Coaching Program. Mr. Bates' membership on the Board has added tremendous value to the Academy's college-bound culture. As a member of the Board, Mr. Bates does not vote on personnel or compensation issues.

Ms. Diane Brown:

Ms. Brown has served on the Academy Board since 2008. She is a parent member of the Board. She has two children attending the Academy. Ms. Brown is an extremely active parent who is involved in many school activities and provides support to the school administration as well as teachers and students. Ms. Brown has worked with the Department of Social Services from 2007 to the present time as a foster care parent. As such, she provides a safe, loving, and nurturing home environment for children. Her experiences with children as a foster parent and with the Academy make her uniquely qualified to serve on the Board. As a board member, she has demonstrated her commitment to the mission and vision of the Academy.

Pastor Frank Headd:

Pastor Frank Headd is a founding board member of the Academy. He has served on the Board since 2004. Pastor Head has been the senior pastor of the Spirit of Christ Deliverance Church in Milwaukee from 1992-present. He has provided valuable leadership and guidance to the Board during his tenure. He is a long-time resident of Milwaukee and has extensive knowledge of the educational system in the city. His organizational, leadership, and management skills are an asset to the Board.

Ms. Barbara Horton:

Ms. Barbara Horton is a founding board member of the Academy. She has served on the Board since 2004. Ms. Horton has extensive experience in public education. She served as Acting Superintendent, Acting Deputy Superintendent, and Human Resources Director of the Milwaukee Public Schools from 1991 to 1997. In addition, she was elected and served on the Milwaukee Board of School Directors from 2002 to 2007. She has been the Executive Director of the Darrell Lynn Hines Academy (DLH Academy), which is a 2r charter school operating under the authority of the City of Milwaukee, since 1999 to the present. DLH Academy has

operated as a charter school since 2002. She has a broad base of experience working in and with charter schools.

Mr. Naryan Leazer:

Mr. Leazer is a founding member of the Board of Directors of the CEO Leadership Academy. He has served on the Board since 2004. Mr. Leazer has distinguished himself as a counselor and advocate for youth in Milwaukee. He has held various positions that provided him with the opportunity to help prepare students for entrance into college. He served as the Associate Director of Pre-College Programs at Marquette University from 2003-2006. In this role he developed and administered a comprehensive academic, social, and cultural program for Upward Bound students. From 2007 to the present, he has been the Stein Scholars Program Director with the Boys & Girls Clubs of Greater Milwaukee. In this role, he administers a comprehensive academic, mentoring, scholarship, and social and cultural pre-college program for over 200 high school students. Mr. Leazer has a wealth of knowledge regarding how to help students transition to college. His experience is well suited to the academic goals of the Academy.

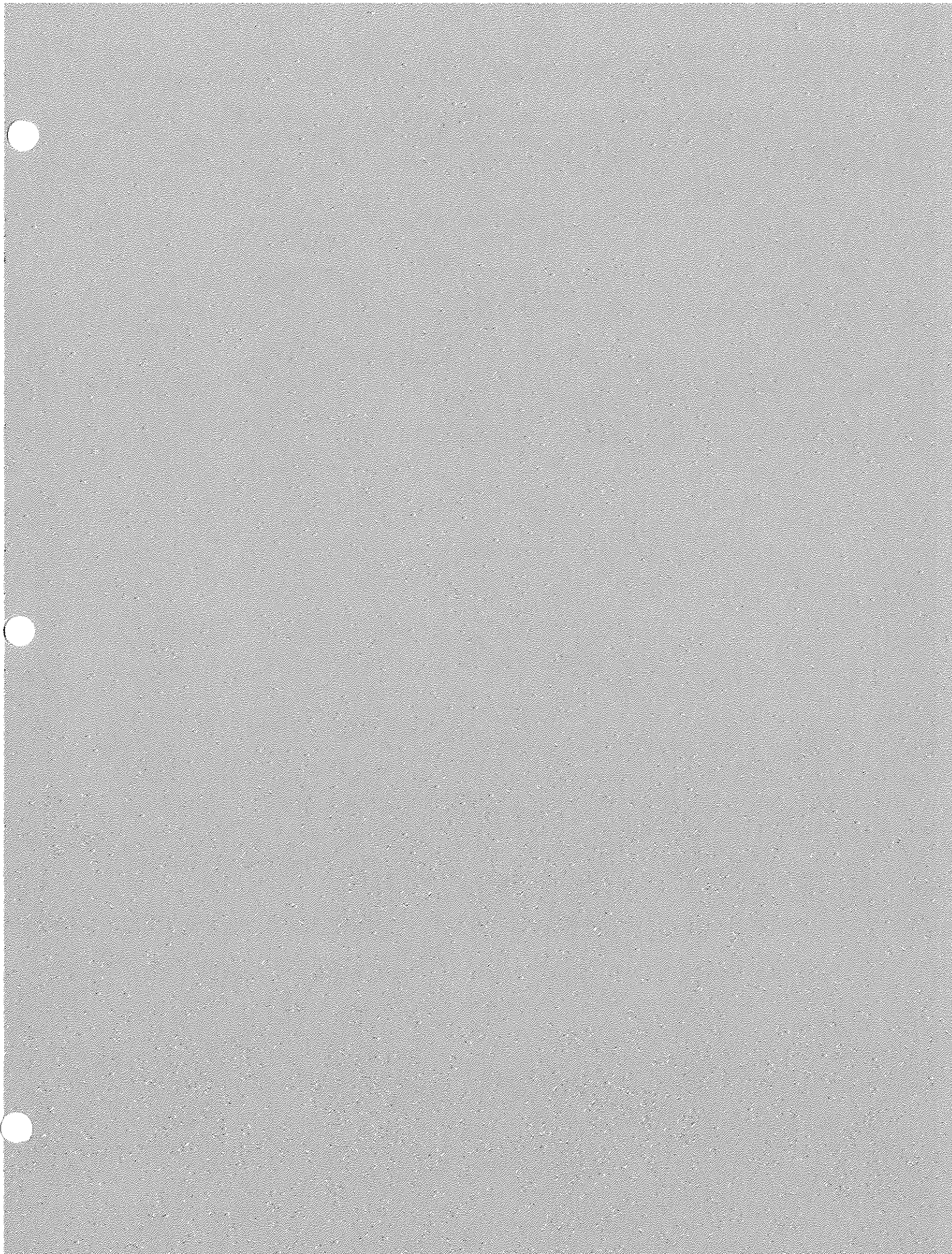
Dr. Felicia Saffold:

Dr. Saffold has been a member of the Board of the Academy since 2004. Dr. Saffold has unique training and a strong background in teaching in both secondary and higher education. As an Associate Professor, from 2008 to the present, she has a strong curriculum vitae that attests to her experience in teaching, scholarly research, and professional activities. Her specialty areas of curriculum and instruction, teacher mentoring, teacher preparation, pre-service teaching, and her focus on equity, multicultural and cultural gap issues are an attestation of her strong professorial skills. Her skills and talents in secondary and higher education are an asset to the Academy.

Mr. Joseph Tate:

Mr. Tate has been a member of the Board of the Academy since 2008. He possesses very strong expertise as a business owner, as a corporate President and CEO, and as an entrepreneur. His business experience and interests are critical skills that are very much needed to help the Academy strengthen its business practices and possible future ventures. In addition to his many outstanding and profitable business ventures, Mr. Tate shared his talents with the Next Door Foundation as a board member from 1998-2007. Through the Tate Family Foundation, Mr. Tate has focused his efforts on improving life skills for youth in southeastern Wisconsin. Mr. Tate's skills, knowledge and experiences are a tremendous asset to the Board.





# **Conflicts of Interest Policy CEO Leadership Academy(CEO)**

## **I. Purpose**

The purpose of this Conflicts of Interest Policy ("Policy") is to protect the interests of CEO Leadership Academy ("CEO"), when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a CEO board member, officer, staff and/or committee member. This Policy is also intended to protect the interests of CEO when it is contemplating entering into a transaction that might result in an excess benefit transaction. This Policy is intended to supplement, but not replace, any applicable federal or state laws governing conflicts of interest.

## **II. Definitions**

1. **Interested Person.** Any director, officer, staff and/or committee member who has a direct or indirect Financial Interest, as defined below, is an "Interested Person".
2. **Financial Interest.** A person has a "Financial Interest" if the person has, directly or indirectly, through business, investment or family:
  - (a) an ownership or investment interest in any entity with which CEO has a transaction or arrangement;
  - (b) a compensation arrangement with CEO or with any entity or individual with which CEO has a transaction or arrangement; or
  - (c) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which CEO is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration, as well as gifts or favors that are substantial in nature. A Financial Interest is not necessarily a conflict of interest. Under Article III, Section 2 (below), an Interested Person who has a Financial Interest has a conflict of interest only if the Board or appropriate committee decides that a conflict of interest exists.

## **III. Procedures**

1. **Duty to Disclose.** In connection with any actual or possible conflicts of interest, an Interested Person shall disclose the existence of his or her Financial Interest to the Board of Directors ("Board") and/or to members of any committee

("Committee") that is considering the proposed transaction or arrangement, and shall be given the opportunity to disclose all material facts.

2. Determining Whether a Conflict of Interest Exists. After disclosure of the Financial Interest and all material facts, and after any discussion between the Interested Person and the Board or Committee, the Interested Person shall leave the Board or Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining disinterested Board or Committee members shall decide if a conflict of interest exists.
3. Procedures for Addressing the Conflict of Interest.
  - (a) An Interested Person may make a presentation at the Board or Committee meeting, but after such presentation he or she shall leave the meeting during the discussion of and the vote on the transaction or arrangement that results in the conflict of interest.
  - (b) The chairperson of the Board or Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
  - (c) After exercising due diligence, the Board or Committee shall determine whether CEO can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
  - (d) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board or Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in CEO's best interests, for CEO's own benefit, and fair and reasonable to CEO, and shall then make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.
4. Violations of the Conflicts of Interest Policy.
  - (a) If the Board or Committee has reasonable cause to believe that a director, officer, staff and/or Committee member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the director, officer, or Committee member an opportunity to explain the alleged failure to disclose.
  - (b) If, after hearing the response of the director, officer, staff and/or Committee member and making such further investigation as may be warranted under the circumstances, the Board or Committee determines that the director, officer, staff and/or Committee member has in fact failed

to disclose an actual or possible conflict of interest, the Board or Committee shall take appropriate disciplinary and corrective action, which may include removing the director, officer, staff and/or Committee member from the Board or the Committee of which they are members and/or relieving the director, officer, staff and/or Committee member of his or her duties as a director or officer of the corporation.

#### **IV. Records of Proceedings**

The minutes of the meeting of the Board and all Committees shall contain:

1. The names of the persons who disclosed or otherwise were found to have a Financial Interest in connection with an actual or possible conflict of interest; the nature of the Financial Interest; any action taken to determine whether a conflict of interest was present; and the Board's or Committee's decision as to whether a conflict of interest in fact existed.
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement; the content of the discussion, including any alternatives to the proposed transaction or arrangement; and a record of any votes taken in connection therewith.

#### **V. Compensation**

A voting member of the Board who receives compensation, directly or indirectly, from CEO for services, or a voting member of any Committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from CEO for services, is precluded from voting on matters pertaining to that member's compensation.

#### **VI. Annual Statements**

Each director, *ex-officio* director, honorary director, officer, and member of a Committee shall annually sign a statement which affirms that such person:

1. Has received a copy of the Conflicts of Interest Policy;
2. Has read and understands the Policy;
3. Has agreed to comply with the Policy; and
4. Understands that CEO is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes.



## **VII. Periodic Reviews**

To ensure that CEO operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, Periodic Reviews shall be conducted. The Periodic Reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable and the result of arm's-length bargaining.
2. Whether partnership and joint venture arrangements and arrangements with management service organizations conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further CEO's charitable purposes and do not result in inurement or impermissible private benefit.

## **VIII. Use of Outside Experts**

In conducting the Periodic Reviews provided for in Article VII, CEO may, but need not, use outside advisors. If outside experts are used their use shall not relieve the Board of its responsibility for ensuring that Periodic Reviews are conducted.

## **IX. Special Situations**

Individuals covered by this Policy may be confronted with special situations that are not specifically addressed by this Policy. If an individual has any question as to the proper course of action, the matter should be disclosed to the Chair, Vice-Chair or another Board officer, who shall address the matter with the Executive Committee. The Executive Committee shall determine the appropriate handling of such special situations.

**CEO Leadership Academy**

**CONFLICT OF INTEREST DISCLOSURE STATEMENT**

Pursuant to its Conflict of Interest Policy ("Policy"), the CEO Leadership Academy and its controlled affiliated entities (collectively, "CEO") requires that members of the Board of Directors ("Board"), officers, staff and/or members of committees with Board-delegated powers ("Committees") disclose any Financial Interest that could lead to an actual or apparent conflict of interest. This disclosure form is intended to fulfill the Policy's annual disclosure requirement.

**I. Disclosure.**

A. Name of Responsible Person: \_\_\_\_\_

B. Capacity: \_\_\_\_\_ Member of Board of Directors  
\_\_\_\_\_ Member of Board Committee  
\_\_\_\_\_ Officer  
\_\_\_\_\_ Staff

C. Have you, any of your family members, any entity in which you or a family member has a Financial Interest engaged in any of the following transactions with CEO in the past year:

(i) provided services or property to CEO in exchange for consideration?

\_\_\_\_\_ YES \_\_\_\_\_ NO

(ii) had any direct or indirect interest in any transaction to which CEO was or is a party?

\_\_\_\_\_ YES \_\_\_\_\_ NO

(iii) been or become indebted to pay money to CEO (other than travel advances or the like)?

\_\_\_\_\_ YES \_\_\_\_\_ NO

(iv) received, or become entitled to receive, directly or indirectly, any personal benefits from CEO or as a result of your relationship with CEO, that in the aggregate could be valued in excess of \$100.00, that were not or will not be compensation directly related to your duties to CEO?

\_\_\_ YES \_\_\_ NO

(v) had a compensation arrangement with any entity or individual with which CEO is negotiating a transaction or arrangement?

\_\_\_ YES \_\_\_ NO

(vi) acted in a leadership role (officer, director, staff and/or Committee member) for any of CEO's grantees?

\_\_\_ YES \_\_\_ NO

If you answered yes to any of the above CEO questions, please describe the situation(s) and if a family member or entity is involved, the identity of the family member or entity and your relationship with that person or entity (attach an additional sheet if necessary):

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D. Are you aware of any other events, transactions, arrangements or other situations that have occurred or that may occur in the future that you believe should be examined by CEO in accordance with the terms and intent of CEO's Conflict of Interest Policy?

\_\_\_\_\_ YES      \_\_\_\_\_ NO

If yes, please describe the situation(s) and if a family member or entity is involved, the identity of the family member or related entity and your relationship with that person or entity:

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I HEREBY CONFIRM that I have read and understand CEO's Conflict of Interest Policy and that my responses to the above CEO questions are complete and accurate to the best of my information and belief. I understand that CEO is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities that accomplish one or more of its tax-exempt purposes. I agree that if I become aware of any information that might indicate that this disclosure is inaccurate or that I have not complied with this Policy, I will notify the Chair, Vice-Chair or another Board officer immediately.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

D

# CEO LEADERSHIP ACADEMY

## Personnel Policy Guidelines



Under no circumstances is this employee handbook to constitute an implied, or express an employment contract; and thus in no way replaces the Teacher's at-will employment status or agreement.

3222 W. Brown Street  
Milwaukee, Wisconsin 53208  
P – (414) 873-4014  
F – (414) 873-4344

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# INTRODUCTION

## ***1.1 PURPOSE OF HANDBOOK***

This handbook is designed to supply information needed by the administrative personnel and teachers of CEO Leadership Academy. It will not answer all questions concerning the Academy program and the policies that have been established by the Administration and approved by the Academy Council. It will, however, bring to the surface and identify many of the problems involved in the operation of the Academy and provide a basis for intelligent discussion. Its consistent use should lead to the systematic development of a more adequate guide and statement of policy.

As needed, new or revised policy pages will be distributed for you to add at the proper places. The loose-leaf format helps keep the handbook current. You are free to keep in the binder any notes that you want to refer to frequently. You may write notes on any of the pages. However, the handbook is the property of the Academy and is to be returned to the administrator when you leave the employ of the CEO Leadership Academy.

Expectations and rules communicated in this handbook are the standards set for the Staff of the Academy. If these rules are not followed it can and will result in verbal warning, written warning, formal write up, paid or unpaid suspension, or termination. Steps may be omitted subject to the severity of the offense.

## ***1.2 CEO LEADERSHIP ACADEMY'S VISION***

CEO Leadership Academy's vision is to produce responsible, leaders through academic mastery, community focused education, and the fostering of lifelong learning in any environment.

## ***1.3 CEO LEADERSHIP ACADEMY'S MISSION***

CEO Leadership Academy's mission is to transform scholars capable of transforming their worlds, by sending them to and through college.

## SECTION II ACADEMY OVERVIEW

### *DISCRIMINATION CLAUSE*

CEO Leadership Academy does not discriminate based on race, ethnic origin or Christian religious preference.

### *CODE OF ETHICS*

An effective educational program requires the services of men and women of integrity, high ideals, and human understanding. To maintain and promote these essentials, the Academy expects all professional staff members to maintain high standards in their working relationships, and in the performance of their professional duties to:

- A. Recognize basic dignities of all individuals with whom they interact in the performance of duties;
- B. Represent accurately their qualifications;
- C. Exercise due care to protect the mental and physical safety of students, colleagues, and subordinates;
- D. Understand and apply the knowledge and skills appropriate to assigned responsibilities;
- E. Keep in confidence legally confidential information as they may secure;
- F. Ensure that their actions or those of another on their behalf are not made with specific intent or advancing private economic interests;
- G. Refrain from using position or public property, or permitting another person to use an employee's position or public property for partisan political or religious purposes. (This will in no way limit constitutionally or legally protected rights as a citizen);
- H. Avoid accepting anything of value offered by another for the purpose of influencing judgment.

### *CONFLICT OF INTEREST POLICY*

No employee of CEO Leadership Academy will hold any direct or indirect financial interest that may conflict or appear to conflict with the interests of CEO Leadership Academy.

Specifically:

- a) Employees are expected to conduct themselves in good faith, for the purpose of advancing the objectives of CEO Leadership Academy rather than the interests of self, friends or relatives, and with full advance disclosure in writing of any actual or potential conflicts of interest or the appearance of a conflict.
- b) No person will be employed by CEO Leadership Academy when, in the judgment of the Director of Education, his/her term of employment or advancement or standards of conduct are

subject to the authority of a CEO Leadership Academy's Board member or another employee who is related by blood or marriage.

- c) No employee will participate in any decision regarding the making of grants or the purchase of equipment, services or supplies when said decision may result in financial gain to that employee or to the employee's family members. To resolve any doubts as to whether a particular person is a family member within the meaning of these guidelines, please contact Administration.
- d) Employees will inform the Secretary of the Board of Directors, in writing, of any affiliation they may have with
  - a. An actual or potential supplier of goods or services
  - b. The recipient of grant funds or
  - c. Any organization with competing or conflicting objectives.
- e) CEO Leadership Academy policy prohibits employees from soliciting or accepting loans (other than travel advances) and other than modest gifts (those with a value of \$25 or less) for personal use from vendors, donors or other employees, Officers or Directors of CEO Leadership Academy.

To resolve any doubt about the propriety of any particular conduct, please consult Administration.

### *AFFILIATIONS*

CEO Leadership Academy has established affiliations with The Institute for the Transformation of Learning, The Black Alliance for Educational Options, Technical and Leadership Center (TALC), and Quest.

### *EMPLOYMENT CATEGORIES*

- Employees working 40 hours or more in a week are considered full time employees
- Employees working less than 40 hours per week are considered part time employees.
- Faculty (Teaching Staff)
- Non-Faculty (Professional, Non-teaching staff)

Hiring and Rehiring Standards: CEO believes that the quality of the professional staff determines the quality of education offered in the school. It is therefore the responsibility of the school Director of Education or his/her designee to locate, recruit and rehire the best – qualified teachers to meet the school's educational needs.

Faculty evaluation and selection shall be based on: Strong academic preparation, Professional competence, Intellectual rigor, Emotional maturity, Enthusiastic professional attitude, Knowledge of instructional practices, Ability to contribute to the furtherance of the school's goals.

Non – Faculty evaluations will be based on: Professional competence, Emotional maturity, Enthusiastic professional attitude, Ability to contribute to the overall success of the school's goals.

Attention shall be paid, among other factors, to the candidate's academic records, and his/her previous relevant experience.

All staff must demonstrate that they are aware that children have many different family circumstances and that they are willing and able to provide the educational, emotional, and compassionate, and consistent support that a diverse student population needs in school.

The CEO teaching staff members must full fill their individual responsibilities and work in cooperation with the other members of the teaching team.

The Director of Education or his/her designee will be responsible for evaluation of the teachers and also advertising available jobs and soliciting applications from new qualified candidates.

The Director of Education or his/her designee will evaluate the candidates and make recommendations to the appropriate department head/Dean of Students for the first interview. After the first interview, the department head and the Dean of Students will give their recommendations to the Director of Education or his/her designee regarding the second interview.

The CEO Board to hire/rehire the individuals who are best qualified for the job without regard to race, sex, religion, nationality or handicap unrelated to the job.

The Academy may provide a letter of reference to the former employees. Upon request, CEO Leadership Academy will also confirm a former employee's dates of employment, salary history and job title.

#### ***LICENSURE AND BACKGROUND CHECK***

As applicable to this Faculty position, the Employee hereby represents and warrants to the Academy that he/she is a professionally trained Employee and appropriately licensed by the Wisconsin Department of Public Instruction to perform in the position of Employee for the Academy.

The Employee agrees to provide the Academy with a copy of his/her license(s) and transcripts.

The Employee understands that he/she retains sole responsibility for maintaining the proper licensure/certifications at all times and ensuring that the proper documentation is on file with the Director of Education or his/her designee.

The Employee has to bring original copies of the proper licensure/certification before the contract is signed.

The Employee further understands that this employment contract will become immediately null and void if the Employee fails to have such proper documentation on file with the Academy as required.

The Employee must have a background check conducted and on file as a condition of employment and as by the Director of Education or his/her designee.

#### ***STAFF ROLES AND RESPONSIBILITIES***

Director of Education: Is responsible for the overall operation of the Academy, including, planning, supervision, and evaluation of the education programs, services, school facilities, and the annual evaluations of teaching and non-teaching staff. The Director of Education orchestrates programs and service delivery to students. The Director of Education will establish and maintain regular

communication with the board of directors, the grantor of the charter and city, county and state administrators.

**Skills Will Include:**

- Knowledge of school law, finance, and curriculum
- Ability to manage budget and personnel
- Ability to interpret policy, procedures, and data
- Strong organizational communication, and interpersonal skills
- Project and resource of development

The Director of Education of CEO Leadership Academy is an integral member of the learning community comprised of students, staff and families. The position shares decision-making, promotes collaborative leadership and monitors accountability. The Director of Education is also responsible for planning, budgeting, facilities management, preparing annual reports, maintaining public relations, and staffing (including selection of new employees and terminations).

The board will identify, select, work with, support and evaluate the Director of Education. The Board requires at least three years of School Administration experience and at least three years of teaching experience.

Dean of Students: Assists the principal and oversees student activities and services.

**Skills Will Include:**

- Organizational, communication and interpersonal skills
- Monitoring student behavior
- Knowledge of organizing student activities, clubs, etc.

The Dean of Students deals with attendance issues, dress code violations and makes sure that rules set forth in the student handbook are being followed. The Dean of Students determines appropriate disciplinary actions, including detentions, suspensions and recommending expulsions.

Business Manager: Oversees and maintains the operation of all financial and business affairs of the Academy including accounting, payroll, timely financial reporting, purchasing, and risk management.

**Skills Will Include:**

- Applicable knowledge of school finance, budgeting, and accounting systems
- Effective communication skills
- Appropriate computer skills
- Ability to interpret policy, procedures, and information
- An understanding of school accounting principles

Teachers: Orientates students to their curriculum and course requirements.

### Skills Will Include:

- Knowledge of the assigned subject
- Classroom management skills
- Flexibility
- Appropriate technology skills

The teacher is responsible for the submission of lesson plans to explain the delivery of instruction, and expansion of course content in the form of remediation, modification, and enrichment. In addition, the teacher will participate in professional development.

### Board of Directors

The CEO Leadership Academy Board of Directors functions as the governing body for the educational component of our program. It is the duty of this board to approve the annual budget, oversee the effective selection and updating of adopted curriculum, to direct and aid the Director of Education toward meeting the goals and objectives of the educational program at CEO Leadership Academy. Members of the board are listed in the Academy directory.

### Methods to Ensure Parental Involvement

CEO Leadership Academy will offer a variety of ways parents can participate and is aware that parents differ greatly in their willingness, ability, and available time for involvement in academy activities. The academy will provide a continuum of options for parent participation. The academy will encourage a minimum of three types of parental involvement including actively monitoring child's time, helping with homework, and discussing school matters. Parents can also assist with learning by attending academy functions, responding to academy parent-teacher conferences.

CEO Leadership Academy will encourage effective parent involvement with students. Parents monitoring homework, helping students make postsecondary plans and select courses. The academy will also continuously encourage parents to keep regular home/school communication about students' progress and parent attendance at school-sponsored activities.

In order to promote parental involvement, CEO Leadership Academy will do the following:

- Communicate with parents that their involvement and support makes a great deal difference in their child's school performance.
- Encourage parent involvement beginning on the first day of school.
- Provide orientation and training for parents,
- Make a special effort to engage the involvement of parents of special needs students,
- Public a clear policy, welcoming parental involvement, publicizing it, and posting it in the academy,
- Encourage home visits by teachers as a great tool for parents' education and building strong relations between students and teachers,
- Make sure that the school office is friendly and open and that parents are treated with respect,
- Maintain the schools' website so that it will be used effectively for constant communication between the academy and home,

- Sponsor parent to parent events, so that parents can get to know one another and develop common standards for their children's behavior and social lives.

In order to track parental involvement at parent/teacher conferences, the academy will ask parents to pick up the students' report cards or progress reports at the conferences. The academy will also ask parents to sign in when they arrive so an accurate record may be kept of the parents' attendance. When the academy holds parents nights, the parents will also be asked to sign in so an accurate record of attendance may be kept.

Teachers and administrators will be expected to keep phone and email logs, which they will have to turn in to the Dean of Students. These logs will keep track of how many parents are being contacted and how often they are contacted. The logs should also state the reason for the contact.

Parents will be required to read and sign off on the CEO Leadership Academy's Parent Handbook. This handbook will inform the parents of all of the expectations that CEO Leadership Academy holds and all of the academy's policies.

Principal: Assists the Director of Education with daily operations, in instructional program administration, and human resources organizations. The position reports to the Director of Education and.

Skills Will Include:

- Knowledge of school law and curriculum
- Ability to Manage Personnel
- Ability to interpret policy, communication, and interpersonal skills

The Principal is an integral member of the learning community comprised of students, staff and families. The Principal serves in an advisory role in planning, budgeting, facilities management and staff development. The position is primarily responsible for the implementation of the educational plan and the daily operations of the school, including supervising and observing teaching staff. The Principal ensures that all classes are covered by appropriate staff and arranges for substitute teachers as needed. He/she ensures school safety, maintains school discipline and monitors behavior in the school common areas. The Principal is also responsible for helping in preparing annual reports, holding parent meetings, and handling complaints. The Board requires at least three years of teaching experience combined with state licensure.



## SECTION III GENERAL INFORMATION

### *PROFESSIONAL CONDUCT*

All staff members are expected to work as a team in an effort to provide a meaningful educational experience for our students. All staff members are expected to model professional behavior in interacting with students, parents, colleagues, and the community.

### *ACADEMY STAFF DRESS CODE*

There are four levels of dress for the Academy staff. Professional, Business Casual, Denim Day(s), and Dress Down. Please adhere to the following dress code:

**PROFESSIONAL DRESS:** (this may be requested if special visitors, donors, etc. will be visiting the Academy)

**Female** – Suit (skirt or pants), Blazer & Slacks, Skirt & Blouse, or Dress

**Male** – Suit, Blazer & Slacks, Shirt & Tie, Dress Slacks.

**BUSINESS CASUAL:** (this is our usual everyday clothing – this section is a bit more detailed as to guide our clothing decisions).

#### **Slacks, Pants, & Suit Pants**

**Acceptable slacks or pants include:** Khakis and other makers of cotton or synthetic material, wool, flannel, dressy capri's, and nice looking dress synthetic pants.

**Inappropriate slacks or pants include:** Jeans, sweatpants, exercise pants, Bermuda shorts, short shorts, shorts, bib overalls, leggings, and any spandex or other form-fitting pants (such as people wear for biking).

#### **Skirts, Dresses, and Skirted Suits**

**Acceptable skirts or dresses include:** Casual dresses & skirts, skirts that are split at or below the knee. Dress and skirt length should be at a length at which you can sit comfortably in public.

**Inappropriate skirts or dresses include:** Short/tight skirts that ride halfway up the thigh, Mini-skirts, skorts, beach dresses, and spaghetti-straps.

#### **Shirts, Tops, Blouses, and Jackets**

**Acceptable shirts or tops include:** Casual or dress shirts, sweaters, tops, polo-type shirts, and turtlenecks. Most suit or sports jackets, if they violate none of the listed guidelines.

**Inappropriate shirts or tops include:** Tank tops, midriff, potentially offensive shirts (words, terms, logos, pictures, cartoons, or slogans on them) halter-tops, tops with bare shoulders, sweatshirts, and t-shirts (unless worn under another blouse, shirt, dress, or jacket). Males' shirts should be tucked in with a belt. Females' should stay away from tight fitting or low cleavage shirts.

#### **Shoes and Footwear**

**Acceptable shoes and footwear include:** Conservative athletic or walking shoes, loafers, clogs, dress sandals, boots, flats, dress heels, and leather deck-type.

**Inappropriate shoes and footwear include:** Tennis shoes, thong-type, flip-flops, and slippers.

In addition, staff may choose to wear the Academy uniform. In wearing the uniform, staff must model the appropriate wear of the uniform. Shirt tucked in, no sandals, black belt, etc. Although students are able to wear shorts with their uniform, at no time should staff members wear shorts during the academic school day.

### **DENIM DAYS (Friday's)**

Any type of denim may be worn. Pants, skirts, shirts, jackets, denim suits, etc. A casual shoe (loafer, dockside, boot, etc.) must be worn. Tennis shoes are not to be worn unless a CEO or College Logo shirt is worn. Other appropriate t-shirts or shirts with logos may be worn.

### **DRESS DOWN**

If the students are given a dress down day, the staff may also enjoy a dress down day. Dress Down includes: Jeans, tennis shoes, jogging suits, etc. Note: even in dressing down, staff members should show some discretion and choose appropriate clothing for the High School environment.

## ***PROFESSIONAL RELATIONSHIPS***

Effective administration of any organization assumes a working chain of command. Staff members are responsible to the Director of Education who is responsible to the Board of Directors. Information to the Board must follow this hierarchy.

All staff members are to be ethical and professional in their many interpersonal relationships.

All staff members are expected to attend all stated services of the affiliated churches that are relative to the Academy.

## ***STAFF EMAILS***

Periodically, "Staff e-mails" are issued from the Director of Education's office with pertinent announcements that are needed. All staff persons are invited to contribute news items about themselves or others and announcements of interest so that the entire staff may keep in close communication. Items are to be submitted in writing.

Other memos are issued by the Director of Education as needed.

Each staff person receives announcements and mail in a designated mail box.

"Staff e-mails" and similar memos are private communications. Do not permit students access to them, even through your classroom wastebasket.

## ***STAFF MEETINGS***

Staff meetings will be held Monday's from 4:00pm – 5:30pm, unless advised otherwise.

Teachers wishing to present special subjects for discussion should present their request in writing to the Director of Education at least three days in advance of the meetings. General subjects related to the routine operation of the school may be brought up for discussion at the meeting.

Teachers are expected to attend all staff meetings unless they have been excused.

### ***ACADEMY MORNING PROTOCOL***

All staff members are expected to attend the faculty prayer meetings each day. Staff should be at school no later than 7:15 a.m. Staff prayer will begin promptly at 7:30am – all staff members are required to be at prayer daily. Once arriving to the prayer circle, staff members should be prepared to greet the students daily, prior to entering praise and worship. All staff members are expected to be either in front of the building, in the main hallway, or in the cafeteria to greet students. Unless arriving prior to 7:30am to the Academy to take care of preparation needs, please do not use this time for copies, conferences, and other things. This time is specifically for the greeting and connecting with our students. Please do not schedule any parent conferences prior to praise and worship. All staff members are required to be in praise and worship.

### ***STAFF TARDINESS***

Staff members are expected to begin the work day at 7:15 am. Staff members are officially tardy if they are late for the prayer circle which begins at 7:30am. Please make arrangements to assure that your arrival at the Academy is prior to your prescribed reporting time. In cases of emergency, teachers should make certain that the Administrative Assistant has been contacted in order to assure that the supervision of students can be taken care of. Chronic tardiness will result in deduction of pay. Deduction of pay will be rounded to the nearest 15 minutes. The guidelines are as follows:

- 1.) Reminder (verbally and/or via email)
- 2.) 2<sup>nd</sup> reminder (verbally and/or via email)
- 3.) Warning letter in file
- 4.) Deduction of pay

### ***STAFF ABSENCE***

Staff members are permitted ten days of leave annually. Once ten days have been expended, staff members will have to pay deduction for each day missed. Days will be accumulated in 30 minute increments, as well as days, and are deducted as such for example – late arrival days, etc. Planned absences are to be requested in advance at the Director of Education's office via email. The email should include: day(s), date(s), and reason(s).

If illness or other emergency causes a teacher to be absent, please telephone (NO messages, text messages, or emails) Administration/Administrative Assistant between 6:00am and 6:30am so that a substitute may be obtained. Phone: 414-364-5426 or 414-349-0562. Teachers are not authorized to engage substitutes, but qualified suggestions are welcome.

Attendance book, lesson plan book, and other materials are to be left in an accessible place for use by the substitute teacher. The lesson plans for planned absence should be left with the Administrator in charge. Teachers who call in sick are responsible for making sure a lesson plan is in place for the substitute teacher.

## *PERSONAL OR PROFESSIONAL LEAVES*

Whenever teachers or other school employees are going to be absent, they must notify the Director of Education or his/her designee as soon as possible so appropriate substitute arrangements can be made.

**Sick Leave:** Employees contracted for at least 40 hours per week, for a minimum of 191 days, are allowed 10(ten) days of sick and personal leave per year. In emergency situations, the employee may be granted additional time in which the employee will pay the cost of the substitute teacher and retain his/her salary. The Director of Education may require the teacher to furnish such evidence for the necessity of being absent from school. The Academy will discipline individuals who violate the intent of this policy. Exceptions go to the Director of Education. When an employee returns from being sick, he/she must fill out a Leave of Absence Form (available in the main office) and return it to the Director of Education within two business days. If the form is not filled out within two business days, the employee will not get paid for the days missed.

Faculty must call Director of Education by 7:15 a.m. if they are not able to come to work that day. If the Director is not available, employee should call the person designated by the Director. The final option is to leave a message at school. Non-Faculty school call their immediate administrator (who they directly report to). **Employees should not call other employees.** Employees need to have sub folders prepared and available right away for the substitute teacher. Each sub folder should include a Sub Folder Information Sheet provided in the staff lounge addition to materials for class, seating charts, etc. Substitute teachers are not responsible for making photocopies; teachers should have these ready in the sub folder or an appropriate place. This sub folder should be updated at all times. Lessons in the sub folder should correlate with what is happening in the classroom at the time of the teacher's absence. If the subfolder is not provided or not prepared properly, the Director of Education or his/her designee has the right to take the day, or a termination of the contract. In any situation, sub plans should always be emailed to the appropriate department head in order to have prepared materials ready for the school day. In this situation, after contacting the Director of Education, the Employee also needs to contact the appropriate department head in order to notify him./her of the situation.

**Personal Leave:** The Employee shall be entitled to one (1) paid personal leave day each year. Personal leave may not be accrued beyond this year. **Personal leave days may not be used directly before and/or after holiday or academic breaks; unless specifically authorized and pre-approved by the Director of Education.**

Staff needs to inform the administration one week prior to the use of a personal day. A Leave of Absence Form (available in the main office) must be filled out and turned into the Director of Education one week prior to the personal leave day.

**Medical Leave of Absence:** If an employee is physically or mentally unable to perform his or her job, then the employee may request a medical leave of absence (LOA). Employees who have disability insurance will receive pay in accordance with the plan during the medical leave. An employee requesting medical leave must complete and return a Leave of Absence Form (available in main office) to the Director of Education at least two weeks prior to the start of the requested leave unless otherwise impossible. Leave of absence for any purpose that exceeds 12 work weeks in any 12 month period will result in evaluation of employment (unless an extension was approved by the Director of Education in writing), to determine the employee's ability to continue working in their current position at CEO. The

12-month period is cumulative within the calendar year, and is counted from the first date the leave begins, and each day that is used for the specific LOA reason).

**Maternity Leave:** A full time faculty member who becomes a new parent as a mother is entitled to six (6) weeks of paid maternal leave. This policy doesn't apply to any employee who is not full time.

**Paternity Leave:** A full time faculty member who becomes a new parent as a father is entitled to three (3) days of paid paternal leave. This policy doesn't apply to any employee who is not full time. Absence beyond three days will be covered by any remaining sick/personal time if possible.

**Funeral Leave:** For the death and burial of an immediate relative (husband, wife, child, mother, father, grandfather, grandmother, brother or sister) of the teacher or the teacher's husband or wife, two (2) days of funeral leave shall be allowed. Absence beyond three (3) days shall be covered by any remaining sick and personal time or at full loss of pay if not sick and personal time available to use. The Director of Education reserves the right to grant special permission to an employee experiencing a unique situation.

Non-emergency surgery, dental and doctor appointments should be scheduled at a time to avoid the missing of regular scheduled work Exceptions must be approved by Director of Education.

**Travel:** The Director of Education shall authorize all trips involving out of Academy travel (on school days) by school employees or official school groups. Any employee or group expecting reimbursement of travel expense must have approval of Academy office prior to incurring said expenses, at least 15 days to incursion of said expenses.

**Jury Duty:** Any school employee who is officially called to serve on a jury will be compensated for the difference between his/her regular salary and the stipend paid for jury duty.

**Professional Leave:** Whenever a school employee is excused by authorized officials to attend any educational meetings, no deduction shall be made in the employee's salary for absence from school for attending such meeting and the employee shall not be required to pay the salary of the substitute. Teachers' requests to attend workshops and conferences at the Academy expense and during the regular school term should be planned in cooperation with the Director of Education. Approval will be given to as many teachers as possible, funds permitting, to attend workshops and conferences in areas of their interest. The Director of Education will endeavor to offer the opportunity to attend conferences and workshop to each teacher in the Academy on a rotational basis. The teacher who has most recently attended is to be given least priority in future opportunities.

## ***PERSONNEL COMMITTEE***

The Personnel Committee which shall consist of staff members, community members, and/or a board member, will be responsible for hearing and adjudicating any disciplinary appeals as requested by employees. Disciplinary appeals will generally be the result of a requested suspension by the Director of Education subsequent to utilizing progressive discipline measures as stated in this handbook or other situations as they arise.

Staff persons are reminded that suspensions based upon poor attendance and excessive tardies are not appealable to the Personnel Committee.

## ***STAFF TRAVEL GUIDELINES***

Any travel to be paid for with Academy dollars must be approved by the Director of Education. All travel and accommodations reservations must be made at least two weeks in advance to ensure reasonable pricing. Only normal airfare is allowed (no first class tickets; no sleeper cars on trains; no last minute travel with higher rates, etc.). Hotel costs are eligible for reimbursement. However, room service, movie rentals, spa services, etc., are not eligible. The approved CEO Leadership Academy per diem rate is \$50 per travel day. Reasonable ground transportation costs are eligible with appropriate documentation. Mileage expense is allowable at the standard IRS rate. No mileage can be claimed for travel within Milwaukee County. No stipends will be paid for time spent at or traveling to conferences or site visits.

## ***PERSONAL DATA***

All staff members are responsible for ensuring that the Academy office has on file their current address; telephone number, emergency contacts, and car information (make, color, and license number).

## ***KEYS***

Each staff member will be issued keys to assigned rooms, closets, cabinets, etc. Keys are the property of the Academy and should not be duplicated for any reason.

If key(s) are lost or stolen, please notify the Administrative Assistant immediately. Please remember to keep your keys in a secure place during the day.

## ***MAILBOXES/VOICE MAIL BOXES***

Mailboxes are provided for staff members. Please check your mailbox each morning, noon, and after school. Messages, including telephone messages, will be placed in mailboxes. In cases of emergency, the office will notify the teacher by calling your room.

In order to keep students out of the Staff Lounge, students are not permitted to go into staff mailboxes.

All staff members should have their voice mail set up. Voice mail should be checked regularly. During academic hours the office will put calls directly into individual staff members' voice mail box.

When a telephone conference is needed with a parent, please be sensitive and conduct the phone conferences which may be extensive or confidential on phones where some degree of privacy can be protected.

### ***PREPARATION PERIODS***

Preparation periods which are part of the regularly scheduled teacher day are expected to be used for instructional preparation. This time has been established for lesson planning, field experience planning, staff collaboration, and to make contact with parents. Teachers may not leave the Academy building during preparation periods without the approval of the Director of Education. Staff members are permitted to leave the premises during their lunch period without authorization.

### ***CLASS COVERAGE***

When teachers are absent and substitute teachers are not available, it may be necessary for our staff to provide class coverage. In such cases, the Administrative Assistant may ask staff members to cover the classes.

### ***COMPENSATION***

The compensated amount will be prorated and paid bi-weekly each calendar month through the term of the contract. The CEO Leadership Academy Board has the right to change the paycheck schedule.

### ***WORKING HOURS, OVER-TIME, CHECK IN POLICY AND LATE ARRIVALS***

**Working Hours:** The Employee will work a minimum of 40 hours per week during the contract term, including a thirty (30) minute daily lunch break to be scheduled as determined by the Director of Education or his/her designee maintaining the following schedule:

**Overtime:** Under Wisconsin DWD Ch. 274, CEO falls under the 'exempt' category concerning overtime. This defines CEO, a registered Non-profit organization as exempt from having to pay out overtime monies.

**Check In Policy:** All employees should arrive at school by 7:15 a.m. and leave no earlier than 4:00 p.m. **If you come late to work with an excused absence from the Director of Education or his/her designee, make sure you are making up that lost time in the afternoon.**

**Late Arrivals:** If the Employees arrives later than 8:00 a.m., he or she will be accepted as tardy. The employee can be late three times per year not exceeding 15 minutes. Repeated, unexcused tardiness (four times or more) may result in disciplinary actions, including but not limited to: salary deduction, suspension without pay, or termination of employment. (This course of action will be determined by the Director of Education, and will consider the employee's attendance history, job performance, and circumstances of the tardiness).

**An example of the formula for salary deduction is as follows:** All employees must call in when they become aware of the fact that they will be late to work. For the first fifteen minutes of an employee's absence, 1/4 of the employee's salary will be deducted from their daily salary. After half an hour (1/2) hours absence, an employee will lose a 1/2 day of pay, after two (2) hours of absence; an employee will

lose an entire day of pay. If a substitute must be hired/used to replace an employee, the substitute's hourly wage will be deducted from the employee's salary, who is being replaced in addition to above deductions.

### ***GARNISHMENTS, ATTACHMENTS AND JUDGEMENTS***

CEO Leadership Academy is not in the business of assisting creditors with the collection of employees' personal debts. However, under certain legal procedures know as garnishments, levies, judgments, etc., the school is compelled by law to take actions.

If the employee's wages are legally attached by a creditor, CEO Leadership Academy is required by law to withhold a specified amount from the employee's earnings each payday until the debt is settled. If the employee has any creditor problems or anticipates legal action resulting from indebtedness, it is a good idea to talk it over with the Director of Education without delay. Involvement by the school in the collection of more than one of the employee's personal financial debts during a 12 month period, excluding child support, could lead the disciplinary actions, up to the including discharge.

### ***PAY ADVANCES AND LOANS***

Due to government regulations and the method of reporting social security, state and federal taxes, CEO Leadership Academy cannot give pay advances or loans to employees.

### ***RESIGNATION, TERMINATION OF EMPLOYMENT***

**Resignation:** Employees who resign from the Academy should give at least ten day (two weeks) notice. The letter of resignation should state full the reason (s) for leaving and should be turned in to the employee's supervisor.

The resigning employee should relinquish all property of the Academy at the time of departure. Any applicable mandatory and optional, authorized deductions will be made from the employee's last paycheck. The Academy reserves the right to withhold the remaining paycheck (s) of the resigning employee until all property of the Academy is returned or until all outstanding payments in excess of the amount of the paycheck (s) have been made to the Academy.

The Academy reserves the right to pay the resigning employee for the notice period and accept the resignation immediately.

**Involuntary Termination of Employment:** Non – contract employment with the Academy is at-will and may be terminated by Academy at any time with or without cause and with or without notice. Employees will be paid for all work performed through the effective date of the termination of their employment. The Academy reserves the right to withhold the remaining paycheck (s) of the resigning employee until all property of the Academy is returned or until all outstanding payments in excess of the amount of the amount of the paycheck (s) have been made to the Academy. All applicable mandatory and optional, authorized deductions will be made from the employee's last paycheck.



**SECTION IV  
POLICIES AND PROCEDURES**

***LUNCH PROGRAM***

The Academy offers a hot lunch program for students who desire the service. Students can also bring cold lunch. Hot lunch prices are as follows;

Regular	\$ 2.00	Adult	\$ 2.50		
Reduced	\$. .60	Senior Citizen	\$ 1.25	Staff	\$ 2.50

***BREAK AND LUNCH DUTY***

Under no circumstances are students to be permitted about the school properties without adult supervision. Teachers and/or lunch workers will be in charge at lunch time. They should:

- A. See that the conduct of the students is orderly.
- B. See that the students are in the places they are supposed to be.
- C. Supervise lunch room cleanliness
- D. Bring to the attention of the Director of Education any problems that cannot be handled.

***HALLS***

Student conduct when passing to classes can be controlled with the cooperation of ALL staff members. Staff members should make themselves present in the hall to move students along to their classes.

Any student leaving your classroom during class time must have a hall pass. Students must obtain permission from a staff member in order to move about the hallways during class time. **Staff members must call the front desk prior to sending a student to the office for any reason.** Staff members should not send students to the office to make phone calls.

Teachers should inform students that they can use the lavatories in between classes. Teachers may use their discretion to grant permission for students to use the lavatories during class time. Students are not to run, shout or loiter in the halls.

***NON-TEACHING DUTIES***

Each teacher is expected to be available for limited non-teaching duties such as: lunchroom, speaking in praise & worship, coaching, working in the concession stand and/or the admission booth for extracurricular activities, etc.

## ***PRAISE & WORSHIP***

Praise & Worship is held each morning at 8:00 a.m. in the sanctuary. Teachers are responsible for the behavior of their students to and from praise & worship as well as during service. Praise & worship service will be held each day. Teachers are to attend this service with their students. Praise & worship is a vital component of the Academy program. Attendance is mandatory.

## ***SPECIAL CONVOCATION SERVICES AND ASSEMBLIES***

Periodically during the Academy year there will be scheduled all Academy assemblies and special convocation services. These special services will be an excellent opportunity for inspiration and spiritual growth.

## ***PLEDGE OF ALLEGIANCE/NATIONAL ANTHEMS***

Wisconsin State Statute 118.06 states: "Every school board and the governing body of every private school shall cause the U.S. flag to be displayed in the schoolroom or from a flag staff on each school ground during the school hours of each school day. No student shall be compelled, against his objections or those of his parents or guardian, to recite the pledge."

The Pledge of Allegiance will be recited periodically. Staff and students will stand while reciting the Pledge. Students who do not participate in reciting the Pledge are to sit quietly at their desks during the Pledge.

## ***FIELD TRIPS***

Field trips are always regarded as educational activities and should be relevant to the curriculum and to the needs of the students. The learning objectives for the field trip should be clear to the students, and follow up activities are to be conducted in the classroom. Afterward the trip should be carefully evaluated.

All requests for field experiences are to be made to the Director of Education at least two weeks in advance of the field experience using the proper form (see Attachment J).

After a field trip is approved, a notice to the parents must be sent, money collected, and the parental "Field Experience Permission Slip" (Attachment J) signed and returned. Only one permission slip will be sent home for parent signature for the entire school year. Teachers should plan for at least one field experience per month.

The Administrative Assistant will make contacts for bus service. Personal automobiles should not be used to transport students.

Please provide the office with a copy of your permission form. Refer students who have not returned parent permission forms to the office for determination as to whether or not they can make the trip with the class.

All students should be afforded the opportunity to accompany their class on field trips. Special situations which might involve leaving a student at school must be cleared with an administrator and parent in advance. No student is to be denied a field trip because of lack of financial resources. Please

notify the Director of Education prior to taking the field trip as to the number of students who may need financial assistance.

No "hold harmless" agreements are to be signed by school staff for host facilities used by school groups for field trips or similar activities. If a "hold harmless" agreement is requested or demanded by the field trip host, contact the Director of Education.

### ***COLLECTION OF MONEY***

Teachers are to collect money from students only for authorized purposes (e.g., paperback book club orders, approved field trips, approved fund-raisers, approved project materials, etc.). Please keep accurate records of money collected. Teachers are responsible for the safety of all money collected. Therefore, keep money in a secure location. Do not keep money overnight in your classrooms. A safe is available in the school office for storage of money.

Teachers are not to use their personal checking account or cash to pay vendors for materials or services. Checks from parents are to be made out to the school, not to the teacher. Subsequently, a school check will be issued to the vendor.

### ***FUND-RAISING***

Fund-raising efforts are permitted by those groups or individuals whose purpose is to raise monies for the benefit of the CEO Leadership Academy. Fund-raising activities must always be done in the best interests of the students.

All fund-raising activities must be approved in advance by the Director of Education.

Employees are not to sell items or solicit money on school property for any purposes other than those that have been approved by the Director of Education.

### ***NO SMOKING AND DRUG-FREE WORKPLACE POLICY***

State law prohibits the use of tobacco products on Academy premises. This includes the buildings and grounds.

The CEO Leadership Academy Board has adopted a drug-free workplace policy which prohibits the manufacture, distribution, dispensing, possession, or use of controlled substances by employees in or on Academy premises; in school-owned vehicles or any other school-approved vehicle used to transport students to and from Academy or Academy activities; or off Academy property during any school-sponsored or school-approved activity, event or function.

### ***HARASSMENT OF ANOTHER STUDENT AND/OR A TEACHER, ADMINISTRATOR, OR STAFF MEMBER***

Harassment means making unwelcome advances for any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment is a violation of Federal law and is contrary to the Board of Director's commitment to provide a physically and psychologically safe environment in which to learn. Students who harass or

bully others will be reported to the police department will face suspension from school, and an expulsion hearing.

### ***EQUAL EMPLOYMENT OPPORTUNITY***

Since we are an equal opportunity employer, all employees and prospective employees will be recruited, selected and trained without regard to age, sex, race, color, religion, disability, national origin, marital status or veteran status. This same non-discriminatory consideration will be used in all other aspects of the employment relationship.

All applicants are carefully screened and full consideration is given to their training, education, skills, experiences, growth, potential and previous work record. All employees of CEO are charged with fulfilling their responsibilities for the active support of our equal employment opportunity program.

### ***ACCOMMODATIONS FOR DISABILITIES***

If the employee has a disability which affects his/her ability to perform the essential job duties, the employee should contact the Director of Education to discuss what reasonable accommodations might be made for the employee to safely and effectively perform his/her job. A statement from the employee's physician describing the extent of the disability and limitations will be necessary in order for the school to assess whether it can reasonably accommodate the employee's condition.

### ***ANTI-VIOLENCE POLICY***

Violence or threats of violence will not be tolerated. If the employee feels such conduct has occurred, please report it immediately to the Director of Education.

The matter will be investigated, and where investigation confirms the allegation, appropriate action will be taken. Any employee engaging in what the school deems to be violent or threatening behavior will be subject to disciplinary action, up to and including discharge.

The premises of CEO Leadership Academy represent a school safety zone, on which the possession of deadly weapon or dangerous ordnance is strictly prohibited. As part of this policy, CEO Leadership Academy will not tolerate the possession of weapons or any other device designed to inflict serious bodily harm by any employee of CEO Leadership Academy while on school property, on a school vehicle or at a school sponsored event.

Any employee who is authorized by the School and by the law to serve as a security officer or to carry a weapon under controlled circumstances is exempt from this policy.

The following are examples of prohibited conduct under this policy:

- Injuring another person physically
- Engaging in behavior that creates reasonable fear of injury to another person
- Possessing, brandishing, or using a weapon on School premises or engaged in School business
- Damaging property intentionally
- Threatening to injure an individual or damage property
- Committing injurious acts motivated by or related to domestic violence or sexual harassment

Every employee has an obligation to report potential workplace violence to the Director of Education. This would include if the employee hear or observe anyone exhibiting one or more of the following behaviors:

- Discussing weapons or bringing weapons into the workplace
- Displaying overt signs of hostility or anger
- Making threatening remarks
- Sudden or significant deterioration of performance
- Displaying irrational or inappropriate behavior

It is extremely important that the employee report any knowledge of actual or potential acts of violence to the Director of Education so that all can be assured of a working and learning environment free of fear and violence.

### *IMMIGRANTS*

CEO Leadership Academy is committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin. In compliance with the Immigration Reform and Control Act of 1986, as amended, each new employee, as a condition of employment, must complete the Employment Eligibility Verification Form I-9 and present documentation establishing identity and employment eligibility. If an employee is authorized to work in this county for a limited time period, the individual will be required to submit proof of renewed employment eligibility prior to expiration of that period to remain employed by the Academy. Former employees who are rehired must also complete the form if they have not completed an I-9 with the School within the past three years, or if their previous I-9 is not longer retained or valid. Employees with questions or seeking more information on immigration law issues are encouraged to contact the Director of Education.

### *COMPLAINTS*

All employees are encourages to bring their curriculum problems or concerns to the immediate attention of the Dean of Students. All other concerns should be directed to the Director of Education. If the Director of Education is not available, employees should direct their questions or concerns to the appropriate administrator.

### *ACCIDENT/INJURY*

All accidents, injuries or health related situations which require first aid are to be reported to the office immediately. Staff members are to send any student involved in an accident or injury which will require first aid treatment to the office, or alert the office if the student cannot or should not be moved. The Administrative Assistant or a staff member will provide first aid treatment. If further medical treatment is required, office personnel will secure it. If the injury is minor, the student will be returned to class. Parents will be contacted when appropriate.

The staff person on duty or present at the time of the accident or injury will be responsible for completing a "Report of Student Accident/Injury" form. Depending on the seriousness of the accident or injury, the staff person on duty or present will assure that witness statements are prepared.

Staff members are to report all bites which break the skin to the office immediately due to the possibility of blood borne diseases being communicated.

Staff members are to report any accident involving a staff member, which occurs in the course of the workday, to the office. First aid, if necessary, will be provided by the administrative assistant or a staff member.

### ***PRESCRIPTION DRUGS***

Prescription drugs may not be given by any staff member unless the "Prescription Drug Authorization Form" is on file in the office which includes written consent from the parent/guardian to administer medication to the student and written instructions signed by the prescribing physician. Staff members are to refer any inquiries from parents or students regarding this issue to the Director of Education. Staff members are not to give any medications including aspirin to students without consent by a student's parent/guardian.

### ***UNIVERSAL PRECAUTIONS***

The risk of transmission of blood borne diseases in a regular school setting is very small. Nonetheless, it must be assumed that some risk does exist. Because it is not possible to know or practical to expect to know the identity of all infected persons in an institutional setting, to guard against exposure to HIV, Hepatitis B, or other potentially communicable diseases, it is necessary that a standard approach be used in every case of exposure to blood and body fluids. This standard approach is called "universal precautions". Staff members are expected to practice universal precautions.

Hand washing is the most effective means of preventing the spread of communicable diseases. Disposable plastic gloves are available from the office for use when handling any body fluids or excretions including blood. It is recommended that all staff members have a plastic bag containing a pair of plastic gloves and a paper towel available for use in emergencies. If gloves are not readily available, place a barrier between your skin and the body fluid (e.g., glove, scarf, paper toweling). Place contaminated materials in a plastic bag and tightly close it.

### ***SUSPECTED CHILD ABUSE OR NEGLECT***

Educators play an important role in child protection: School teachers and school authorities are among those professionals mandated by Wisconsin law to report any suspicion of child abuse and/or neglect. Their personal commitment to the well being of children adds weight to their role in child protection.

School teachers and school authorities are required to "immediately report or cause reports to be made" when abuse and/or neglect is suspected. Although this is the individual educator's responsibility, the words "or cause reports to be made" allow one specific individual in the school to be delegated this responsibility.

The following guidelines should be followed for Child Abuse and Neglect Reporting

Two basic forms of child maltreatment are recognized: The abuse of a child and the neglect of a child. "Abuse" is an act of commission, and is generally characterized in three categories:

**Physical Abuse** – Non – accidental injury of a child.

**Sexual Abuse** – Any act of sexual nature upon or with a child. The act may be for the sexual gratification of the perpetrator or a third party.

**Emotional Abuse** – Chronic acts which interfere with the psychological and/or social development of a child.

**Physical Categories** – “Neglect” is a failure to act on behalf of a child. It is an act of omission and is characterized in two categories:

**Physical Neglect** – Failure to meet the requirements basic to a child’s physical development, such as supervision, housing, clothing, medical attention, nutrition, and support.

**Emotional Neglect** – Failure to provide the support and/or affection necessary to the child’s psychological and social development.

Any school employee who has reason to believe that a child is being, or has been, abused and/or neglected shall immediately make an oral report of that suspicion to the Director of Education and to the Children’s Services Board in the county wherein the student resides.

The oral report should include:

1. Name and address of the child
2. Name of person(s) with whom the child resides.
3. Name and address(es) of parent(s), if different from above.
4. Names and ages of other children in the home.
5. The reason for suspecting abuse and/or neglect, including the nature and extent of the child’s condition, injuries, and other previous injuries of which he or she is aware.
6. Any information, which may be considered relevant, including names of other professionals who may be able to contribute additional information.
7. If the situation is believed to be any emergency requiring immediate intervention.

Although it is preferred that the employee provide as much of this information as possible, it is recognized that the person may not always have access to all of this knowledge. The person should not hesitate to report for this reason. Any uncertainty regarding whether to report should be resolved in favor of the child’s protections and can be discussed with the Dean of Students.

Immediately after making the report, the person should notify the Director of Education that a report has been made. The letter will verify that proper procedures have been followed, and if not, immediately make a report of the incident to the Children’s Services Board.

The report shall be prepared by the Director of Education or the person designated by Director of Education and include all information given at the time of the oral report.

Since it is the responsibility of the Children’s Protective Services worker to investigate suspected abuse and/or neglect, the faculty or staff shall not pressure the child to divulge information regarding specific circumstances or the identity of the perpetrator.

The Children's Services Board should submit a written response to the school verifying the receipt of each report made by the school.

### ***PARENT COMPLAINTS***

All parent complaints regarding staff, student and educational program issues which cannot be resolved between the teacher and parent are to be referred to the Director of Education. If the parents are not satisfied with result at the Academy level, parents will be directed to submit their complaint in writing or by phone call to the Board of Directors.

### ***VISITORS***

All visitors must sign in at the academy office and follow the school procedures regarding proper identification and check-in. Because the safety of all students is a top priority at CEO Leadership Academy, the academy has implemented an academy-wide visitor badge system. Any parent/guardian or visitor who comes to the academy will be asked to present a valid government or state-issued identification, such as a driver's license or military I.D. The I.D. will be photo copied. All visitors will be given a visitor badge to wear while at the academy and return it at the end of the visit.

Visitors in the classroom are normally not permitted. Parents/Guardians are welcomed to visit their child's classroom with advanced approval by the academy administration and the teacher and so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal academy environment. All visitors must comply with the academy's visitation procedures and are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted. If a conference is needed, parent/guardians are asked to schedule one in advance.

No other persons of school age will be allowed to visit or converse with students during academy hours.

\*Employees are not to bring their minor children to the Academy with them during working hours.

### ***OPENING AND CLOSING OF SCHOOL DUTIES***

The first week and the last week of the Academy are extremely important. Under no circumstances should a teacher miss these two weeks of school unless a dire emergency exists.

A. Beginning of the Academy year checklist:

- Prepare attractive bulletin boards in your room.
- Make up your daily schedule. Copy is to be given to the Director of Education and placed in your substitute folder.
- Pick up your grade and lesson plan books.
- Check room supplies, report to the Administrative Assistant any needs such as board erasers, pencil sharpener, waste basket, etc.
- Check to see if your workbooks and textbooks have arrived.



- Display the academy non-negotiables.
- Obtain a list of your students from the office (as soon as they are ready).
- Check the number of desks in your room - make sure you have an adequate number for your students and that they are in good repair.
- Know what supplies your children should have.
- Give Administrative Assistant a list of supplies for your classroom.

B. Closing of the Academy year checklist:

- Teachers must be sure that:
  - The academic grades for each student are recorded on his permanent file.
  - The attendance record is accurate on the student's file.
  - Any comments on the report cards are filled in.
- The teacher's desk must be left neat and orderly.
- Books must be inventoried and stored for the summer.
- Your list of textbooks and recommendations for the following year should have been turned in to the Director of Education.
- List needed repairs that should be taken care of during the summer.
- All teachers will report for work responsibilities until their checklist has been sufficiently handled.
- Leave Administrative Assistant a summer phone contact.

### *SECRETARIAL SERVICES*

A very limited amount of secretarial services are available to the faculty for typing, duplication, and copying. Teachers are urged to do their own typing and duplicating to relieve the secretaries for other tasks.

**Secretary's Desks:** The Secretary's ask that you respect their desks, everything on their desks are confidential. If there are papers on their desks **do not** help yourself with regard to viewing them at anytime. **NO ONE BUT THE SECRETARIES WILL SORT THE MAIL.** We have many confidential items that come through the mail. If you receive mail it will be put in your mailbox. If you are expecting personal mail, it will be put in your mailbox (staff lounge), when it arrives. **PLEASE DO NOT TAKE SUPPLIES OFF OF THEIR DESKS.** Do not remove pens, sticky notes, markers, scissors, or anything else from their desks. Do not go in their drawers – **EVER.** The computers in the main office **are not for general use to any other staff members.** Staff members are to use the designated copy machine in the copy area. Please do not put anything on the secretaries' desks that do not belong on their desks: laptops, printers, paper from printer, etc.

## *CORRESPONDENCE*

Teachers have permission to use Academy stationary for Academy business. A carbon copy of all such correspondence should be kept on file in the teacher's personal file in the classroom. All correspondence going out in the name of the Academy or on letterhead should be approved by the Director of Education prior to going out.

## SECTION V ACADEMY SAFETY

### *ACADEMY SECURITY*

Academy security is the responsibility of all employees. Please instruct students that locked doors are not to be opened for visitors. Direct visitors to the administrative offices. Alert the office immediately to any unauthorized persons in the building.

### *RUMOR CONTROL*

All rumors are to be reported to the Director of Education or the Academic Director. Reports of rumors are to include rumor source, person reporting the rumor, date, details of the rumor, and supporting information. If you have a question regarding information students share with you, please refer to the administration. Some of these include: Pregnancies, abortions, promiscuous sexual activity, drugs/alcohol. A response to the rumor will be given to the person reporting the rumor (staff member or student), to a class or group of students, or through a school-wide public-address system announcement.

### *CLASSROOM SUPERVISION*

Students may not be left unattended at any time. Teachers are responsible for their students' safety and must supervise students at all times. If any emergency arises and the teacher must leave the students for a brief time (less than five minutes), he/she should ask a nearby teacher to supervise the class. (When supervising more than one class, the teacher will keep both doors open and walk between the two classes.) Please notify the office if it is anticipated that the absence will take longer than five minutes. A paraprofessional will then be sent to cover the class or another teacher will be notified to supervise the class until the teacher returns.

### *FIRE DRILL PROCEDURES*

Fire drills are held at various times during the Academy year. The object of a fire drill is to evacuate the students from the building with a maximum amount of speed and/or order so that if an emergency occurs, the evacuation procedure will be understood. Each teacher should explain evacuation procedures to students within the first week. Assign students various tasks. When the fire alarm rings, every person (children and adults), **WITHOUT EXCEPTION**, is to exit the building. Students are to file quietly from the building through the designated door for that class. No one is to reenter the building until the all-clear is given and students are told to return to the building.

When the fire drill signal sounds:

1. Exit the building in a single, orderly line through the designated exit.
2. Take your attendance book with you.
3. Close your windows and door.
4. Do not lock your classroom door.

5. Do not inform students in advance of a scheduled fire drill.
6. Do not allow students to get their coats prior to the fire drill.
7. Do not allow students to talk during the fire drill.
8. Use your class roster to determine that all students are present when you arrive at the designated outside location.
9. Reenter the building in a single, orderly line when the "all clear" is given.

### ***TORNADO ALERT PROCEDURES***

Tornado alerts are conducted in the spring. However, please review tornado alert procedures at the beginning of the Academy year with students in the event that an emergency should arise at other times during the Academy year. Shelter signs are posted in each classroom which indicates the shelter area for the room.

When the tornado alert siren sounds:

1. Proceed to your designated shelter area in a single, orderly line.
2. Take your attendance book with you.
3. Assume the duck and cover position.
4. Do not allow students to talk during the tornado alert.
5. Use your attendance book to determine that all students are present when you arrive at the designated shelter location.
6. Return to your classroom in a single, orderly line when the "all clear" is given.

### ***BOMB THREAT PROCEDURES***

The Director of Education is to be informed immediately of a bomb threat. Persons taking a bomb threat call will record the exact words of the caller, the date and time, a description of the caller's voice, and as many details as possible (e.g., When will the bomb explode? Where is the bomb right now? What kind of bomb is it? What does the bomb look like? Why did you place the bomb?). The Director of Education or designee will determine if the building is to be evacuated.

If the Academy is not evacuated, a public-address system announcement may be made to alert staff members that a bomb threat has been received. The code is "all call".

When you hear the code:

1. Keep all students in your classroom.
2. Do not inform students of the bomb threat.

3. Determine if any foreign objects are in your room. Alert the office if a foreign object is located. Do not touch any foreign object.
4. If the lights are off, do not turn them on.

### ***HAZARDOUS CHEMICALS AND EQUIPMENT***

Staff members are expected to follow safety precautions and standard procedures in the handling and storage of all potentially hazardous chemicals and equipment. The safety of students and other staff members is to be the primary concern at all times.

### ***EMERGENCY ACADEMY CLOSINGS/INCLEMENT WEATHER***

#### I. Announcements before Academy hours:

1. One or more of the following media will announce the Academy closing (dependent upon telephone accessibility):

Television:      Channel 4 - WTMJ  
                         Channel 6 - WTTI  
                         Channel 12 - WISN  
                         Channel 58

#### II. Announcements during Academy hours:

1. The above media will announce.
2. The parents will be contacted at home or work; and if not available - the emergency number will be called.

CEO Leadership Academy will be closed whenever the Milwaukee Public School District (MPS) is closed.

## SECTION VI DISCIPLINE

### *STAFF DISCIPLINE AND TERMINATION*

The Academy retains its right to discipline or terminate the employment of any employee at any time, with or without cause at the Academy's sole discretion.

These policies apply to all employees of the Academy, including certified, classified, and administrative personnel, and apply to all job-related activities of such employees.

**Bases for Disciplinary Action:** The following acts or omissions, among others, which evidence unfitness to perform duties; by an employee in the scope of employment, shall constitute grounds for disciplinary action up to and including termination:

1. Insubordination, including the willful refusal of an employee to perform an assignment or to comply with a directive given by the employee's supervisor.
2. Unprofessional job-related conduct
3. Incompetence or inefficiency in the performance of duties as identified through due process procedures.
4. Corporal punishment of students.
5. Improper conduct toward students and/or other employees
6. Conduct in violation of any Academy policy or established expectation of performance.
7. Conviction of a felony related to the employee's employment, or which seriously impairs the employee's ability to perform his or her assigned duties.
8. Misconduct related to the employee's job.
9. Abuse of the Academy's sick and personal leave policy.
10. Excessive and/or unexcused tardiness.
11. Unexcused absences from work and assigned duties
12. Negligence or carelessness in the performance of duties.
13. Use of Academy property for personal gain.
14. Negligent or willful damage to Academy property.
15. Gross waste of Academy supplies or equipment.
16. Dishonesty or falsification of any information involving the Academy, including grades, credits, data on forms, employee records, or any other information involving the Academy.
17. Possession of alcohol or other intoxicants or illegal narcotics, or other controlled substances without prescription on school property or at any school function.
18. The use or distribution of being under the influence of alcohol or other intoxicants or illegal narcotics, or other controlled substances without prescription on school property or at any school function.
19. Deliberate conduct, which has the apparent purpose of, exposing the Academy to embarrassment, censure, ridicule, or reproach.
20. Verbal and/or physical fighting on school premises or at any school related activities.
21. Falsification of records or date with intent to defraud.
22. Harassment/
23. Sexual Misconduct.

This list is not a complete list of acts worthy of disciplinary action. The Director of Education reserves the right to determine when disciplinary action is appropriate and the degree of disciplinary action to be administered, including termination.

**Persons Authorized to Initiate and Carry Out Disciplinary Actions:** Verbal and written warnings may be issued by the Board of Directors, administrators, or other supervisory personnel relative to employees under this jurisdiction.

**Suspension Without Pay and Notice of Intent to Dismiss.** Suspension without pay and notice of intent to dismiss may be administered both by the Director of Education and the Board of Directors and may occur in those instances in which:

1. The misconduct is sufficiently serious as determined by the Director of Education to warrant the initiation of disciplinary action at this level, without prior disciplinary action.
2. In those cases where previous warnings were given and found to be ineffective to cause correction of the offensive conduct.
3. Remediation efforts have failed in those cases where such efforts were attempted.
4. The nature of the offensive conduct is such that dismissal appears to be the only solution to the problem.

### ***CEO LEADERSHIP ACADEMY - GUIDELINES FOR STUDENT DISCIPLINE***

The goal of discipline is the reaction of the Academy that places a high value upon mutual sharing, respect, openness, and integrity of its students. Our discipline should help students develop individual responsibility for self-discipline and group discipline.

#### ***PROCEDURES***

1. Each of us is responsible to enforce all of the standards at CEO Leadership Academy; both in and out of the classroom. We all need to work together.
2. Go to the Dean of Students for suggestions regarding a discipline situation that is developing rather than letting it get out of hand and then being forced to deal with a bigger problem. Send students to the office only in emergency situations -- your respect and authority will be enhanced by your handling the problem. You will be supported by the administration in disciplinary actions you take.
3. Communicate with parents of students violating the standards and/or spirit of our school. Teachers are encouraged to confront students showing poor attitudes.
4. Use professional judgment in reporting minor incidents to the administrator.
5. Punish rather than constantly remind students of infractions. A continuation of minor infractions should be handled as a more serious infraction - eventually leading to suspension. A red herring is to allow students to convince us. . ."but you are making such a big deal over such a small issue". . . when they have been dealt with several times before for the same infraction. Such repeated warnings wear us down, divert energies from others, and teach disrespect for our standards, ourselves and our school community. We need to teach by our actions that we are persons of integrity -- do what we say.
6. Teach modesty and not only obedience to our dress code. If you do not feel comfortable handling a dress code violation, give the student a pass to the Academy office, and tell the student why you are

sending him/her to the office. The secretary will see that the proper person handles the problem at this point.

## ***ALL ACADEMY ASSERTIVE DISCIPLINE POLICIES AND PROCEDURES***

### ***ACADEMY RULES***

Each staff person and student has been issued a Parent/Student Handbook. This document contains all pertinent Academy rules. Please refer to the Parent/Student Handbook for detailed information on uniform Academy policies and procedures.

### ***VANDALISM/PROPERTY DAMAGE***

Teachers shall report to the administrator all acts of vandalism and malicious mischief of which they become aware. This includes damage to Academy property or to the property of staff members. The administration usually reports such acts to the police for their information.

Graffiti on desk tops and other furniture is highly objectionable. The teacher will be held responsible for the condition of the furniture in his/her room.

Damaging Academy property will be treated as a serious offense and the offender required to correct the damage or pay for the cost of having it done.

### ***USE OF PLAYING CARDS/DICE***

The use of playing cards is not permitted at the Academy. Teachers are responsible to help control this activity and direct students' efforts into more constructive behavior. This does not include card games such as: Uno, Rook, etc. Dice (unless a direct part of a game – i.e...Monopoly, etc.) are not permitted on the Academy premises



## **SECTION VII CLASSROOM MANAGEMENT**

### ***LESSON PLANS***

Teachers are expected to be effective classroom managers. Guidelines for appropriate behavior are to be established in each classroom at the beginning of the Academy year. These rules take on more meaning when students are involved in developing them, and teachers consistently reinforce them. Attachment B includes classroom management suggestions.

### ***LESSON PLANS SUBMISSION POLICY***

All teachers are expected to maintain a lesson plan, which a copy will be kept in the classroom, and a copy given to the Director of Education. Weekly plans are to be completed and updated during the week as needed. Lesson plans will contain specific objectives, activities and specific references to instructional materials.

A syllabus is requested for each 9 week semester.

Failure to comply with this will requirement is a violation of your role, and can/will result in the following actions being taken:

- Reminder (verbally and/or via email)
- 2<sup>nd</sup> reminder (verbally and/or via email)
- One on one meeting with the Academic Director
- Warning letter in file
- Suspension without pay (1 day)
- Suspension without pay (3 days)
- Termination or non-renewal of contract

### ***GRADING PROCEDURES***

The school uses the following system:

- |    |  |           |
|----|--|-----------|
| A- | 90-100   | Excellent |
| B- | 80-89  | Good      |
| C- | 70-79  | Average   |
| D- | 60-69  | Passing   |
| F- | Below 60   | Failure   |
| I  | Incomplete given on a report card only with prior approval by the administrator. |           |

Teachers are encouraged to seek objectivity in grading but to remember that the most objective grading procedures are highly subjective. Evaluating student performance should be as fair and consistent as possible. Few students deserve the highest grade, and few students who try very hard deserve to fail.

No student should receive a grade less than a "C" with our ample or adequate documented communication to the parents. Students in jeopardy of receiving grades lower than "C" should be

reported to the Dean of Students for tracking disposition. These students may require a weekly progress report to parents by the teacher.

Tailoring assignments and expectations to individual abilities even within heterogeneous groupings is desirable. "The greatest inequality is the equal treatment of unequals." "To whom much is given, of him shall much be required."

Report cards are issued four times a year.

### ***ACADEMIC PROBATION***

Students experiencing difficulty with grades, assignments and homework may be placed on academic probation. This status will usually last one full mark period with hopes that the student will raise his/her grades. Excessive below standard grades could result in removal.

### ***HONOR ROLL***

An academic honor roll is prepared at the end of each nine-week grading period. To be named to the honor roll a student must have a grade point average of 3.0 on a scale in which A = 4.0, B = 3.0, C = 2.0, D = 1.0. All subjects are included in determining the grade point average. Students receiving a 3.5 – 4.0 gpa will be named to the Director's List. Students receiving a 3.0 – 3.4 gpa will be named to the Dean's List.

### ***SEATING CHARTS***

Seating charts are to be maintained for all classes and kept with the lesson plan book for substitute teacher use.

### ***SUBSTITUTE TEACHER FOLDER***

At the beginning of the Academy year, each teacher should prepare a substitute teacher folder which should be filed in assigned classrooms. Attachment C should be utilized to prepare a useful folder. Please review and update your folder periodically throughout the year.

Teachers who have taken their lesson plan books home prior to an unexpected absence are responsible for getting it to the Academy for the substitute to use before the school day begins.

### ***CLASSROOM APPEARANCE***

All staff members are responsible for maintaining a clean, neat and inviting classroom environment. Bulletin boards are to reflect student work, instructional themes, and motivation incentives.

#### **Classroom Responsibility**

1. The teacher is to help the pupils learn to be neat.
2. Restrooms are to be kept neat.
3. Lights are to be turned off when classroom is not in use.

4. During cold weather, windows should be closed to conserve energy. If fresh air ventilation is necessary, be sure all windows are closed when leaving the room.
5. The work stations are to be arranged in an orderly fashion, and kept clean.
6. The floor and student desks are to be clear of trash and (vacuumed/swept) daily.
7. Chalkboards, trays and erasers are to be cleaned daily.
8. Any areas of the building or property needing attention should be reported to the administrator immediately.
9. The teacher is responsible to keep all classroom furniture dusted.

The buildings, grounds and equipment belong to the Lord. We have a special responsibility to keep them in good order. Pupils are expected to share in this responsibility as they are guided and instructed by the staff.

### ***INSTRUCTION AND HOMEWORK***

Teachers are expected to provide daily instruction which includes clear and meaningful instruction, guided practice, homework, review activities, and effective use of allocated time. Teachers should develop their own specific homework policy and procedure which should be shared with parents and students.

When entering a classroom all visitors should be able to see the BBC (Black Board Configuration) – Do Now, Aim, and Homework.

It should be remembered that work to be done outside of class is an appropriate assignment. It can be a project, a drill activity or a review. It should not be new concepts unless they have been carefully explained in class. Reading assignments should be made with guided instructions for developing the student's thought. Before giving homework, evaluate the purpose of the assignment. Don't ever let an assignment be "busy work." Homework is to provide practice and reinforcement and should be an extension of the Academy instructional program. Homework is to be designed so that students will experience success in completing it.

### ***SUPERVISION OF INSTRUCTION/ANNUAL EVALUATION OF TEACHERS***

#### Supervision of Instruction

The Academic Director carries the responsibility for the supervision of the instructional program. One of the means of supervision is the classroom visitation. The teacher and Academic Director will hold a conference to discuss the visit afterwards. An annual evaluation is made of all Academy employees.

## Annual Evaluation of Teachers

The primary purpose of evaluation is the improvement of instruction. Teachers are encouraged to think of evaluation positively just as they seek to develop this attitude among their student. Because teachers are not as alike as peas in a pod, they are urged to refrain from comparing their evaluations with other teachers.

Evaluations are made from observations that are broadly based, not only from classroom visits.

In the conference, the teacher and the Director of Education should agree on areas of needed improvement. Follow-up contacts should be made to assess results and continue planning for further improvements.

The teacher will sign the evaluation, hopefully because it is a consensus of his/her thinking; but if not, simply because he/she has seen it.

## *COMMUNICATIONS WITH PARENTS*

Teachers are expected to communicate regularly with parents/guardians. All communications with parents are to be professional in nature. Please submit a copy of all formal communications to be sent out to groups of parents/ guardians to the Director of Education for prior distribution approval.

## *CHEATING*

Teachers need to be alert to find ways to minimize the temptation to cheat and to help build convictions for honesty. Teachers are expected to report to the Director of Education any cases of cheating which they encounter. Students found cheating are to have their parent contacted and they will receive a failing grade or the instrument. Cheating may lead to expulsion from the Academy.

## **SECTION VIII STUDENT RECORDS**

### ***EMERGENCY CONTACT CARDS***

Every student must have an "Emergency Contact Card" on file in the office. Information on the card must be current. New cards are filled out each September. Staff members are to be especially alert to students' special health problems, change of addresses and telephone numbers. The cards should be updated throughout the Academy year.

### ***CUMULATIVE FOLDERS/TRANSCRIPTS***

Cumulative folders for all students are kept in the Academy offices. Teachers are encouraged to review the cumulative folders of their students. Cumulative folders are to be kept in a secure and confidential manner. Cumulative folders are not to be removed from the Academy offices without the knowledge of the Director of Education. Cumulative folders are not to be removed from the school. Teachers are to complete the card inside the cumulative folder indicating the date they viewed information in the folder and the purpose for viewing the cumulative folder.

### ***ACCESS TO STUDENT RECORDS***

Access to student records and personally identifiable information regarding students is governed by both federal and state law. The purpose of both the state and federal law is to allow broad access to student records by parents and restrictive access by third parties. In general, student records and personally identifiable information regarding students are confidential, with specified exceptions.

Please refer parents who wish to review the content of their child's cumulative folder to the Director of Education. Refer all requests from other parties for student information to the Director of Education.

### ***EXCEPTIONAL EDUCATION REFERRAL PROCEDURES NON-EEN REFERRALS***

Suspected EEN referrals will be handled by the Dean of Students. See Exceptional Education Policies and Procedures Manual for further details.

## **SECTION IX SPECIAL EVENTS**

### ***OPEN HOUSE***

This event is for the purpose of allowing parents to visit the Academy to view our facilities; especially the classrooms where their children are instructed each day. Teachers should make sure that student work is displayed throughout the Academy. It is always helpful to prepare some type of group skit, etc. for the purpose of enhancing interest in the event.

Communication with parents and guests during open house is to be general. Please ask parents who request specific information regarding their student's progress to schedule an individual conference time on another day. Open house is not the time to discuss grades, conduct, etc.

### ***PARENT TEACHER CONFERENCES***

Parent conferences are held once each semester. Conference dates are indicated on the Academy calendar.

During conferences, teachers are to provide parents with detailed information about their child's progress in academic and social/behavioral areas. Work samples are to be shared with parents. Suggestions for parents' involvement are to be discussed.

Parent conferences (in person or telephone) are to be scheduled throughout the Academy year when there is a need to discuss a student's achievement or behavioral status. Conferences requested by parents are to be scheduled in a timely manner.

## SECTION X MISCELLANEOUS

### *SUPPLIES FOR TEACHING*

**Supply Lists:** All supply lists will go to the secretary or any person designated by the Director of Education. These lists can be placed into her mailbox. Those lists will be subject to the Director of Education approval.

**Supplies:** We will try our best to keep a stock of everyday needed supplies. Employees should submit their supply request to the secretary as soon as possible. This will enable the office staff to fill the order in a timely manner without much delay, unless an item must be ordered. For items other than office supplies, the Employee should fill out a Purchase Order Form (available in main office) and turn in to the secretary. Employee WILL NOT send students to the office during class time, or any other time, to get supplies for the classroom. Employees will no longer be allowed to enter the supply room. The secretary or other office staff are authorized to do this, and will fill orders accordingly.

### PROFESSIONAL MEETINGS AND VISITATIONS

The Academy encourages staff participation in professional organizations and visitation of other schools.

### *EXTRA CURRICULAR ACTIVITIES*

1. No party or class activity shall be scheduled without clearing it through the Administration
2. No speaker or lecturer may be permitted to talk to pupils unless cleared through the administration.
3. No literature of any kind may be distributed or made available in the classroom without being cleared by the administration.
4. Teachers should make sure that the administration as well as other staff is informed of "out-of-uniform" dates and activities.

**RIGHTS OF PARENTS AND STUDENTS**

Enrollment at CEO Leadership Academy is a privilege and not a right. This privilege may be forfeited at any time a student does not adhere to the standards and regulations of the school. The Academy may request the withdrawal of any student at any time, which in the opinion of the administration does not fit into the spirit of the institution, regardless of whether or not he/she adheres to the specific rules of the CEO Leadership Academy.

**Parents:**

Are always welcome to visit the Academy for observation or as a volunteer as long as there is no disruption of the Academy program.

Are always welcome to make suggestions or voice opinions to the Director of Education or the Academy Administrator.

Are always welcome to speak with their child's teacher concerning student progress or the need for improvement. Parents are encouraged to do so by scheduling a conference with the teacher.

Are always welcome to stay for early morning devotion or to attend any student assembly and/or program whether their child is a participant or not.

**Students:**

Are always welcome to make suggestions and voice opinions to staff persons

Are always welcome to discuss progress in academic subjects with teacher. Students are encouraged to do so through scheduled conference time with the teacher.



*CLASSROOM MANAGEMENT*

Teacher attention to the factors and strategies listed below will predictably result in improved classroom management.

1. PLAN AHEAD

Prepare lessons and necessary materials and equipment before students arrive.

Have alternative plans to fill unexpected gaps.

Anticipate situations and your response in advance.

2. BE CLEAR

Make sure your classroom has clearly expressed rules that facilitate learning. Systematically teach and enforce these rules. Make clear and uniformly apply the consequences of violating the rules.

Identify the procedures you use to manage your classroom. Teach all such procedures to the students.

3. BE FIRM

Be sure everyone is taught the rules. Check for understanding.

Be sure the compliance with rules and procedures is monitored closely during the first few days and weeks. Do not ignore infractions. Uniformly and fairly apply consequences for failure to comply.

4. BE FRIENDLY

Make the Academy a pleasant place to be. No one wants to go to a place that is unpleasant and unsupportive.

Plan activities that will motivate the students.

Recognize the students' needs for exercise, breaks, and knowing and working with each other.

Laugh with the students and at yourself.

5. BE POSITIVE

Convey the idea that students will be successful in your classroom. Tell them you expect everyone to be successful and that you are there to help them succeed.

Avoid situations in which student failure is likely.

Plan activities in which everyone can be a winner.

Provide encouragement and sincere praise to students.

## 6. MODEL ENTHUSIASM

Dramatize what you know. Tell interesting stories about the topic, act out the process, and use the arts and media to demonstrate.

Be emotional. Get excited about new topics, materials and upcoming events. Show wonder about discoveries and insights that emerge.

Be interested in anything that relates to what you teach. Bring in articles and newspaper clippings of current events that relate to topics being studied. Plan field trips and invite credible guest speakers to your classroom. Share your personal experiences related to the subject.

## 7. DISCIPLINE WISELY

When misbehavior occurs, have the class continue working while you handle the behavior problem quietly on the side. Avoid distracting the group and embarrassing the individual.

Do not punish an entire class for the actions of one or a few individuals.

Avoid the use of ridicule, scolding, shaming or sarcasm when disciplining. Use "cause-effect" and "logical consequences" procedures.

Do not threaten anything you cannot carry out.

Give students the opportunity to "save face" when they are in a tight spot.

Intervene early to avoid the development of a major problem.

Help students understand the fairness and reason for established rules and procedures.

Seek assistance before problem situations become serious.

*SUBSTITUTE TEACHER*

TEACHER \_\_\_\_\_  
SUBJECT \_\_\_\_\_  
ROOM \_\_\_\_\_

To the Substitute Teacher:

Welcome to our school. Listed below is information which will help make your day a pleasant and productive experience.

Our Director of Education is \_\_\_\_\_.

Our Dean of Students is \_\_\_\_\_.

Our Administrative Assistant is \_\_\_\_\_.

My schedule is:

Homeroom

Block 1

Block 2

Block 3

Block 4

Block 5

The lesson plan book is kept \_\_\_\_\_.

Please indicate in the lesson plan book what you were able to accomplish.

The class seating charts are located \_\_\_\_\_.

Lunch tickets for students who receive free and reduced lunch are in an envelope located \_\_\_\_\_. The tickets are preprinted with the name of eligible students and color coded for the days of the week. Please distribute only one ticket per day to eligible students.

Please take attendance each class period and leave a list of absent students in my mailbox.

See the signs posted in the classroom for fire drill and tornado alert procedures.

Other information you need to know is:

The teachers who are readily available to help you are:

\_\_\_\_\_ in Room \_\_\_\_\_

\_\_\_\_\_ in Room \_\_\_\_\_

These students can be depended upon to give you assistance:

Homeroom

Block 1

Block 2

Block 3

Block 4

Block 5

Keep a close watch on these students:

Homeroom

Block 1

Block 2

Block 3

Block 4

Block 5

I hope you enjoy your day with my classes. Please contact the office or a staff member if you have any questions or need assistance.

*PARENT/TEACHER CONFERENCES (FORM)**PARENTING-TEACHER CONFERENCES*PARENT-TEACHER CONFERENCES AND RELATIONSHIPS

Parent-Teacher conferences are scheduled after the first and third grading periods. Encourage parent conferences and be prompt in returning phone calls and notes to parents. The following guides and suggestions may be helpful:

## I. Conference preparations:

1. Spend some time in prayer specifically about each conference.
2. Look over the cumulative records of your students.
3. Outline the conference with the parents point out:
  - a. You have only 15 minutes
  - b. You would like to reserve time to pray at the close
4. Have some specific suggestions ready to give in any area of study or personality.
5. Plan something good to point out about the student.

## II. Purpose of the conference:

1. Appraise the home situation.
2. Appraise parent's evaluation of the Academy and student.
3. Give opportunity for parents to air feelings and concerns.
4. Get to know the parents personally.
5. Give a clear picture of what progress you see socially, academically, and personally.
6. Represent the student's point of view to the parent (with limitations).

## III. Areas to discuss:

1. Grades and how parents feel about them.
2. Personal attributes that stand out.
3. Personal interest of the student (hobbies, sports, etc.).
4. Spiritual interest of the student.
5. Christian approach of the home.
6. Questions about any aspect of the whole school program that may be of concern to the parent.
7. Parents knowledge and understanding of their child.

## IV. Good possible leading questions:

1. What changes or growth have you seen in the student at home?
2. Have you seen any evidences of spiritual interest in the student?
3. How do you feel about the grades he or she received?

4. Are there any areas of school life or activity about which you have questions or comments?
5. Have there been any changes at school that has been helpful or poor this year in comparison with others?
6. How would you evaluate your child on a personal evaluation sheet?

V. Making the report:

Make a thorough report immediately following the conference while it is still fresh on your mind. Note especially the following:

1. Time and date of conference (especially the year)
2. Name of parent, child and your own name Student's progress
3. Parents' reactions and attitudes in conference

A Parent/Teacher Conference Handbook has been developed for more detailed information.

PARENT/TEACHER CONFERENCE FORM

Date: \_\_\_\_\_

Dear \_\_\_\_\_ :

Please meet with \_\_\_\_\_ on \_\_\_\_\_

at \_\_\_\_\_ a.m. /p.m. for the Parent-Teacher Conference ending the \_\_\_\_\_ Grading

Period.

If there is a conflict, please contact the teacher.

Administrator  
CEO Leadership Academy

UNSATISFACTORY WORK REPORT FORM

UNSATISFACTORY WORK REPORT

Date: \_\_\_\_\_

This is to notify you that \_\_\_\_\_ is doing unsatisfactory work  
in \_\_\_\_\_

The probable cause is checked below:

\_\_\_ Neglect of written homework

\_\_\_ Cheating on test

\_\_\_ Neglect of study homework

\_\_\_ Lack of cooperation

\_\_\_ Inattention in class

\_\_\_ Absence make-up work not

done

\_\_\_ Failure in daily tests

\_\_\_ Careless written work

\_\_\_ Lack of interest in work

\_\_\_ Poor study habits

\_\_\_ Failure to ask for help

\_\_\_ \_\_\_\_\_

\_\_\_ Efforts erratic

\_\_\_ \_\_\_\_\_

\_\_\_ Homework copied

\_\_\_ \_\_\_\_\_

Teacher \_\_\_\_\_

# FIELD TRIP REQUEST

Class \_\_\_\_\_

Number of students \_\_\_\_\_

Destination \_\_\_\_\_

Purpose \_\_\_\_\_

Approximate Date \_\_\_\_\_

Hours of Leaving and Return \_\_\_\_\_

Means of Transportation \_\_\_\_\_

(Student drivers are not permitted)

Cost \_\_\_\_\_ How financed? \_\_\_\_\_

Chaperones \_\_\_\_\_

(At least one for every 8-10 students)



**CEO LEADERSHIP ACADEMY**  
**FIELD EXPERIENCE PERMISSION REQUEST**

For date of \_\_\_\_\_

Dear Administrator,

I hereby give my permission for my child \_\_\_\_\_  
to accompany his/her class on a field trip to \_\_\_\_\_.

I understand reasonable supervision will be furnished by the school, which will consist of teachers  
and/or parents of the students involved.

\_\_\_\_\_  
Parent Signature

In case of emergency, please notify:

Name \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

***MAINTENANCE NEEDS***

Teachers who need maintenance service (repairs, light bulb replacement, etc.) are asked to obtain a Supplies and Repairs form from the Academy office and give it to the secretary when filled in.

In case of an emergency contact the office as soon as possible.

***SUPPLIES AND REPAIRS***

TO \_\_\_\_\_

**SUPPLIES NEEDED:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**REPAIRS NEEDED:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
Signed

**ACADEMIC CALENDAR**  
**Distributed Year by Year**

***EMPLOYEE ACKNOWLEDGEMENT***

I have received a copy of and read the foregoing CEO Leadership Academy Personnel Handbook and am familiar with its terms. I understand that it is not a binding contract, but a source of information and a set of guidelines for implementation of personnel policies. I understand that CEO Leadership Academy can unilaterally rescind, modify, or make exceptions to any of these policies, or adopt new policies, at any time. I also understand that the provisions of this Handbook will override any contrary statements, representations or assurances made by any supervisory personnel except the Director of Education.

\_\_\_\_\_  
EMPLOYEE'S SIGNATURE

\_\_\_\_\_  
PRINTED NAME

DATE: \_\_\_\_\_

Please sign this page and return it to the Administrative Assistant immediately. A copy of this acknowledgement will be retained in the employees personnel file.

**F**

# CEO LEADERSHIP ACADEMY

OPERATIONS MANUAL



3222 W. Brown Street  
Milwaukee, WI 53208

P414-873-4014

F414-873-4344

Website: [www.ceoleadershipacad.org](http://www.ceoleadershipacad.org)

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## MISSION

The Mission of CEO Leadership Academy is to nurture scholars, capable of transforming their world, by sending them to and through college.

*Mission Accomplishment:* To earn a CEO Leadership Academy diploma, students will be able to write a clear, well-organized essay that makes an interesting, well-substantiated argument; read a variety of literature for understanding; use mathematics, science, and computer technology to solve problems; recite and interpret literary messages, speeches, and poetry; take the ACT; complete a personal essay; submit a minimum of 6 college applications and obtain at least one college acceptance.

CEO Leadership Academy will aim to create a partnership among the triad of student-teacher-parent that will provide our scholars with the support necessary to reach their highest potential – intellectually, socially, emotionally, and physically. Since adolescents thrive in a diverse environment, CEO Leadership Academy will strive to create a variety of learning opportunities that build upon and strengthen multicultural knowledge and language skills that facilitate leadership. Our students will participate in pre-college programs, community service projects, community outreach, and will be encouraged to pursue internships and job shadowing.

CEO Leadership Academy will be a strong asset to the community, the city of Milwaukee, and a broader world in which we live. CEO Leadership Academy will focus on graduating young men and women who think critically and creatively; have attained the skills needed to be successful in their post-secondary choice; and are committed to a life time of learning.

## VISION

CEO Leadership Academy's vision is to produce responsible Leaders through academic mastery, community focused education, and the fostering of lifelong learning in any environment.

CEO Leadership Academy provides strong instructional leadership and a safe, enriching, and welcoming environment. We promote positive interaction between students, faculty, parents and the community. At the Academy, we prepare our students for the future by providing an educational atmosphere that reflects real world opportunities and challenges.



Our vision is to engage students in hands on learning activities that provide them with opportunities to apply their learning through explanation, decision-making, investigation, interpretation, problem solving, and self-assessment.

It is the expectation that our students will:

- Demonstrate levels of academic proficiency consistent with the demands and challenges of the post-secondary educational experience
- Understand that everyone is unique, with special needs and talents
- Develop a strong sense of self and respect for others and their community
- Be challenged to their fullest potential, using a variety of learning strategies in order to reach the high standards set by the Academy and the State of Wisconsin
- Develop a joy for learning in a safe, caring structured environment
- Possess the ability to solve a variety of problems in a collaborative environment, becoming effective communicators, critical thinkers, and problem solvers
- Develop scientific, mathematical, and technological skills and integrate them into their everyday lives
- Reach out to their family members, encouraging them to be active in their education

### **GOVERNANCE STRUCTURE**

CEO will incorporate four organizations to assist with a variety of decision making.

- Board of Directors
- School Administration
- School Governance Council
- Parent/Teacher Association

This governance structure is designed to be inclusive and cooperative. By sharing a common focus, with high expectations for staff, students and basing recommendation on data, each governing body will have input on Academy operations, Academy climate,

and budget. Additionally, they will be committed to the Academy's educational goals and work with outside agencies to strengthen the school's mission.

CEO's Board of Directors works toward increasing its potential to broaden its funding through contacts for in-kind resources, and direct financial support. CEO's Board has legal authority and is the governing body of total school operations. The Board develops policy provides direction, offers expert advice and will develop a rubric for the evaluation of the Director.

The School Governance Council will consist of community members, teachers, parents and the Director of Education. The Governance Council will have influence on the educational program and budget. The council will review and assess school performance with respect to student achievement, school culture, and parent involvement.

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; to assist in pushing the mission and vision forward, and take the lead with school fundraisers. The Association is strictly voluntary and has no term limits.

### **Definitions**

- Councils are the primary vehicle to foster collaborative development of school-wide Rules and Policies. Councils will have representatives from recognized employee and student organizations, chosen by the organizations.
- Sub-committees are representative groups that focus on a specific area of school operations. These groups are not intended to be standing, on-going groups.

### **Roles of Chairs/Co-Chairs include:**

- Familiarizing new members to role of the Council/Sub-committees
- Record attendance of meetings
- Promote/encourage participation
- Maintain focus meeting on agenda items
- Communicate any membership changes to the Director and the appropriate association president
- Forward all recommendations to appropriate Council

The objective and basic policy of each council, committee, board or association, shall be to work cooperatively and collegially with the administration, staff, and faculty of the school.

## ORGANIZATIONAL CHART

See Charter in  
On page 36

### **ROLES AND RESPONSIBILITIES OF THOSE WHO WILL GOVERN AND MANAGE THE ACADEMY**

Director of Education: The Director is responsible for the overall operation of the Academy including the planning, supervision, and evaluation of the educational programs, services, school facilities, and annual evaluations of teaching and non-teaching staff. The Director orchestrates programs and service delivery to students. The Director will establish and maintain regular communication with the Board of Directors, the grantor of the charter and city, county and state administrators.

The Director's will possess:

- Knowledge of school law, finance, and curriculum
- Ability to manage budget and personnel
- Ability to interpret policy, procedures, and data
- Strong organizational, communication, and interpersonal skills
- Project and resource development skills

The Director of Education of CEO Leadership Academy is an integral member of the learning community comprised of students, staff and families. The position shares in decision-making, promotes collaborative leadership and monitors accountability. The Director is also responsible for planning, budgeting, facility management, preparing annual reports, maintaining public relations, and staffing (including selection of new employees and terminations).

The Board will identify, select, work with, support and evaluate the Director of Education. The Board requires that the Director have at least three years of School Administration experience and at least three years of teaching experience.

Principal: The Principal assists the Director of Education with daily operations, in instructional program administration, and human resource organization. The position reports to the Director of Education and The Board or no one else.

The Principal will possess:

- Knowledge of school law and curriculum
- Ability to Manage Personnel
- Ability to interpret policy, communication, and interpersonal skills

The Principal is an integral member of the learning community comprised of students, staff and families. The Principal serves in an advisory role in planning, budgeting, facilities management and staff development. The position is primarily responsible for the implementation of the educational plan and the daily operations of the school, including supervising and observing teaching staff. The Principal ensures that all classes are covered by appropriate staff and arranges for substitute teachers as needed. He/she ensures school safety, maintains school discipline and monitors behavior in the school common areas. The Principal is also responsible for helping in preparing annual reports, holding parent meetings, and handling complaints. The Board requires that the Principal have at least three years of teaching experience combined with state licensure.

Dean of Students: The Dean assists the principal and oversees student activities and services.

The Dean will possess:

- Organizational, communication and interpersonal skills
- Ability to Monitor student behavior
- Knowledge of organizing student activities, clubs, etc.

The Dean of Students deals with attendance issues, dress code violations and makes sure that rules set forth in the student handbook are being followed. The Dean determines appropriate disciplinary actions, including detentions, suspensions and recommending expulsions.

Financial Manager: The Financial Manager oversees and maintains the operation of all financial and business affairs of the Academy including accounting, payroll, timely financial reporting, purchasing, and risk management.

The Financial Manager will possess:

- Applicable knowledge of school finance, budgeting, and accounting systems
- Effective communication skills
- Appropriate computer skills
- Ability to interpret policy, procedures, and information
- An understanding of school accounting principles

## ENROLLMENT/ADMISSIONS PROCESS

The admissions process is designed to establish a student body that is diverse and reflects the community at large. CEO Leadership Academy is open to any student in the City of Milwaukee between ninth and twelfth grades. CEO Leadership Academy does not discriminate on the basis of gender, race, religion, national origin or ancestry, marital status or parental status, pregnancy, sexual orientation or physical, emotional, or learning disability. Students with social IEP or 504 accommodations are also encouraged to apply. CEO Leadership Academy will not deny any students based on a disability. CEO Leadership Academy has a goal to enroll a fairly equal balance between male and female students in addition to having a student body and teaching staff that is reflective of the racial and ethnic makeup of the City of Milwaukee.

CEO Leadership Academy is a public school that does not charge tuition. Admission is open to all students who are interested in attending the school and follow the application process. CEO Leadership Academy engages families as well as students in the educational application process. Therefore, students and their parents or guardians must follow the following application process:

Application Process: Students interested in attending CEO Leadership Academy will be asked to fill out an application. After completion of the application, students will be asked to provide prior grade reports/transcripts from their previous school(s). Since CEO Leadership Academy is a college focused academy for all students in Milwaukee, the Dean of Students will review the student applications and report cards/transcripts. Students applying to CEO Leadership Academy should understand that the Academy holds high educational expectations for each student and expects parents/guardians to play an essential role in the education process.

After reviewing the student application and report cards/transcripts, the Dean of Students will hold a meeting with the parents/guardians present in order to review the mission, vision, and expectations of CEO Leadership Academy. This meeting will serve as a helpful means in determining if CEO Leadership Academy is a good fit for the student, according to the student, parents/guardians, and the Dean of Students. The Dean of Students will also explain other policies and opportunities for students, such as the promotion policy, graduation requirements, college acceptance procedures, trips, tutoring and extracurricular activities.

If all parties agree that CEO Leadership Academy will be a successful fit for the student, the student and parent/guardian will then receive and sign the student/parent handbook, which explains all the details of school's academic and non-academic

policies. Party signatures will serve as an agreement to adhere to the Academy rules. A diagnostic test will be given to the student at this time, including mathematics, writing, and reading, in order to assess the student's strengths and weaknesses. This will assist CEO Leadership Academy determine individual plans for each student. The Dean of Students will work with appropriate teachers/specialists to create an individual education plan according to student's background.

Each applicant and parent/guardian will sign a letter of commitment setting forth their commitment to the applicant's education. Letters will be signed before the completion of the application process.

In the event that more new students apply than space allows, eligible student will be enrolled by a lottery system. First preference for admission will be given to students' siblings also applying for admission. All remaining eligible students will be placed on a waiting list and accepted as space becomes available. Students that are already enrolled at CEO Leadership Academy will be promoted according to the grade promotion policy. Existing students of CEO Leadership Academy will not need to apply again for each academy year provided that they return their re-registration form before the deadline.

Separate waiting lists will be maintained for each grade level in the event that vacancies occur. The random lottery process used for student admission will also serve to place students in preferential order on these waiting lists. Whenever a vacancy occurs, either prior to the start of a particular school year or during the course of that academy year, the academy will contact the parent or guardian of the student next on the appropriate waiting list. Reasonable and multiple attempts will be made to contact the family of the student on the top of the waiting list and get confirmation of whether the student is still interested in enrolling at CEO Leadership Academy before proceeding to the next name on the list. If reasonable and multiple attempts to contact the student's parents are unsuccessful, the academy may remove that student from the waiting list. The academy will maintain documentation of the attempts made to contact the parents of any student removed from the waiting list. Waiting lists will not be carried over from year to year, but instead the waiting list for each year will be derived from the random lottery. Each year, the academy will send a new enrollment application directly to the parents of each child on the prior year's waiting list.

Students who decline to enroll when accepted will be deleted from the list, and reapplication will be necessary for future consideration. Students already enrolled in the school, who continue to meet the eligibility requirements, will be granted first available space.

Students will be notified of their initial enrollment status within one-week of the lottery. Students whose names are draw in the lottery must confirm their intention to enroll within the time allotted in their notification of admission, which may be ten days or less.

Students admitted and enrolled in CEO Leadership Academy must notify their previously enrolled schools and have their records transferred to the Academy. Students transferring from another school district must submit an official transcript from the sending school in order for the student to receive credit for course work. Report cards will not be considered sufficient evidence for granting credits toward graduation.

In order to promote diversity and assure a balance of ethnicity, race, and at-risk students, CEO Leadership Academy will actively get announcements to the public through as many available routes as is practical, including (but not limited to):

- Organizing open house meetings
- Posting and distributing flyers in various communities
- Advertising through the media (TV, radio, and/or local newspapers)
- Attending community organizations' meetings
- Direct mailings
- Visiting public and private elementary and middle schools in the neighborhood,
- Visiting after-school programs,
- Organizing presentations in youth and community centers,
- Attending businesses and civic organizations' meetings.
- 

These methods will ensure that the information about the opportunities offered to children by CEO Leadership Academy gets widely circulated.

## **VISITORS**

All visitors must sign in at the academy office and follow the Academy procedures regarding proper identification and check-in. Because the safety of all students is a top priority at CEO Leadership Academy, the academy has implemented an academy-wide visitor badge system. Any parent/guardian or visitor who comes to the academy will be asked to present a valid government or state-issued identification, such as a driver's license or military I.D. The I.D. will be photo copied. All visitors will be given a visitor badge to wear while at the academy and return it at the end of the visit.



Visitors in the classroom are normally not permitted. Parents/Guardians are welcome to visit their child's classroom with advanced approval by the academy administration and the teacher; so long as their duration or frequency does not interfere with the delivery of instruction or disrupt the normal academy environment. All visitors must comply with the academy's visitation procedures and are expected to demonstrate the highest standards of courtesy and conduct; disruptive behavior will not be permitted. If a conference is needed, parents/guardians are asked to schedule one in advance.

No other persons of school age will be allowed to visit or converse with students during academy hours.

### **EXCUSED ABSENCES**

CEO Leadership Academy accepts only excusable reasons for absence from school. Under Wisconsin's "Missing Child Law", parents or guardians must notify the school any morning their child is not attending. The excuse shall be submitted to the attendance office and filed as part of the student's school record. An excuse for absence from school may be approved for one (1) or more of the following reasons or conditions:

- Unexpected Absences
- Personal Illness
- Illness in the Family
- Quarantine of the Home
- Death of a Relative
- Anticipated or Planned Absences
- Observances of Religious Holidays
- Professional Appointments

## **TRUANCY/UNEXCUSED ABSENCE**

Truancy is defined as absence from class or school for any portion for a period or day without proper permission from home and school. Any willful or premeditated violation of the state's compulsory attendance laws or regulations governing school attendance on the part of the student or parent/guardian is regarded as truancy.

When a student is truant from school, the truancy will be considered a behavior problem and the student will be subject to school consequences. A student who continues to be truant from school will be officially warned and subsequent legal charges will be filed against the parent/guardian.

## **EARLY DISMISSALS**

Because CEO Leadership Academy is very concerned about student safety and well-being, early dismissal from school is an important issue. In all instances of early dismissal, the following precautions will be taken to insure student safety.

- Administration may release a student before the end of a school day only upon presentation of a written or face-to-face (no telephone calls) request from your parent or guardian or for emergency reasons.
- The student may be released to a parent or guardian whose signature is on file in the school office, or to a properly identified person authorized in writing by the parent or guardian to act on his/her behalf only.
- The student may be released "on his/her own" only with verified parental permission.
- No staff member shall permit or cause a student to leave school prior to the regular hour of dismissal except with the knowledge and approval of administration and with knowledge and approval of a student's parent/guardian.

## **TARDIES**

Tardiness to class will not be tolerated and serious consequences could result if students are not punctual to each class. Tardies may be reported on the report card.

Tardiness will be kept track of by individual teachers, unless a student is tardy for school. According to each class, after a student's third tardy, the parent/guardian will be contacted. After the fourth tardy, a parent meeting will be required by the school. After the fifth tardy, the student may be suspended and a behavior plan will be created with the school administrator and the parent/guardian.

Between class periods there is an adequate interval for passing. A student is tardy to class if he/she is not in his/her assigned seat when class begins. A student is not considered tardy if he/she brings a note from an appropriate school official. If a student is more than five (5) minutes late to class, he/she will be considered absent and will be reported to the school administration.

## **ATTENDANCE REGULATIONS AND ATTENDANCE POLICY**

In Wisconsin, children between the ages of 6 and 18, depending on when the child's birthday falls, are required to attend school unless otherwise exempted by law. School employees investigate and report violations of the state compulsory attendance law.

At the beginning of the school year all parents/guardians will be notified in writing of the state attendance requirements. Under the law, if the student is absent from school ten (10) or more days or parts of days within a six-month period in the same school year, or on three or more days or parts of days within a four-week period:

- (1) Student's parent/guardian is subject to prosecution
- (2) Student is subject to prosecution

### *Students 18 Years or Older*

A student who voluntarily attends or enrolls after his/her 18<sup>th</sup> birthday is required to attend each school day. If a student, 18 years of age or older, has more than five (5) unexcused absences in a semester, the Academy may revoke the student's enrollment. The student's presence on school property after that is unauthorized and may be considered trespassing.

### *Minimum Attendance Requirements*

Students may not be given credit for a class unless the student is in attendance a minimum of 90% of the days the class is scheduled to meet. If a student is in attendance less than 90% of the days the class meets, the student will lose credit unless each and every class is made up in an acceptable manner, such as but not limited to, Saturday School, after school hours, etc. Time made up allows for credit to be given but does not remove the absence documented by the school to meet state compulsory attendance requirements. Unusual extenuating circumstances would be a basis for appeal to administration.

*The school considers the following as possible extenuating circumstances for the purpose of granting credit for a class:*

- Personal illness with a note from physician

- Hospital confinement
- Death in the family
- Serious personal and family problems
- Days of suspension for which the student has satisfactorily completed the assignments for the suspended period
- Participation in a court proceeding or a child abuse/neglect investigation
- Completion of a competency-based education program for students identified as at-risk/dropouts
- Participation in approved curricular/neglect investigation
- The late enrollment and/or early withdrawal of a migratory student
- Completion of a competency-based education program for students identified as at-risk/dropouts
- Participation in approved curricular/extra-curricular activities
- The absence of a teen parent due to caring for his/her child
- Participation in a substance abuse rehabilitation program
- Other emergencies recognized by the principal, superintendent, or committee
- Homelessness as defined by Federal law

Parents/Guardians are requested to call the school to report that their child will be absent from school.

Students who have been absent must bring to the office a written signed statement by a parent/guardian or person having custody or control of the student as to the reason for such absence. This signed statement must be returned to the school attendance office within four school days to enable the student to make up missed assignments.

*Some acceptable reasons for school absence are:*

- Personal illness
- Illness or death in the family
- Quarantine
- Natural disasters, weather or road conditions making travel dangerous
- A student observing religious holy days, and for the days in which the student must travel one day to and from one day the holy day observance (A student who is absent under this subsection shall not be penalized for such absence and it shall be counted as if he/she attended school for purposes of calculating the average daily attendance)
- Attending an authorized school function

- A doctor or dentist appointment that is verified by a signed note or form by the doctor or dentist and presented upon return to school
- Any other unusual cause acceptable to the principal

The due process steps to appeal non-credit due to excessive absences are as follows:

1. **Level One:** Appeal in writing to the campus attendance committee
2. **Level Two:** Appeal in writing to the Principal within 10 days
3. **Level Three:** Appeal in writing to the Board of Directors

Students shall be permitted to make-up assignments and tests after excused absences. For extended absences, make-up assignments shall be made available to students after two (2) consecutive class days of excused absence. Teachers shall inform their students of the time allotted for the completion of make-up work and tests after an excused absence. However, the student shall be responsible for obtaining and completing make-up assignments in a satisfactory manner within the allotted amount of time. For information on how to make-up time for excessive absences, please contact the Dean of Students.

Students will be allowed reasonable time to make up work and/or tests missed due to an excused absence (one per day of school missed with a maximum of five school days). Students shall receive a zero for assignments and tests missed because of an unexcused absence.

### **INCLEMENT WEATHER CLOSING**

CEO Leadership Academy may close the Academy for a full or part of a day because of inclement weather or emergency conditions. The determining factor in such a decision is the safety of students and school employees. When such conditions exist, the Director will make the official decision concerning the closing of CEO's facilities. When it becomes necessary to open late or release students early, school officials will notify television channels 4, 6, 12, and 58. Closings will be reported by 6:00 am.

### **DISPENSING OF MEDICINES IN SCHOOL**

In cases where a student requires medication during school hours, written physician verification is required. Parental permission for school personnel to supervise the consumption of medicines is also mandatory. A consent form may be obtained from the office.

Students are not allowed to keep any type of medicine in their lockers; All medicine must be kept in the main office. This includes Tylenol, Advil, Mydol and any other similar pain relievers. If parents think a student may need a specific medication at random times, the parent may put the medication(s) in a Ziploc bag with the student's name on it and it will be kept in the main office. Academy employees are not legally allowed to give students medication without parental permission for any reason.

### **COMPLAINT PROCEDURE**

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

- Contact the classroom teacher if applicable
- If no resolution has been reached, contact the Dean of Students or Director of Education
- If resolution is still not reached, or if a concern is school-wide, contact the school for the name and phone number of the Board of Director Chairperson
- Unresolved issues may be appealed to the Board of Directors in writing
- Complaints may be governed in a different procedural manner based upon the nature of the complaint

**CEO LEADERSHIP ACADEMY PROMOTION REQUIREMENTS FOR GRADES  
9 THROUGH 12**

The required curriculum for students in each grade level at CEO is described below:

<b><i>SUBJECTS</i></b>	<b><i>UNITS OF CREDIT</i></b>
<b>ENGLISH</b> <ul style="list-style-type: none"> <li>• English 9</li> <li>• English 10</li> <li>• English 11</li> <li>• English 12</li> </ul>	4.0 Credits
<b>SOCIAL STUDIES</b> <ul style="list-style-type: none"> <li>• World History</li> <li>• US History</li> <li>• Government/Economics</li> </ul>	3.0 Credits
<b>SCIENCE</b> <ul style="list-style-type: none"> <li>• Integrated Science</li> <li>• Biology</li> <li>• Physics</li> <li>• Chemistry</li> </ul>	3.0 Credits
<b>MATHEMATICS</b> <ul style="list-style-type: none"> <li>• Algebra 1</li> <li>• Geometry</li> <li>• Algebra 2</li> <li>• Pre – Calculus</li> </ul>	3.0 Credits
<b>FOREIGN LANGUAGE</b> <ul style="list-style-type: none"> <li>• Spanish 1</li> <li>• Spanish 2</li> </ul>	2.0 Credits
<b>PHYSICAL EDUCATION</b>	1.5 Credits
<b>HEALTH EDUCATION</b>	0.5 Credits
<b>ELECTIVES</b> <ul style="list-style-type: none"> <li>• Enrichment</li> <li>• Finance</li> <li>• College Success</li> <li>• The Senior Project</li> </ul>	4.0 Credits

<ul style="list-style-type: none"><li>• Technology</li><li>• Web Design</li><li>• Choir</li><li>• Current Events</li><li>• Drawing and Painting</li><li>• Essential Skill Development</li><li>• Sociology</li></ul>	
<b><i>Total Credits Required for Graduation</i></b>	<b><i>21 Credits</i></b>



## **STUDENT DISCIPLINE**

The items in this Code are applicable to all students when properly under the authority of Academy personnel during a Academy activity, function, or event, whether on property owned, rented or maintained by CEO Leadership Academy or property owned, rented, or maintained by another party. Additionally, the provisions of this Code shall apply to students if the prohibited act(s) takes place while on properties immediately adjacent to school property, within the line of sight of Academy property, or if the act affects the operation of the Academy. The Code also applies to any student misconduct, regardless of where it occurs, directed at an Academy official or employee, or on the private property of that official or employee.

At the beginning of the school year, or upon enrolling, students and parents will receive written information about the rules and regulations to which students are subject while in the Academy or participating in any Academy-sponsored activity or event. The information will include the types of conduct that will make students liable to suspension or expulsion from school or other forms of disciplinary action. Parents will receive a copy of the student code with the written mandate that compliance is required for all students. Parents will also be informed of the conduct expected of students.

Violation by a student of any one or more of the following rules of conduct may result in disciplinary action(s), which may include detention, deprivation of privileges, parental contact, referral to legal authorities, emergency removal, disciplinary removal, suspension, expulsion and/or permanent exclusion. A student may be suspended pending the outcome of expulsion proceedings.

The Student Code of Conduct is made available to students and parents and is posted in a central location within the building.

## **POSSESSION OF FIREARMS AND WEAPONS**

A weapon includes, but is not limited to, conventional objects like guns, pellet guns, knives, smoke bombs, fireworks, or club type implements as well mace, tear gas, or other chemicals. It may also include any toy that is presented as a real weapon. It also includes objects converted from their original use into an object used to threaten or injure another. The Administration reserves the right to all final decisions regarding the definition of what is a weapon. Academy personnel may search lockers, book bags, gym bags, purses, coats, and/or any other containers at any time.

Employees, visitors, and students are prohibited from bringing firearms, knives or other weapons onto Academy premises or any grounds or building where an Academy-sponsored activity takes place. To ensure the safety of all persons, employees who observe or suspect a violation of CEO Leadership Academy's weapons policy should report it to their supervisor or Director of Education or call the Milwaukee Police Department at 414-933-4444 immediately.

**HARASSMENT OF ANOTHER STUDENT AND/OR A TEACHER,  
ADMINISTRATOR, OR STAFF MEMBER**

"Harassment" means making unwelcome advances or any form of improper physical contact or sexual remark and any speech or action that creates a hostile, intimidating or offensive learning environment. Harassment is a violation of Federal law and is contrary to the Board of Director's commitment to provide a physically and psychologically safe environment in which to learn. Students who harass or bully others will be reported to the police department, will face suspension from school, and an expulsion hearing.

**REPORTING SUSPECTED CHILD ABUSE**

All employees are required by state law to report any suspected child abuse or neglect to a law enforcement agency, Child Protective Services, within 48 hours of the event that led to the suspicion. Reports to Child Protective Services can be made to a local office. An employee may not delegate to or rely on another person to make the report.

Employees who suspect that a student has been or may be abused or neglected should also report their concerns to the Director of Education. This includes students with disabilities who are no longer minors. In addition, employees must cooperate with any individual investigating suspected child abuse or neglect.

Reporting the concern to the Director of Education does not relieve the employee of the requirement to report to the appropriate state agency. Interference with a child abuse investigation by denying an interviewer's request to interview a student at school, or requiring the presence of a parent or school administrator against the desires of the duly authorized investigator is prohibited and is subject to discipline, up to and including termination of employment.

Any questions about responsibilities under this policy should be immediately directed to the Director or his/her designee.

## **DRUG-FREE SCHOOL REQUIREMENT**

“Use of drugs or alcohol” means to knowingly possess, consume, use, handle, give, store, conceal, offer to sell, sell, transmit, acquire, buy, represent, make, apply, or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, tranquilizer, non-prescription or prescription drug (except when under the direction of a physician/parent and within school procedure), alcoholic beverage, intoxicant, solvent, gas, or any mood-altering chemical, or any counterfeit-controlled substance of any kind including butane lighters. This prohibition also applies to any type of drug related paraphernalia. If caught, the student could be suspended or recommended for expulsion, and law enforcement officials may be contacted. The sale, distribution, possession, or use of drugs, alcohol, fake drugs, steroids, inhalants, and look alike drugs is prohibited anywhere on Academy grounds, at any Academy activity, and on any Academy transportation. Many drug offenses are also felonies.

Employees who violate this policy shall be subject to disciplinary action, which may include referral to drug and/or alcohol counseling or rehabilitation programs, suspension, termination, and referral to appropriate law enforcement officials for prosecution.

To assist in administering its drug-free policy, CEO Leadership Academy reserves the right to search any place in the Academy regardless of whether it belongs to students or employees. Therefore, employees are hereby notified that they have no legitimate expectation of privacy in common places.

In addition, CEO Leadership Academy reserves the right to conduct searches when there is reasonable cause to believe a search will uncover evidence of work-related misconduct, including the suspicion of the sale, possession, or use of controlled substances or alcohol on Academy property. CEO Leadership Academy may search the employee, the employee’s personal items, work areas, lockers, and private vehicles parked on Academy premises or work sites or used in Academy business.

Any controlled substance or alcohol found will be confiscated. Suspected illegal substances will be turned over to appropriate law enforcement authorities.

## **BANKING AND INVESTMENTS**

1. The Board of Directors shall approve the bank(s) used by CEO Leadership Academy.

2. Banks shall be selected based on physical proximity to the academy, cost of services, references, community reputation and other factors deemed appropriate by the Board of Directors.
3. The academy shall maintain up-to-date records of individuals with signature authority for financial transactions with the bank.
4. All financial transactions (deposits, check writing, investment, etc.) shall be conducted through the bank(s) approved by the Board.
5. The Director of Education shall be responsible for implementing procedures and practices to assure the safe keeping of cash and other negotiable financial instruments.
6. Cash and checks will be kept in a safe, locked place and out of sight while in the academy, and deposited in accounts of CEO Leadership Academy on a weekly basis.
7. Idle cash may be temporarily invested in instruments with a due date not greater than 12 months in bank certificates of deposits or demand deposits (savings account, money market account) of banks approved by the Board.

### **BOOKS OF ORIGINAL ENTRY**

CEO Leadership Academy will utilize a computerized double entry bookkeeping/accounting system. Revenue and expenditure accounts in the general ledger will correspond to the budget. All financial transactions, including, but not limited to receipts, disbursements, receivables, payables, payroll, and journal entries, will be entered into the double entry system. The Financial Manager will create procedures and processes for capturing financial information and assuring all data is properly entered into the system in a timely manner. The accounting system will allow for segregation of revenues (receipts) and expenditures (disbursements) in such a manner to assure compliance with regulatory requirements and restrictions as well as generally accepted accounting principles. Interim financial statements will be presented to the Board of Directors on periodic basis, but not less than quarterly. An independent auditor will audit the financial statements and fiscal policies and controls annually.

## **BUDGETS**

The Director of Education, after consulting with the academy's governing bodies will submit an annual budget to the Board of Directors in June of each year. CEO Leadership Academy's annual fiscal period runs from July 1 through June 30. The Board of Directors will approve the annual budget by June 30 of each fiscal year. The budget shall list expenditures by broad categories specified by the Board of Directors and revenues by primary funding source.

The Board of Directors will review the academy's payment for pensions, payroll taxes, insurance coverage, and debt services payments to maintain fiscal solvency. The Director of Education, with approval of the Board of Directors, may reallocate expenditures within the budget so long as such reallocation does not violate terms of a grant program or charter school regulations and is consistent with the mission of the school. Modification to total budgeted revenues or expenditures requires approval of the Board of Directors.

## **ACCOUNTS RECEIVABLE**

1. Invoices will be issued for any amount for which payment is not made or expected to be made within 7 days.
2. Any amounts that are due from individuals, governments or other agencies will be recorded as an account receivable when earned and payment is expected to be received during the fiscal year or within 90 days of the end of the fiscal year.
3. Accounts receivable will be reconciled not less than every 60 days by the Financial Manager.
4. The Board of Directors, such approval to be evidenced in the Board minutes, will approve any write-off of accounts receivable.

## **RECEIPTS**

1. All cash or checks received by incoming mail will be recorded in a daily log, a copy of such log to be provided to Financial Manager at the end of each month. The log shall include the date, amount and payee. Any checks will be immediately endorsed with the CEO Leadership Academy deposit stamp.

2. The individual responsible for opening the mail will endorse checks received by incoming mail. A deposit table will list the date of receipt, payee, amount, purpose and account code in which the receipt is to be recorded. Cash receipts will be deposited as needed at the designated bank. Amounts not deposited will be held in a locked safe.
3. No cash will be left in the Academy over a weekend or during Academy breaks (e.g. winter break, spring break, summer). A deposit slip listing the total amount of cash and each check will be prepared in duplicate by the accountant. Each deposit slip should represent consecutive cash receipt numbers. Documentation of all cash receipts (e.g., copy of check, letter, transmittal form, etc.) will be stapled to the duplicate deposit slip. All cash receipts and the proper accounting code will be entered into the computerized accounting system on a daily basis.
4. The Financial Manager shall periodically, but not less than twice per year, conduct an internal audit on deposit procedures. The audit will be based on a sample of deposits, cash receipts and proper recording of transactions in the computer system. Material variances, if any, shall be immediately reported to the Director of Education. All cash or checks received by incoming mail will be recorded in a daily log, a copy of such log to be provided to Financial Manager at the end of each month. The log shall include the date, amount and payee. Any checks will be immediately endorsed with CEO Leadership Academy deposit stamp upon receipt.

## **PURCHASING**

CEO Leadership Academy will generate purchase orders for all products and services. CEO Leadership Academy will contract for services such as food service, building maintenance, and waste management through public and private sources. The Director of Education, in consultation with the Financial Manager, will conduct negotiations. The Financial Manager is responsible for soliciting bids from various vendors (office supplies, furniture, telecommunications, etc.) and utilizing this list to make purchases when necessary.

Purchases may be made by credit card, purchase order, academy check, or cash. An Academy credit card, in the name of the Director of Education may be issued with Board approval. Requests for purchases shall be made in writing using a Purchase Requisition

form. The person preparing the form shall indicate any special handling, such as the need for a check to accompany the purchase order, if there is a special funding source (e.g., Title I, IDEA, and restricted gifts) for expenditure, and the account code to be charged. All purchases must receive the prior approval of the Director of Education.

### **DISBURSEMENTS**

All invoices received by incoming mail will be recorded in a daily log, a copy of which shall be provided to the Financial Manager at the end of each month. The log shall list the date, company and dollar amount of invoice. Invoices shall be forwarded to the Director of Education for approval.

The Director of Education shall assure the invoice is for an approved purchase and will attach any documentation, such as a copy of the purchase requisition and/or delivery slips. Comparison in prices will be researched prior to approval. The Director of Education will forward approved invoices, with attached documentation to the Financial Manager for payment. Payment will be made by check or credit card only.

The Financial Manager shall be responsible for all blank checks and will assure they are kept in a locked and secure place. All checks will be pre-numbered and used in sequence. Checks will be prepared for an approved vendor invoice only. Upon payment, the invoice is to be stamped "PAID". Checks shall be made payable to a specific vendor/payee. Checks shall NOT be made payable to "cash" or "bearer". Signatures shall NOT be applied to blank checks. A duplicate copy of all checks, attached to the source documents, will be filed alphabetically by vendor name. The Financial Manager shall record all checks in the computer system. Voided checks will be marked "VOID" and the signature portion of the check will be defaced. Void checks will be recorded in the computer system and the original will be filed.

The Financial Manager shall periodically, but not less than two times per year, conduct an internal audit on check writing procedures. The audit will be based on a sample of checks written, including examination of source documents and proper recording of transactions in the computer system. Material variances, if any, shall be immediately reported to the Director of Education.

### **PAYROLL**

1. The Director of Education, Financial Manager and Finance Chair will review the school's payment for pensions, payroll taxes, insurance coverage, and debt services payments to maintain fiscal solvency.

2. The Sponsoring Entity will oversee all aspects of the fiscal management and have the Director of Education and the Financial Manager to develop financial statements and accounting that ensure compliance with state and federal reporting guidelines. The Director of Education is to ensure that generally accepted accounting principles and standards are adhered to.
3. Payroll will be Fridays biweekly.
4. Any change in pay rates, hours, or benefit eligibility shall be effective only if approved in writing by the Director of Education.
5. Every employee will be given a contract or work agreement specifying their wages and benefit eligibility, signed by the Director of Education.
6. The Director of Education shall assure that any position for which someone is hired is included in the budget approved by the Board of Directors. The Director of Education shall assure that wages, hours and conditions of employment are consistent with approved Personnel Handbook provisions.
7. The Financial Manager will be responsible for assuring that each new employee completes a Form W-4, Employee Withholding Certificate, Form I-9, Employment Eligibility Verification, and appropriate benefit enrollment forms. The Financial Manager will be responsible for assuring these forms are filed in the employee's personnel file.
8. The Financial Manager will create a payroll record for new hires and enter in the computer system. Contracted employees will receive their pay in accordance with their contract terms. Hourly employees will be paid when hours are posted. Hourly employees will be responsible for completing a bi-weekly time record showing hours worked and hours/days of absence. The employee shall sign and date the bi-weekly time record, attesting that the information is true and correct, and give to their immediate supervisor. The employee's immediate supervisor shall review each record, and if accurate sign and date and submit to the Financial Manager.
9. The Financial Manager will gather all payroll information and assure proper signatures and approvals.
10. Payroll will be done by an outside contracted vendor.



11. There will be no payroll advances.

### **BANK RECONCILIATION**

Bank statements will be received directly by the Financial Manager who will prepare a timely reconciliation of the bank balance to the balance shown on the school books. An itemized list of all reconciling items will be retained. The Financial Manager will research any check outstanding greater than 60 days (30 for payroll checks).

### **PROPERTY**

The Financial Manager with assistance from other staff, shall prepare and maintain an accurate inventory of all property (real estate, furniture, fixtures and equipment). The Financial Manager will assure the purchase of a capital item is recorded on the inventory when received and shall report changes to inventory to the insurance carrier as required by the carrier. A physical inventory shall be made at the beginning of each school year on form prescribed by the Financial Manager. The Financial Manager will immediately advise the Director of Education of any loss, theft, misuse, damage or destruction of property. The property inventory will be maintained in a safe place and will serve as evidence in the event of loss of property for insurance claims. The property inventory will be provided to the school's casualty insurer for purposes of established proper insurance coverage. An adequate inventory of supplies, as determined by the Director of Education and Financial Manager, shall be maintained and monitored. Replenishment of supplies shall be in accordance with purchasing policies.

### **LEASES**

The Director of Education will make sure that legal counsel/professional consultant shall review all lease agreements prior to submission to the Board of Directors for approval. The Director of Education, following Board approval shall execute lease agreements. The Financial Manager will keep copies of all lease agreements on file. Lease agreement shall include the statement "All obligations of CEO Leadership Academy under this lease shall terminate upon termination of funding to CEO Leadership Academy from the funding source used under this lease agreement" whenever possible.

## **RISK MANAGEMENT AND INSURANCE**

Casualty insurance coverage at limits approved by the Board of Directors will be maintained for:

1. Worker's compensation
2. Property insurance on all facilities and equipment
3. Boiler and machinery for owned buildings, if any
4. General liability
5. Educator's legal liability
6. Employee benefits liability
7. Other as required by lease agreements, if any
8. Other as required by the charter school contract with the City of Milwaukee, if any

The Financial Manager will maintain insurance policies the Director of Education and the Board of Directors, prior to renewal, shall review insurance policies. The academy will conduct periodic risk assessments.

## **GRANTS AND CONTRACTS**

All requests to solicit grants or enter into contracts through federal, state, local or independent agencies are to be approved in advance by the Director of Education.

The Director of Education, working with the Financial Manager, will assure:

1. Documentation necessary to support budgets and financial transactions related to grants and contracts are maintained and properly filed.
2. Grant and contract revenues are used only as permitted under the terms and conditions of the approval.

## **DONATIONS, GIFTS AND FUNDRAISING**

Acceptance of gifts, with related restrictions or requirements, will be approved by the Director of Education; when such restrictions or requirements are consistent with the mission of the academy and do not conflict with regulations or requirements of other funding sources/agencies. A record will be kept of all donations, including the donor's name, amount, date, and any restrictions related to the gift. Donations of cash will be accounted for in conformance with procedures described above. The Director of

Education, working with the Financial Manager, will establish procedures to assure donation and gifts are used as intended by the donor. Fund raising may be approved by the Director of Education when the activity is consistent with the mission of the academy and does not conflict with regulations or requirements of other funding sources/agencies. Acceptance of gifts, with related restrictions or requirements, will be approved by the Director of Education when such restrictions or requirements are consistent with the mission of the academy and does not conflict with regulations or requirements of other funding sources/agencies.

### **REPORTING**

1. The Financial Manager will prepared or supervise the preparation of fiscal claims. The Director of Education will review all claims prior to signing and submitting.
2. The Financial Manager will prepare or supervise the preparation of monthly budget reports, interim financial reports and year-end financial statements.
3. The auditor will prepare the annual tax report, Form 990, Return of Organization Exempt from Income Tax, which shall be reviewed and signed by the Director of Education.

### **PUPIL INFORMATION**

1. Accurate counting and reporting of pupils in conformance with Department of Public Instruction (DPI) regulations is necessary to receive and retain state and federal aid to which the school is entitled. These procedures will help to assure students are counted and reported accurately.
2. Parents/Guardians will provide evidence of their address. Students 18 or over may provide evidence of their personal address. Acceptable forms of evidence may include a utility bill, driver's license, rent receipt, etc.
3. The academy requires a birth certificate for all students.
4. The academy will maintain a roster of all students, with all data necessary to meet reporting and audit requirements of DPI. The following pupil data will be maintained:
  - Name and address
  - Parent/guardian name (and address if different from pupil's)
  - Date of birth

- Grade in which enrolled
  - Date of enrollment
  - Attendance data
5. The Financial Manager shall prepare and file pupil count reports showing enrollment on the 3<sup>rd</sup> Friday in September and 2<sup>nd</sup> Friday in January. If the academy is not in session on either of these dates, the Financial Manager will file a request for an alternate count date with the State Superintendent of Public Instruction.

### **TRAVEL AND EXPENSE REIMBURSEMENT**

All travel must be approved by the Director of Education in advance. Reimbursement for travel and expenses will be based on a properly prepared document. The maximum reimbursement shall be limited to the amount previously approved. Receipts must be turned in order to be reimbursed. Reimbursement for use of a personal vehicle shall be at the rate established by the Internal Revenue Service.

Employees traveling will be given a per diem of \$50 per day.

### **CONSULTANTS**

Written contracts clearly defining work to be performed will be maintained by the Director of Education, or designee, for all consultation and contracted services. Consultant services will be paid for as work is performed and only upon receipt of an invoice for services.

### **CONFLICT OF INTEREST POLICY**

No employee of CEO Leadership Academy will hold any direct or indirect financial interest that may conflict or appear to conflict with the interests of CEO Leadership Academy.

Specifically:

- a) Employees are expected to conduct themselves in good faith, for the purpose of advancing the objectives of CEO Leadership Academy rather than the interests of self, friends or relatives, and with full advance disclosure in writing of any actual or potential conflicts of interest or the appearance of a conflict.
- b) No person will be employed by CEO Leadership Academy when, in the judgment of the Director of Education, his/her term of employment or advancement or

standards of conduct are subject to the authority of a CEO Leadership Academy's Board member or another employee who is related by blood or marriage.

- c) No employee will participate in any decision regarding the making of grants or the purchase of equipment, services or supplies when said decision may result in financial gain to that employee or to the employee's family members. To resolve any doubts as to whether a particular person is a family member within the meaning of these guidelines, please contact Administration.
- d) Employees will inform the Secretary of the Board of Directors, in writing, of any affiliation they may have with
  - a. An actual or potential supplier of goods or services
  - b. The recipient of grant funds or
  - c. Any organization with competing or conflicting objectives.
- e) CEO Leadership Academy policy prohibits employees from soliciting or accepting loans (other than travel advances) and other than modest gifts (those with a value of \$25 or less) for personal use from vendors, donors, other employees, Officers or Directors of CEO Leadership Academy.

A Full text copy of CEO Leadership Academy's Conflict of Interest Document can be found on page 18.

To resolve any doubt about the propriety of any particular conduct, please consult Administration.

### **Director Conflicts of Interest**

Each CEO Leadership Academy Director must sign an annual disclosure concerning conflict and duality of interest.

No contract or other transaction between CEO Leadership Academy and one or more of its Directors, or any other corporation, firm, association or entity in which one or more of its Directors are directors or officers or has a material financial interest, shall be either void or voidable because of such relationship or interest, or because such Director or Directors are present at the meeting of the Board of Directors or a committee thereof which authorizes, approves or ratifies such contract of transaction or because his or their votes are counted for such purpose, if (1) the fact of such relationship or interest is disclosed or known to the Board of Directors or committee which authorizes, approves or ratifies the contract of transaction by a vote or consent sufficient for the purpose without counting the votes or consents of such interested Directors; or (2) the fact of such authorize, approve or ratify such contract or transaction by vote or written consent; or (3) Common or interested Directors may be counted in determining the presence of a

quorum at a meeting of the Board of Directors or a committee thereof, which authorizes, approves or ratifies such contract or transaction.

## **METHODS TO ENSURE PARENTAL INVOLVEMENT**

CEO Leadership Academy and is aware that parents differ greatly in their willingness, ability, and available time for involvement in academy activities. The academy will provide a variety and continuum of options for parent participation. The academy will encourage a minimum of three types of parental involvement including actively monitoring child's time, helping with homework, and discussing school matters. Parents can also assist with learning by attending academy function and responding to academy parent-teacher conferences.

CEO Leadership Academy will encourages effective parental involvement with students in the form of monitoring homework, helping students make postsecondary plans and selecting courses. The academy will also continuously encourage parents to keep regular home/school communication about students' progress and parent attendance at school-sponsored activities.

In order to promote parental involvement, CEO Leadership Academy will do the following:

- Communicate with parents that their involvement and support makes a great deal of difference in their child's Academy performance
- Encourage parent involvement beginning on the first day of the Academy
- Provide orientation and training for parents
- Make a special effort to engage the involvement of parents of special needs students
- Publish a clear policy, welcoming parental involvement, publicizing it, and posting it in the academy
- Encourage home visits by teachers as a great tool for parents' education and building strong relations between students and teachers
- Make sure that the Academy office is friendly and open and that parents are treated with respect
- Maintain the Academy's website so that it will be used effectively for constant communication between the academy and home
- Sponsor parent to parent events, so that parents can get to know one another and develop common standards for their children's behavior and social lives

In order to track parental involvement at parent/teacher conferences, the academy will ask parents to pick up the students' report cards or progress reports at the conferences. The academy will also ask parents to sign in when they arrive so an accurate record may be kept of the parents' attendance. When the academy holds "Parents Nights", the parents will also be asked to sign in so an accurate record of attendance may be kept.

Teachers and administrators will be expected to keep phone and email logs, which they will have to turn in to the Dean of Students. These logs will keep track of how many parents are being contacted and how often they are contacted. The logs should also state the reason for the contact.

Parents will be required to read and sign off on the CEO Leadership Academy Parent Handbook. This handbook will inform the parents of all of the expectations that CEO Leadership Academy holds and all of the academy's policies.

### **OTHER ACCOUNTABILITY MEASURES**

This section describes the other accountability measures that CEO Leadership Academy will utilize. The five major areas are parental satisfaction, attendance, parental involvement, community service, and annual student plans for graduation.

**Parental Satisfaction:** This will be measured through numerous methods. A climate survey will be given to parents, teachers, and students. Individuals will be asked to fill out the climate survey annually. This will show the overall thoughts about the academy in regards to safety, organization, education, etc. Parent/teacher conferences, parent/teacher organization meetings, and parent nights will also measure parental satisfaction.

**Attendance:** Attendance will be taken every day in every class period. This will be recorded electronically and will appear on progress reports and semester report cards for parents/guardians to see.

**Parental Involvement:** Parental involvement will be measured in the ways mentioned above in the previous Parental Involvement section.

**Community Service:** Academy students will have a specific number of community service hours that will be required. The Dean of Students/College Coach(es) will be responsible for informing the students of different opportunities in the community that

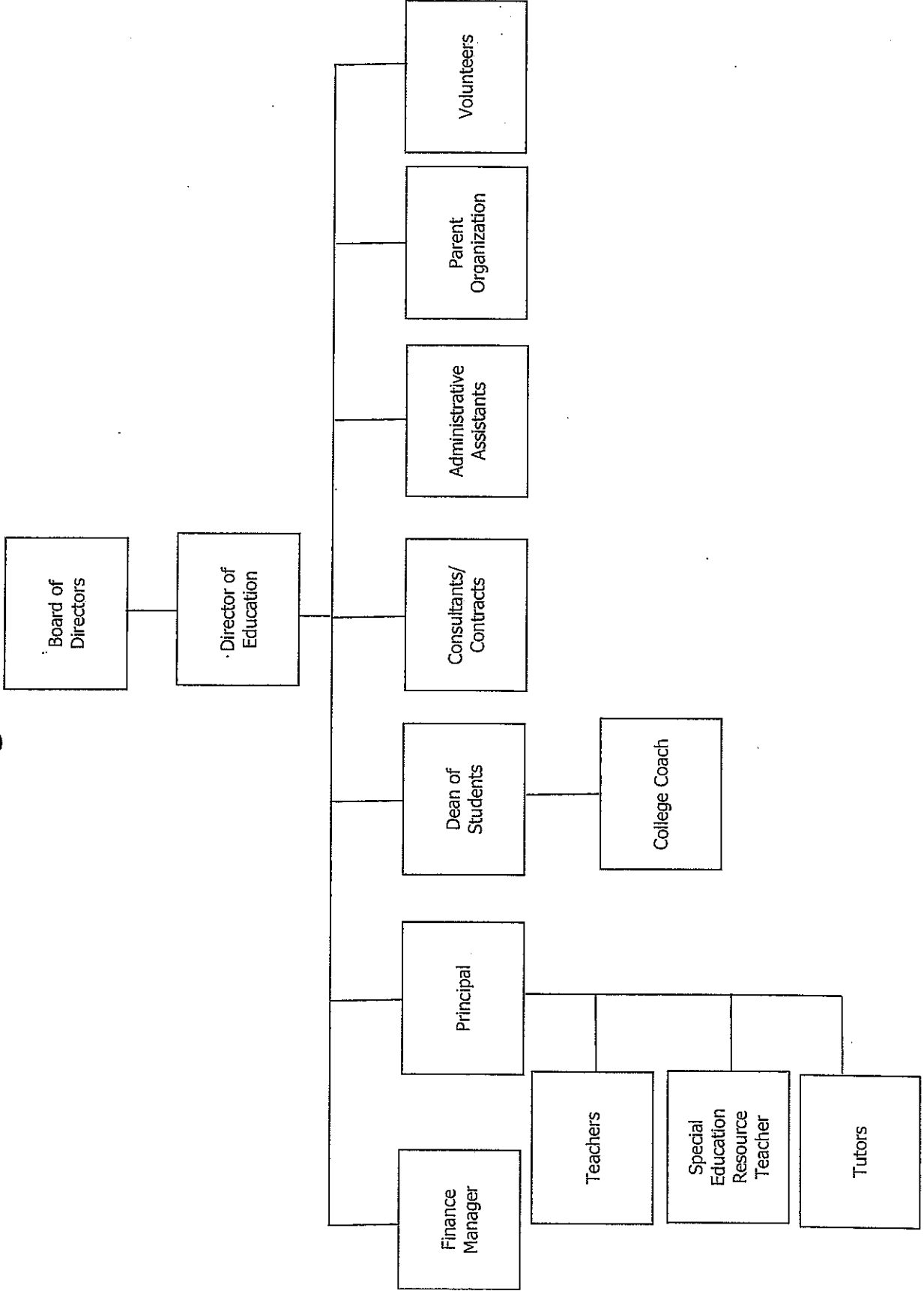
would fulfill their community service hours. Homeroom teachers will be encouraged to do some large group community service projects to incorporate so teamwork as a of the community service. Certain community service activities will be incorporated in the curriculum in order to connect classroom learning with the real world.

### **REPORTING TO THE CHARTER SCHOOL REVIEW COMMITTEE**

CEO Leadership Academy will report to the Charter School Review Committee at their request and in the methods they require.



# CEO Leadership Academy Organizational Chart



**F**

**Denise L. Pitchford**  
7076 N. Lincolnshire Circle  
Milwaukee, WI 53223  
414/873-4014 Daytime  
414/349-0562 Evening

### **Education**

Ed.D. Educational and Organizational Leadership  
Nova Southeastern University, North Miami, Florida  
Dissertation Title: *Student Choices, Student Voices:  
A Case Study of Urban Students and Their Education Transformation*

Anticipated  
Completion Date  
December 2010

Administrative Leadership Certification  
Alverno College, Milwaukee, Wisconsin

May 2000

Director of Instruction Certification  
Alverno College, Milwaukee, Wisconsin

May 2000

Master of Education  
Alverno College, Milwaukee, Wisconsin

August 1998

DPI Education Certification  
Lakeland College, Sheboygan, Wisconsin

May 1997

Bachelor of Arts  
Major: Public Relations/Advertising  
Minor: Journalism  
Grambling State University, Grambling, Louisiana

December 1991

### **Educational Experience**

*Adjunct Professor*, Concordia University  
Department of Curriculum and Instruction  
Course Title: Curriculum Development and Design  
Mequon, Wisconsin  
January 2006 – Present

- Provide a structured weekly opportunity for students to integrate the content and pedagogical learning they have acquired during their prior preparation in both formal coursework and field experiences with their daily instructional responsibilities in their student teaching placement.
- Provide pedagogical knowledge on working with families and learning about communities.
- Review concepts associated with the curriculum and choices teachers make about the curriculum.
- Document evidence of student learning through analysis of student work.
- Provide instruction and support for integrating instructional technology into the curriculum to enhance student learning.

**Instructor**, University of Wisconsin-Milwaukee  
Department of Curriculum and Instruction  
Course Title: Seminar in Curriculum and Classroom Management  
Milwaukee, Wisconsin  
January 2006 – June 2006

- Review concepts associated with the curriculum and choices teachers make about the curriculum.
- Document evidence of student learning through analysis of student work.
- Provide instruction and support for integrating instructional technology into the curriculum to enhance student learning.
- Provide a framework for preparing a professional portfolio and give and receive feedback on how to present evidence that demonstrates students' skills as a professional.

**Director of Education**, CEO Leadership Academy  
Milwaukee, Wisconsin  
January 2005 – Present

- Create, Develop, and Implement design for new small high school
- Develops curriculum for a small high school
- Trained and developed teachers in the areas of new school development, school culture, and establishing and maintaining positive relationships with parents.
- Secures funding and monitors school budgets.
- Conducts staff observations and evaluations.
- Collaborates with other small high schools for the community outreach and student recruitment.
- Other projects as they arise.

**ITL Fellow 2004: School Planner**, Institute for the Transformation of Learning Marquette  
University, Milwaukee, Wisconsin  
January 2004 – January 2005

- Inspired the development, implementation and stewardship of an innovative Vision for Learning.
- Built and sustained a school culture and education program for improving teaching and learning.
- Managed diverse people, resources and operations for an effective learning environment.
- Collaborated with families and communities, responding to diverse aspirations and mobilizing community resources.
- Worked with integrity, fairness and in an ethical manner.
- Understood, responded to and influenced larger political, social, economic, legal and cultural contexts.

*Field Supervisor*, Alverno College,  
Milwaukee, Wisconsin  
2002 – 2003

- Conducted classroom observations and give both written and verbal feedback to teachers.
- Shared professional advice with first year teachers.
- Supervised 5 first year field students.

*Assistant Principal*, A. S. Douglas Community Academy,  
Milwaukee, Wisconsin,  
2000 – 2004

**Responsibilities:**

- Coordinate School Volunteer Program
- Assist in the Program of Pupil Control and Discipline for 8<sup>th</sup> grade
- Guidance Program
- Monitored Comprehensive School Reform Grant
- Monitored Special Education Guidelines and Students
- Coordinated School Programming/Student Scheduling
- Coordinated and Supervise Supportive School Services
- Coordinated the Data Processing Program, Pupil and Staff Schedules, Report Cards
- Assisted with the Coordination of the Educational Plan
- Other duties as assigned by the Principal

*Middle School Teacher*, A. S. Douglas Community Academy,  
Milwaukee, Wisconsin  
1996-2000

- Taught 6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> Grade Math, Science, Social Studies, Reading, and Service Learning
- Student Council Advisor, Debate Judge, After School Tutor, and a variety of Principal selected committees

**Administrative Skills and Experience**

*Leadership*

School Choice Wisconsin Demonstration Project  
Christian Schools International School Accreditation Team  
Developed and Implemented Monthly New Teacher Workshops for A. S. Douglas Community Academy  
Served on the Governance Council  
Served on the Leadership Team/Learning Team  
Presented various Staff Development for various teaching staffs  
Set up Academic Component of Community Learning Center for A.S. Douglas

*Communication*

Thesis Topic: *Importance of Middle School Students and Social Skills*  
CEO Leadership Academy Marketing and Recruitment Materials

*Presentations*

Preparing the Mind for Knowledge – BAEO Symposium 2006  
Mastering Subject Matter 10x10 – BAEO Symposium 2005  
The Five Dysfunctions of a Team Leadership Workshop presented to various school  
staffs  
Who Moved My Cheese Leadership Workshop  
Addressed various large and small schools and community organizations about the  
significance of personality or leadership types

**Professional Development**

Alliance for Choice in Education Board Member  
School Choice Administrators Council  
Black Alliance for Education Options Member  
National School Reform Faculty – Critical Friends  
National Alliance of Black School Educators  
Compton Fellowship Board Member  
Delta Sigma Theta Sorority Inc. Member



## **Anita M. Peterson, MBA**

9630 West Greenwood Terrace, Milwaukee, Wisconsin 53224

Home: (414) 760-0543 Cell: (414) 517-7345

[anita.peterson@ctkbc.org](mailto:anita.peterson@ctkbc.org)

**Objective** To secure a challenging position, in the field of business, finance, mathematics, or other related subjects, in an organization that will benefit from my experience, motivation, and dedication.

### **Professional Background**

2001 – Present

**Controller** – Christ the King Baptist Church and its Subsidiaries.  
Milwaukee, WI.

- Oversee all financial activity related to church, school, and subsidiaries.
- Supervise financial staff for church, school, and subsidiaries.
- Manage and oversee financial process for two major construction projects currently underway for church, school and subsidiaries.
- Generate periodic internal financial statements and reports for church, school and each subsidiary.
- Continually review and analyze all income and expense related activity.
- Prepare annual budget for church, school, and other subsidiaries.
- Prepare all reports necessary for external audit for church, school, and subsidiaries.
- Perform periodic internal audits.
- Assist in the financial planning of all church events.
- Administer and oversee all health related benefits for church, school and subsidiaries.
- Maintain, update, and generate payroll activity for church, school and subsidiaries.
- Calculate and remit monthly federal and state tax withholdings.
- Prepare accurately and on a timely basis all governmental reporting for the church, school and subsidiaries.
- Maintain financial contribution database for church membership.
- Oversee monthly bank account reconciliation for church, school, and subsidiaries.
- Annually present financial condition of church, school, and subsidiaries to congregation.
- Serve as financial advisor to Senior Pastor.
- Other Miscellaneous duties.



2005 – Present

**Adjunct Professor** – Concordia University, Milwaukee, WI.

- Instruct college aged students in accounting.
- Plan and prepare accounting presentations, including quizzes and final exam for class session.

2004 – Present

**Financial Manager** – CEO Leadership Academy, Inc. Milwaukee, WI.

- Oversee all financial activity.
- Review and process all invoices for payment.
- Generate periodic internal financial statements and reports.
- Continually review and analyze all income and expense related activity.
- Prepare annual budget.
- Prepare all reports necessary for external audit.
- Assist in the financial planning all events.
- Reconcile bank account.
- Administer and oversee all health related benefits.
- Present financial report to board of Directors.
- Other miscellaneous duties as assigned.

2005 – 2006

**Instructor** – Milwaukee Public Schools – Edison Middle School -  
Community Learning Center - Afterschool Program. Milwaukee, WI.

- Instruct and assist middle and high school students with mathematics.
- Plan and prepare curriculum for study for middle and high school students involved in the afterschool program.

1990- 2001

**Accountant/Assistant Vice President** – WMAC Investment Corporation.  
Milwaukee, WI.

- Prepare and analyze monthly, quarterly and annual Statutory and GAAP financial statements for a holding company, insurance and a noninsurance subsidiary.
- Assist in preparation of consolidated GAAP financial statements.
- Prepare annual federal corporate tax returns for a holding company, an insurance and a noninsurance subsidiary.
- Prepare quarterly and annual state tax returns for a holding company, an insurance and a noninsurance subsidiary.
- Prepare quarterly and annual premium tax returns for an insurance subsidiary.
- Analyze investment activity and prepare investment reports for a holding company, an insurance and a noninsurance subsidiary.

- Assist in preparation of projections for all subsidiaries.
- Continuous contact with State Insurance Departments related to renewal and maintenance of state licenses.
- Perform in supervisory capacity in the absence of Vice President
- Other miscellaneous duties.

1985-1990

**Accountant** – Mortgage Guaranty Insurance Corporation.  
Milwaukee, WI.

- Prepare and analyze monthly, quarterly and annual statutory financial statements for an insurance subsidiary.
- Continuous contact with servicers related to premium collection and other pertinent issues.
- Analyze all general ledger accounts for an insurance subsidiary.
- Other miscellaneous duties.

### **Education**

2004      **MBA** – University of Wisconsin – Milwaukee,  
Milwaukee, WI. GPA 3.700, Graduated

2000      **B.A., Business – Finance** – University of Wisconsin – Milwaukee,  
Milwaukee, WI. GPA: 3.400, Major GPA 3.900. Graduated – Cum Laude.

### **Other Information**

- Active member of Christ the King Baptist Church
- Active Member of Alpha Kappa Alpha Sorority, Inc.
- Member of Black Alliance for Educational Options (BAEO)
- Milwaukee Chapter – Black Alliance for Educational Options (MCBAEO) – Board Member
- CEO Leadership Academy – Board Member
- King's Academy Christian School – Board Member
- Christ the King Baptist Church – Board Member

### **References**

- Upon request

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CEO LEADERSHIP ACADEMY, INC.

FINANCIAL STATEMENTS

FOR THE YEAR ENDED JUNE 30, 2009

(With Summarized Totals for the Year Ended June 30, 2008)

CEO LEADERSHIP ACADEMY, INC.

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Independent Auditor's Report

Board of Directors  
CEO Leadership Academy, Inc.

We have audited the accompanying balance sheet of CEO Leadership Academy, Inc. (a nonprofit organization) as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of CEO Leadership Academy, Inc.'s management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the Organization's 2008 financial statements and, in our report dated August 29, 2008, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of CEO Leadership Academy, Inc. as of June 30, 2009, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Our audit was performed for the purpose of forming an opinion on the basic financial statements of CEO Leadership Academy, Inc. taken as a whole. The accompanying schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

*Ritz Holman LLP*

RITZ HOLMAN LLP  
Certified Public Accountants

Milwaukee, Wisconsin  
November 23, 2009

Ritz Holman LLP  
*Serving businesses, nonprofits, individuals and trusts.*

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Milwaukee, WI 53202      ritzholman.com

CEO LEADERSHIP ACADEMY, INC.  
BALANCE SHEET  
JUNE 30, 2009  
(With Summarized Totals for June 30, 2008)

ASSETS	2009	2008
<b>CURRENT ASSETS</b>		
Cash and Cash Equivalents	\$ 94,944	\$ 124,999
Accounts Receivable	20,432	44,805
Grants Receivable	69,051	154,135
Prepays	1,457	1,911
Total Current Assets	\$ 185,884	\$ 325,850
<b>FIXED ASSETS</b>		
Furniture and Fixtures	\$ 147,528	\$ 96,592
Equipment	196,661	164,271
Leasehold Improvements	137,143	---
Total Fixed Assets	\$ 481,332	\$ 260,863
Less: Accumulated Depreciation	(210,221)	(117,728)
Net Fixed Assets	\$ 271,111	\$ 143,135
<b>TOTAL ASSETS</b>	\$ 456,995	\$ 468,985
<b>LIABILITIES AND NET ASSETS</b>		
<b>CURRENT LIABILITIES</b>		
Accounts Payable	\$ 11,326	\$ 19,083
Accrued Payroll Expenses	44,236	38,212
Line of Credit	292,041	198,106
Total Liabilities	\$ 347,603	\$ 255,401
<b>NET ASSETS</b>		
Unrestricted	\$ 109,392	\$ 63,584
Temporarily Restricted	---	150,000
Total Net Assets	\$ 109,392	\$ 213,584
<b>TOTAL LIABILITIES AND NET ASSETS</b>	\$ 456,995	\$ 468,985

The accompanying notes are an integral part of these financial statements.

**CEO LEADERSHIP ACADEMY, INC.**  
**STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2009**  
(With Summarized Totals for the Year Ended June 30, 2008)

	Unrestricted	Temporarily Restricted	2009 Total	2008 Total
<b>REVENUE</b>				
Grants	\$ 139,916	\$ ---	\$ 139,916	\$ 38,796
MPCP Tuition Payments	1,218,886	---	1,218,886	1,306,701
Private Tuition Payments	3,240	---	3,240	10,800
Donations	382,750	---	382,750	279,160
Lunch Income	79,647	---	79,647	58,555
Uniform Income	3,903	---	3,903	6,977
Miscellaneous Income	13,348	---	13,348	11,119
Net Assets Released From Restrictions	150,000	(150,000)	---	---
<b>Total Revenue</b>	<u>\$ 1,991,690</u>	<u>\$ (150,000)</u>	<u>\$ 1,841,690</u>	<u>\$ 1,712,108</u>
<b>EXPENSES</b>				
Program Services	\$ 1,644,143	\$ ---	\$ 1,644,143	\$ 1,287,370
Management and Supporting Services	262,949	---	262,949	202,526
Fund-Raising	38,790	---	38,790	24,654
<b>Total Expenses</b>	<u>\$ 1,945,882</u>	<u>\$ ---</u>	<u>\$ 1,945,882</u>	<u>\$ 1,514,550</u>
<b>CHANGE IN NET ASSETS</b>	\$ 45,808	\$ (150,000)	\$ (104,192)	\$ 197,558
Net Assets, Beginning of Year	<u>63,584</u>	<u>150,000</u>	<u>213,584</u>	<u>16,026</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 109,392</u>	<u>\$ ---</u>	<u>\$ 109,392</u>	<u>\$ 213,584</u>

The accompanying notes are an integral part of these financial statements.



**CEO LEADERSHIP ACADEMY, INC.**  
**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED JUNE 30, 2009**  
**(With Summarized Totals for the Year Ended June 30, 2008)**

	<u>2009</u>	<u>2008</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Change in Net Assets	\$ (104,192)	\$ 197,558
Adjustments to Reconcile Change in Net Assets to Net Cash Provided by Operating Activities		
Depreciation	92,492	51,211
(Increase) Decrease in Accounts Receivable	24,373	(43,211)
(Increase) Decrease in Grants Receivable	85,084	(154,135)
(Increase) Decrease in Prepaids	453	(275)
Increase (Decrease) in Accounts Payable	(7,756)	863
Increase (Decrease) in Accrued Payroll Expenses	<u>6,024</u>	<u>(16,859)</u>
Net Cash Provided by Operating Activities	<u>\$ 96,478</u>	<u>\$ 35,152</u>
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchase of Fixed Assets	<u>\$ (220,468)</u>	<u>\$ (54,663)</u>
Net Cash Used by Investing Activities	<u>\$ (220,468)</u>	<u>\$ (54,663)</u>
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
Cash Proceeds From Line of Credit	\$ 140,000	\$ 565,769
Payments on Line of Credit	<u>(46,065)</u>	<u>(561,848)</u>
Net Cash Provided by Financing Activities	<u>\$ 93,935</u>	<u>\$ 3,921</u>
Net Decrease in Cash and Cash Equivalents	\$ (30,055)	\$ (15,590)
CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR	<u>124,999</u>	<u>140,589</u>
CASH AND CASH EQUIVALENTS AT END OF YEAR	<u>\$ 94,944</u>	<u>\$ 124,999</u>
<b>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</b>		
Interest Paid	\$ 11,296	\$ 12,276

The accompanying notes are an integral part of these financial statements.

**CEO LEADERSHIP ACADEMY, INC.**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

CEO LEADERSHIP ACADEMY, INC.  
NOTES TO THE FINANCIAL STATEMENTS  
JUNE 30, 2009

**NOTE A - Summary of Significant Accounting Policies**

**School**

CEO Leadership Academy, Inc. is operated exclusively for charitable and educational purposes as a not-for-profit School exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code, and is considered to be other than a private foundation. The purpose of the School is to build an authentic learning community committed to providing an active, exciting learning environment that blends the best of the innovations of education with Christian values.

**Accounting Method**

The financial statements of the School have been prepared on the accrual basis of accounting.

**Basis of Presentation**

Financial Statement presentation follows the recommendations of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards SFAS No. 117, Financial Statements of Not-for-Profit Schools. Under SFAS No. 117, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Assets of the restricted classes are created only by donor-imposed restrictions.

At June 30, 2009, the Organization had only unrestricted net assets.

**Contributions**

CEO Leadership Academy accounts for contributions in accordance with the recommendations of the Financial Accounting Standards Board in SFAS No. 116, Accounting for Contributions Received and Contributions Made. In accordance with SFAS No. 16, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence or nature of any donor restrictions.

**Restricted and Unrestricted Revenue**

Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

**Cash and Cash Equivalents**

For purposes of the statement of cash flows, cash and cash equivalents include all highly liquid debt instruments with original maturities of three months or less.

**Estimates**

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**CEO LEADERSHIP ACADEMY, INC.**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

**NOTE A - Summary of Significant Accounting Policies (continued)**

**Fixed Assets**

Fixed Assets are recorded at cost. Depreciation is provided over the estimated useful lives of the assets using the straight-line method.

**Allowance for Uncollectible Accounts**

Management believes all receivables will be collected in accordance with the terms of the agreements. Thus, no allowance for uncollectible accounts is necessary at year end.

**NOTE B - Comparative Financial Information**

The financial information shown for 2008 in the accompanying financial statements is included to provide a basis of comparison with 2009 and presents summarized totals only.

**NOTE C - Concentration of Risk**

The Organization received approximately 66% of its revenue from the Milwaukee Parental Choice Program.

**NOTE D - Grants Receivable**

Grants Receivable consists of the following at June 30, 2009:

<u>Source</u>	<u>Amount</u>
TALC	<u>\$ 69,051</u>
Total Grants Receivable	<u>\$ 69,051</u>

**NOTE E - Business Line of Credit**

The Organization has a \$300,000 line of credit from a bank maturing on May 22, 2010 with an interest rate of prime plus 3.00%. At June 30, 2009, the Organization had a balance of \$292,041 on the line of credit.

**NOTE F - Related Parties**

The nephew of the Director was contracted by the Organization to be a substitute teacher. His salary for the year totaled \$1,085.

The controller of the Organization is also a board member of the Organization. Her salary for the school year was \$26,000.

The college coach of the Organization is a cousin of the Executive Director. His salary for the school year was \$40,000.

CEO LEADERSHIP ACADEMY, INC.  
NOTES TO THE FINANCIAL STATEMENTS  
JUNE 30, 2009

**NOTE G - Rental Agreement**

The Organization entered into a new lease on July 21, 2008 for a five-year term ending June 30, 2013. Total rent expense was \$74,339 for the year ended June 30, 2009.

Future minimum rent payments are as follows:

<u>Year</u>	<u>Amount</u>
2010	\$70,673
2011	72,086
2012	73,528
2013	74,998

**NOTE H - Subsequent Events**

The Organization has evaluated events and transactions occurring after June 30, 2009, the date of the most recent balance sheet, through the date financial statements are available to be issued, November 23, 2009, for possible adjustment to the financial statements or disclosure and determined that no subsequent events need to be disclosed.

**CEO LEADERSHIP ACADEMY, INC.**  
**SCHEDULE OF FUNCTIONAL EXPENSES**  
**FOR THE YEAR ENDED JUNE 30, 2009**  
(With Summarized Totals for the Year Ended June 30, 2008)

	Program Services	Management and Supporting Services	Fund-Raising	2009 Total	2008 Total
<b>EXPENSES</b>					
Payroll Related Expenses	\$ 551,297	\$ 64,858	\$ 32,429	\$ 648,584	\$ 478,486
Payroll Taxes	42,273	4,973	2,487	49,733	38,510
Employee Benefits	115,987	20,468	—	136,455	113,378
Professional Fees	28,132	2,599	2,365	33,096	19,322
Consulting	113,983	20,115	—	134,098	197,323
Supplies	143,963	25,405	—	169,368	76,281
Postage	4,962	584	292	5,838	5,790
Printing	4,347	511	256	5,114	3,816
Equipment Rental and Repair	62,411	11,014	—	73,425	24,156
Occupancy	105,497	18,617	—	124,114	131,964
Telephone	16,337	1,922	961	19,220	4,987
Depreciation	78,618	13,874	—	92,492	51,211
Insurance	11,268	1,988	—	13,256	12,533
Uniforms	8,335	1,471	—	9,806	7,229
Transportation	77,101	13,606	—	90,707	68,094
Field Trips and Recreation	37,779	6,667	—	44,446	43,771
Advertisement	2,166	382	—	2,548	409
Lunch Expense	89,571	15,807	—	105,378	87,729
Staff Development	41,981	7,408	—	49,389	65,254
Dues and Subscriptions	748	132	—	880	1,684
Bank Fees	3,070	542	—	3,612	2,854
Interest	9,602	1,694	—	11,296	12,276
Late Fees	—	—	—	—	1,022
Classroom Furniture	14,002	2,471	—	16,473	—
Cable	8,604	1,518	—	10,122	4,891
Summer Program Expense	6,456	1,139	—	7,595	18,989
Moving Expenses	—	13,319	—	13,319	—
Scholarships	9,750	—	—	9,750	—
College Tours	39,858	7,034	—	46,892	21,370
Miscellaneous Expense	16,045	2,831	—	18,876	21,221
<b>Total Expenses</b>	<b>\$ 1,644,143</b>	<b>\$ 262,949</b>	<b>\$ 38,790</b>	<b>\$ 1,945,882</b>	<b>\$ 1,514,550</b>

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<b>CEO LEADERSHIP ACADEMY</b>			
<b>Operating Budget 2009-2010</b>			
<b>Proposed Budgets 2010-2012</b>			
	<b>09-10</b>	<b>10-11 Projected</b>	<b>11-12 Projected</b>
	<b>Operating</b>	<b>Proposed</b>	<b>Proposed</b>
	<b>Budget</b>	<b>Budget</b>	<b>Budget</b>
Student Count	185	200	200
Per Pupil Revenue	6442	6,442	7,775
<b>Operating Revenues</b>			
Tuition - Choice	\$1,188,515.70	\$1,288,400.00	\$1,555,000.00
Tuition - Private Pay	3,600.00	3,600.00	0.00
Lunch Revenue	77,777.51	77,777.00	77,777.00
Donations	150,000.00	150,000.00	225,000.00
Donations - Restricted	75,000.00	75,000.00	0.00
Donations - Scholarships	3,000.00	3,000.00	3,000.00
Uniforms	4,000.00	4,000.00	4,000.00
Field Trips	3,000.00	3,000.00	3,000.00
Miscellaneous Income	0.00	0.00	5,000.00
<b>Net Operating Revenue</b>	<b>\$1,504,893.21</b>	<b>\$1,604,777.00</b>	<b>\$1,872,777.00</b>

\* See Attached Notes to the Budget



<b>CEO LEADERSHIP ACADEMY</b>					
<b>Operating Budget 2009-2010</b>					
<b>Proposed Budgets 2010-2012</b>					
		09-10	10-11 Projected	11-12 Projected	
		Operating	Proposed	Proposed	
		Budget	Budget	Budget	
<b>Operating Expense</b>					
Salary Expense		\$545,483.62	\$545,483.62	\$765,958.00	3
Accountant/Audit Fees		15,500.00	15,500.00	15,500.00	
Printing		4,500.00	4,500.00	4,500.00	
Professional Development		10,000.00	10,000.00	30,000.00	4
Uniform Expense		4,000.00	4,000.00	4,000.00	
Rent Expense		71,673.24	73,106.70	74,568.84	5
Electric/Gas/Water		48,000.00	44,000.00	46,200.00	6
Health Insurance		122,624.17	134,886.59	148,375.25	7
Dental Insurance		9,918.18	10,910.00	12,001.00	7
Life Insurance		3,030.96	3,334.06	3,667.46	7
Office/Classroom Furniture		5,000.00	5,000.00	5,000.00	
Telephone		8,000.00	8,400.00	8,820.00	
Cable		3,000.00	3,150.00	3,307.50	
Employer Tax Expense		41,729.50	41,729.50	58,595.79	
Postage		6,000.00	6,000.00	6,000.00	
Office Supplies		20,000.00	20,000.00	20,000.00	
Classroom Curriculum/Supplies		17,000.00	17,000.00	50,000.00	8
Copier Expense		12,000.00	12,000.00	15,000.00	
Transportation		98,494.77	103,419.51	108,590.48	9
Technology Upgrades		46,000.00	48,300.00	50,715.00	10
Insurance		11,000.00	11,550.00	12,127.50	11
Building Insurance		6,000.00	6,300.00	6,615.00	11
Dues and Subscriptions		1,000.00	1,000.00	1,000.00	
Bank Fees		3,000.00	3,000.00	3,000.00	
Lunch Expense		77,777.51	81,666.39	85,749.70	12
Recreation Expense		10,000.00	10,000.00	10,000.00	
Advertisement		1,000.00	1,000.00	3,000.00	
Building Maintenance/Repair		75,000.00	78,750.00	82,687.50	13

\* See Attached Notes to the Budget

<b>CEO LEADERSHIP ACADEMY</b>			
<b>Operating Budget 2009-2010</b>			
<b>Proposed Budgets 2010-2012</b>			
	09-10	10-11 Projected	11-12 Projected
	Operating	Proposed	Proposed
	Budget	Budget	Budget
Janitorial Supplies	10,000.00	10,000.00	10,000.00
Legal Fees	500.00	2,500.00	1,000.00
Interest Expense - North Milw.	15,000.00	10,000.00	7,500.00
Field Trip Expense	20,000.00	20,000.00	20,000.00
Consulting Expense	50,000.00	50,000.00	80,000.00
Outside Services - Restricted	40,000.00	40,000.00	0.00
Scholarships	3,000.00	3,000.00	3,000.00
College Expense - Restricted	35,000.00	35,000.00	35,000.00
Property Taxes	8,000.00	8,240.00	8,487.20
Miscellaneous Expense	6,000.00	6,000.00	6,000.00
<b>Total Expense</b>	<b>\$1,464,231.95</b>	<b>\$1,488,726.36</b>	<b>\$1,805,966.22</b>
<b>Net Income before Debt Service</b>	<b>\$40,661.26</b>	<b>\$116,050.64</b>	<b>\$66,810.78</b>
<b>Debt Service Estimate</b>	<b>25,000.00</b>	<b>50,000.00</b>	<b>50,000.00</b>
<b>Net Income after Debt Service</b>	<b>\$15,661.26</b>	<b>\$66,050.64</b>	<b>\$16,810.78</b>

\* See Attached Notes to the Budget

CEO Leadership Academy  
Operating Budget 2009-2010  
Proposed Budgets 2010-2012  
Budget Assumptions

The assumptions outlined below are based in part on historical (actual) data and an estimated inflationary increase.

1. Per pupil revenue is calculated using the maximum enrollment capacity for CEO Leadership Academy of 200 students for each of the projected years.
2. As our historical data dictates, CEO Leadership Academy will continue to aggressively seek additional outside funding to assist with its general operations.
3. In year two, salaries for teachers have increased to represent a more competitive salary as dictated by current market trends. Administrative staff salaries have increased by 5% in this same year. Salaries also increased in year two by the additional staffing as outlined in the business plan.
4. Increased funding for professional development as outlined in the business plan.
5. Increased rent by 2% as outlined in lease agreement.
6. Utilities increased by 5%.
7. Benefits increased by 10%.
8. Includes purchase of new curriculum and instruction material as outlined in the business plan.
9. Transportation expense increased by 5%.
10. Technology expense increased by 5%.
11. Property Insurance expense increased by 5%.
12. Lunch Expense increased by 5%.
13. Building Maintenance and Upkeep increased by 5%.
14. Consulting fees increase includes an allocation for the contracting of any additional services necessary to ensure the school meets all DPI requirements as a charter school.

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**GEO LEADERSHIP ACADEMY**  
**Projected Cashflow Summary**  
**2011-12**

Total Year	July	August	September	October	November	December	January	February	March	April	May	June	Total
Consulting Expense	80,000.00	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	6,666.67	80,000.00
Scholarships	3,000.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	3,000.00
College Expense - Restricted	35,000.00	0.00	20,000.00	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	1,666.67	35,000.00
Property Taxes	8,487.20	0.00	0.00	0.00	0.00	0.00	6,487.20	0.00	0.00	0.00	0.00	0.00	8,487.20
Miscellaneous Expense	6,000.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	6,000.00
<b>Total Expense</b>	<b>\$1,805,966.22</b>	<b>\$142,803.24</b>	<b>\$166,337.25</b>	<b>\$147,003.92</b>	<b>\$147,003.92</b>	<b>\$152,003.92</b>	<b>\$155,491.12</b>	<b>\$147,003.92</b>	<b>\$147,003.92</b>	<b>\$147,003.92</b>	<b>\$147,003.92</b>	<b>\$154,503.92</b>	<b>\$1,805,966.22</b>
<b>Net Income before Debt Service</b>	<b>\$66,810.78</b>	<b>(\$77,136.57)</b>	<b>(\$136,136.57)</b>	<b>\$224,079.41</b>	<b>\$12,304.63</b>	<b>(\$142,695.37)</b>	<b>(\$146,182.57)</b>	<b>\$251,054.63</b>	<b>(\$137,695.37)</b>	<b>(\$137,695.37)</b>	<b>\$251,054.63</b>	<b>(\$145,195.37)</b>	<b>\$66,810.78</b>
<b>Debt Service Estimate</b>	<b>50,000.00</b>	<b>\$0.00</b>	<b>\$12,500.00</b>	<b>\$0.00</b>	<b>\$12,500.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$12,500.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$12,500.00</b>	<b>\$0.00</b>	<b>\$50,000.00</b>
<b>Net Income after Debt Service</b>	<b>\$16,810.78</b>	<b>(\$77,136.57)</b>	<b>(\$136,136.57)</b>	<b>\$211,579.41</b>	<b>\$12,304.63</b>	<b>(\$142,695.37)</b>	<b>(\$146,182.57)</b>	<b>\$238,554.63</b>	<b>(\$137,695.37)</b>	<b>(\$137,695.37)</b>	<b>\$238,554.63</b>	<b>(\$145,195.37)</b>	<b>\$16,810.78</b>

**J**

# CEO LEADERSHIP ACADEMY

Accounting Policies and Procedures

3222 W. Brown Street  
Milwaukee, WI 53208

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# Accounting Policies and Procedures

## Introduction

This Accounting Policies and Procedures Manual was created to establish procedures and guidelines for the financial management of CEO Leadership Academy. These guidelines will clearly define processes and assign responsibility to accounting functions within this organization. These procedures, if followed properly by the staff and management, will assure that funds, which are intended for the specific use in this program, will be administered and used solely for that purpose.

## Internal Controls

Internal Controls are a required part of any organization's operating system. They should be designed to protect the organization as well as the employees. Internal Controls affect every aspect of the operations of the organization, including but not limited to, the assets, liabilities, revenues and expenses. A sound system of internal controls provides the assurance that business decisions being made are based on reliable financial information.

The internal control system is designed to:

- Protect its resources against waste, fraud and inefficiency.
- Ensure accuracy and reliability in accounting and operating data.
- Encourage compliance with established policies.

Internal Controls fall into two categories: administrative controls and accounting controls. Administrative controls are measures that increase operational efficiency and compliance with policies in all parts of the organization. Accounting controls are measures which increase the reliability of the financial statements and the supporting accounting documents. This manual addresses the accounting controls of CEO Leadership Academy.

## Accounting Controls

Accounting controls maintain a plan under which employees' duties are arranged and records and procedures are designed to make it possible to create valid accounting control over assets, liabilities, revenues and expenses.

The accounting control process consists of:

- Division of responsibility among different employees for related functions.
- Clear establishment of each employee's responsibilities and duties.
- Separation of the responsibility for operation, acquisition, and custody of assets.

The division of duties within an organization should be designed so that no person handles a transaction completely from beginning to end. When duties are divided, the work of one employee serves to verify that of another and any errors can be detected promptly. Rotation of duties and responsibilities will strengthen internal control. Although it may be proper to assume that all employees are honest, it is still essential to provide proper accounting data and information with a minimum of human error and by removing sources that could potentially lead to employee abuse.

Sufficient internal control includes management's involvement in the accounting process through measures such as:

Management level staff review and approve bank reconciliations and monthly financial reports.

Management level staff verification of invoices prior to payment.

Serial numbers on checks to track documents.

The creation of documentary evidence to verify an expense before it is paid.

## **Accounting Department Overview**

### **A. Receipts**

Adequate control over receipt of cash must be maintained to ensure accurate recording and safeguarding of funds. The accounting procedures described in this manual provides for the proper receipt of, and accounting for, all funds received.

### **B. Disbursements**

Disbursements are to be made to satisfy obligations incurred by the school for the purpose of operating its programs. Disbursements are made by check. Checks are processed only after proper authorization has been received from management.

- **Check Authorization**

All incoming invoices are approved by the administrator and sent to the finance office for payment.

The invoice is reviewed by the financial manager. Any questions or concerns are addressed with the administrator, and, once resolved, the request is given to the finance office for processing.

Checks requested by the school are sent to the administrator for approval with all required backup documentation. Upon approval by the administrator, the request is forwarded to the financial manager for

review. Any questions or concerns are addressed with the administrator, and, once resolved, the request is given to the finance office for processing.

Checks are processed using the accounts payable system, QuickBooks Pro software.

- **Handling of Checks**

All checks will be pre-numbered and used in sequence.  
Checks will be made payable to specified payees and never to cash.  
Blank checks will be kept in the secured safe in the finance office.  
Signature on checks is limited to the financial manager and the finance office.  
Two signatures are required on all checks.

In no event will checks be prepared unless these procedures are followed.

### **C. Bank Reconciliation**

Bank accounts represent an organization's most liquid assets. Transactions in the bank account must be reviewed for accuracy.

CEO Leadership Academy requires that each cash account which has a balance be reconciled to the general ledger accounting system or the books of the school monthly. The reconciliation shall be performed by one of the three financial assistants. Final review and approval will be made by the financial manager.

The objectives of the bank reconciliation are:

1. To ensure that all transactions in the bank statement are also reflected in the general ledger accounts.
2. To investigate any differences in amounts or any transactions that are not included in the general ledger before making any changes.
3. To reconcile to zero the bank statement to the general ledger balance.
4. To review uncleared transactions in the bank reconciliation report. Checks that have not cleared within six months from issue date should be investigated and a stop payment issued.

### **D. Dishonored checks**

CEO Leadership Academy's policy on dishonored checks is as follows:

The person who wrote the check must be contacted in writing once notice is received. The written notice will include all fees associated with the dishonored check. Financial manager will determine when this debt is considered uncollectible.

### **E. Purchasing**

All purchase requests must be sent by administrator to the financial manager for approval. The financial manager, with the assistance of the administrator will determine:

- If funds are available in the budget for the expenditure
- If the expenditure is allowable under the grant (if applicable)
- If the expenditure is necessary for the program

All packing slips, receipts or paperwork will be signed by the administrative office staff and dated by the person. These documents will be forwarded to the finance office.

The finance office will compare the documents with invoices received for accuracy.

Once the invoices are approved they will be processed through the check system.

### **F. Payroll**

The board hires the Administrator

The administrator recommends for approval the hiring of all other employees. The administrative team reviews all hiring documentation for each prospective employee and makes the final determination of hiring the individual.

The administrator/office staff will be responsible for ensuring that new employees complete the following:

- W-4 form (Federal exemption)
- State withholding exemption
- Form I-9
- New Hire Report

These documents are necessary to set up the employee in the payroll system. They are also necessary to have in the employee's file. They should be collected no later than the first day of employment.

The administrator/office staff will also be responsible for providing to all new employees the following:

- Insurance information

The administrator will be responsible for providing to all new employees the following:

#### Staff Handbook

The office staff is responsible for keeping all personnel records in a confidential manner so that they are inaccessible to other employees or the public. These records are to remain inaccessible even after employment ceases.

Payroll is paid on a bi-weekly basis. Checks are available for pickup in the administrative office of the school on Friday mornings after 9:00 a.m. Electronic deposits are prepared timely to ensure funds are accessible in the employee's bank account on Friday mornings as well.

Please note that each bank has a different process system for making funds available to its customers, therefore, CEO Leadership Academy can not guarantee that all processes by the bank are done to ensure funds are available to the employees on each payday.

Payroll advances are at the discretion of the Financial Manager and the Director of Education and will be dealt with on a case by case basis.

Payroll is outsourced to Paychex Incorporated. All payroll activity is handled by this company.

#### Payroll Taxes

Paychex Incorporated will be responsible for processing all payroll tax reports monthly, quarterly and yearly, as well as employee W-2 forms, independent contractor's 1099 forms as well as any other federal and state filings as they come due.

#### **G. Budgeting**

Budgeting is an integral part of any organization because it essentially translates the organizational goals and objectives into financial terms. A budget should be designed and prepared to direct the most efficient and practical use of the organization's financial resources. The main budget of the organization presents the revenues and expenses for the operation of the fiscal year.

Budgets are set annually. The administrator begins the budgeting process in Mid-May of each year, by discussing with her staff the future needs of the school. This discussion is then related via written request to the financial manager for consideration. The financial manager uses past activities coupled with future year's goals and objectives to prepare.

the budget for the fiscal year. Once complete the first draft of the budget is presented to the finance committee for detailed discussion and review, recommended changes are discussed and made based on a majority decision of the finance committee. Once all changes have been made to the draft, a final review by the finance committee is conducted before the budget is presented to the board for final approval.

The financial manager presents the budget to the board for final approval. Any changes recommended by the board require majority approval before changes can be made.

Once final approval has been voted on by the board, the chairman of the board signs the budget and the budget is adopted and can be implemented by the school.

### Cashflow Budgeting and Reporting

Since funds are received only four (4) times a year it is imperative that cashflow is regularly monitored to ensure that all obligations are met throughout the school year. Upon receipt of funds, fixed expenses that include but are not limited to rent, insurance, payroll, and taxes are calculated to obtain a total cost for these expenses for this quarterly time period. The remaining funds are then monitored closely, utilizing spreadsheets and regular communication with our banking institution, with payments being made related to other financial obligations as they become due. By following this process, CEO Leadership Academy maintains adequate cashflow to meet its financial obligations. A report related to cashflow and cash on hand is reported to the board at each board meeting.

### **H. Audit**

An audit is an assessment of the organization's financial condition by an independent organization to render an opinion on the integrity of the organization's finances.

The board approves the outside agency to conduct the audit. These audits are conducted on an annual basis.

The financial manager, at each board meeting, will prepare and present an actual to budget report highlighting and explaining any material variances.

The financial manager will use this report in the monthly meetings with the administrator. These meetings are conducted to monitor the budget and to keep the administrator informed on all financial activity being generated by the school.

### **I. Insurance**

CEO Leadership Academy is committed to the establishment and maintenance of a safe work environment for all employees and for the compliance with all applicable government safety and health regulations. Insurance, risk avoidance, risk reduction are

ways that CEO Leadership Academy can avoid unnecessary costs. In general, all insurance requirements must be secured and renewed as needed. The steps outlined below will ensure that all insurance requirements are met.

The insurance policies will be carefully reviewed by the administrator and financial manager.

At least the minimum required coverage will be maintained for property and liability insurance and for directors and officers liability and other required coverage such as worker's compensation.

The financial manager will be responsible for keeping records of all losses and will provide this information to the board on an annual basis.

Information pertaining to new or expanded programs will be provided to the insurance company immediately so that a reassessment of our insurance can be done to ensure that we maintain adequate coverage at all times.

#### **J. General Ledger and Chart of Accounts**

CEO Leadership Academy uses the QuickBooks software for all of its financial activity. It utilizes a double entry accounting systems where it can generate and fulfill all accounting reports and requirements.

The general ledger is defined as a group of accounts that supports the information shown in the major financial statements. The general ledger is the foundation for the accumulation of data and reports.

The chart of accounts is the basis for the general ledger and therefore the basis for the accounting system. General ledger accounts are used to keep track of transactions and how these transactions affect each asset, liability, revenue, expense and net asset account. The chart of accounts is ultimately controlled by the financial manager. The financial manager's responsibility includes handling the account maintenance such as the addition and deletion of accounts. The financial manager ensures that the chart of accounts meets the organization financial needs. The chart of accounts should be maintained to a minimum to facilitate generating concise financial reports easy to read and understand.

#### **K. Financial Statements Processing**

CEO Leadership Academy prepares its financial statements according to Generally Accepted Accounting Principles (GAAP) and distributes them on a timely basis in the most cost effective manner.

#### **L. Charter School Compliance**

CEO Leadership Academy will meet all financial reporting requirements for a charter school as outlined by the City of Milwaukee Charter School Committee and the Department of Public Instruction for the State of Wisconsin.

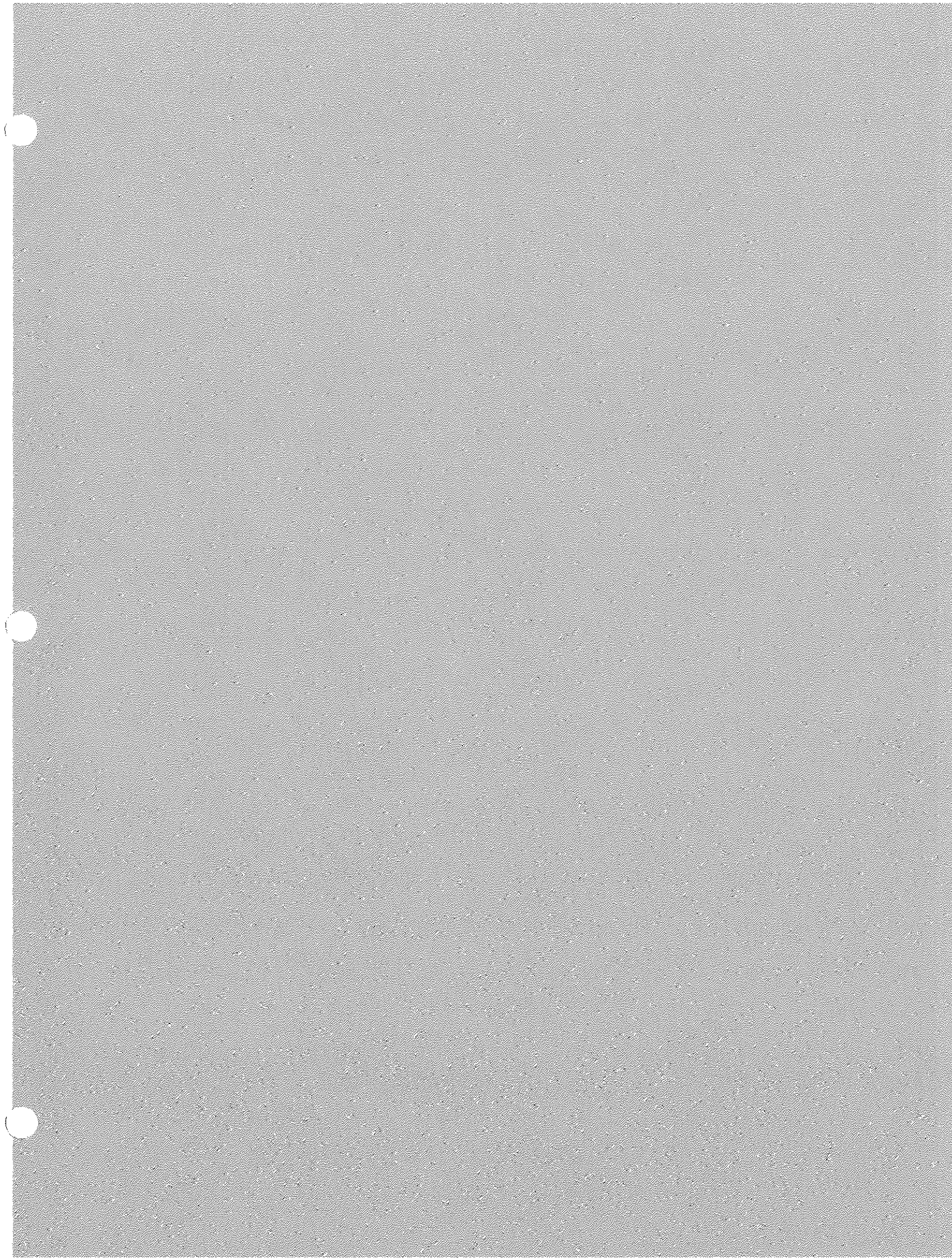
**M. Financial Management Staff Qualifications**

The Accounting/Financial Management position at CEO Leadership Academy requires at least a Bachelor's Degree in accounting or finance with a minimum of twelve (12) hours of accounting. It further requires a minimum of 2 years experience in the accounting/finance industry. To ensure that the financial manager remains current with changing rules and regulations related to accounting/finance, continuing education through classes, workshops, reading material, etc. is required for the position.

**N. Other**

Changes to this document will be made regularly as deemed necessary to ensure the most up to date accounting policies and procedures are presented.





## CEO Leadership Academy Business Plan

2010-2014 School Years

Six years ago CEO Leadership Academy was established, a high school whose mission is **to nurture scholars, capable of transforming their world, by sending them to and through college.** Founded by Dr. Howard Fuller and eight prominent local pastors, our enrollment has grown from 34 students in 2004 to 187 enrolled for the 2009-2010 school year (enrollment is capped at 200). CEO Leadership Academy is located at 3222 West Brown Street in Milwaukee, Wisconsin.

Last year the Academy had 25 graduating seniors and 100% of them had college acceptance letters. During the 2009-2010 year, as in previous years, over 95% of the student body is African-American. Nearly 100% of the student body will be first-generation college-goers, and 100% of the student body qualifies for free or reduced lunch due to family income. Youth come from all over the city of Milwaukee to attend CEO. The goals for the staff are to work with these youth to develop Commitment, Excellence and take advantage of all Opportunities afforded to them.

During the previous school year our waiting list averaged 75 students. We give tours for prospective parents and students nearly every day of the school year, and members of the school reform movement also visit our school on a regular basis, coming from all over the U.S. CEO works hard to establish and maintain strong ties to local or city-wide community organizations.

Over the next four years, the staff of CEO will continue to carry out its mission and vision while working with the students and families of the academy regardless of family background, socioeconomic level or gender. The staff will provide a rigorous academic program in caring and nurturing environment. The vision of CEO is to produce responsible leaders, through academic mastery, community-focused education and the fostering of lifelong learning in any environment. By focusing on the vision it is the intent of CEO to educate students using a holistic approach with the goal of educating a well rounded student that is able to make it in any situation.

For the next four years the Academy's focuses will be: (1) Data-Driven Instruction; (2) Professional Development; and (3) Sustaining a College-Going Culture.

As CEO continues to prepare students to attend various colleges and universities it important that the students are 100% prepared to compete and be successful. CEO Leadership Academy will fully implement a comprehensive data-driven instruction system that ensures that all students achieve at their optimal levels with the goal of getting them to and through college. Our assessment plan and academic program reflect a deep commitment to the value of data-driven

instruction and keeps our teachers focused on student mastery of clear standards. Our teachers will support and initiate setting ambitious but feasible growth goals because they will have the data to support their instruction.

Teachers will engage in professional development that is directly connected with the educational goals of CEO. They will enhance their knowledge of data and the importance of the data to their instruction. They will continue to work with a Teaching Coach and Instructional Strategy Coach to ensure that the teaching that is being done is of the highest quality for the students we serve as well as teachers' continuing to be solid in their content knowledge. The staff will continue to engage in professional development to maintain the high standard and expectation culture that has been developed at the Academy.

CEO seeks to continue to stay abreast of the college trends for students graduating from high school. It is important to CEO to make sure that the students are prepared when entering college. For that reason CEO has a full-time College Coach to work in that area. The Academy will focus on maintaining the "to" part of its mission and complete some additional development on its "through" part of the mission.

**Mission:**

CEO Leadership Academy will nurture scholars capable of transforming their worlds by sending them to and through college.

**Vision:**

CEO Leadership Academy's vision is to produce responsible leaders through academic mastery, community focused education, and the fostering of lifelong learning in any environment.

**Organization Summary:**

CEO Leadership Academy currently serves 187 students in grades 9 – 12. The projected enrollment for 2011 – 2012 academic school year is 200 students, which is the maximum capacity that CEO has established. It is an intentionally small learning community designed to ensure the maximum amount of time for students to reach high achievement levels and become fully prepared for college. The staff currently consists of one Director of Education, one Dean of Students, two Office Staff, nine classroom teachers, two full time Reading and Math Specialists, two full time Paraprofessionals, one part time Teaching Coach, one part time Curriculum Specialist, one part time Technology Specialist, and one full time College Coach.

Our goal as a charter school is to add additional personnel as outlined in the table below:

Year	Staff Additions
2011 – 2012 – Year Two Additions	Full Time Principal Full Time Curriculum Generalist Full Time Special Education Resource Teacher Professional Development
2012 – 2013 – Year Three Additions	Full Time Special Education Resource Teacher Professional Development
2013 – 2014 – Year Four Additions	No Additions

CEO Leadership Academy will continue to be governed by a board of directors who are from a variety of educational backgrounds and professional community service organizations. Our board brings a wealth of community connections, and they reside and work all over Milwaukee. They share a strong dedication to academic excellence for all students in Milwaukee. The board plays an integral role by providing their knowledge and expertise regarding the educational issues and operational procedures of the Academy.

**Market Analysis Summary:**

CEO Leadership Academy will continue to accept and serve all students regardless of race, ethnicity, socioeconomic status, sex, religion, national origin, parenting or pregnancy status, sexual orientation, physical, emotional or learning disability and all other At-Risk students. Admission requirements are described in the Parent/Student Handbook.

To ensure a racial and ethnic balance our marketing strategies will continue to include all City of Milwaukee residents. Our marketing strategies will include:

- Organizing open house meetings
- Posting and distributing flyers in various communities
- Advertising through media (TV, Radio, and Local Newspapers)
- Attending community organizations' meetings of all kinds
- Direct mailings
- Visiting public and private elementary and middle schools in the neighborhood
- Visiting after-school programs
- Organizing presentations in youth and community centers
- Attending businesses and civic organizations' meetings

K



LEASE

THIS LEASE, made and entered into this 21<sup>st</sup> day of July, 2008, between NELSON PROPERTY SOLUTIONS, LLC, a Wisconsin limited liability company, ("Landlord") and CEO LEADERSHIP ACADEMY, INC., a Wisconsin non-stock, non-profit corporation ("Tenant").

WITNESSETH

WHEREAS, Landlord is the owner of the premises located at 2004-2022 N. 33<sup>rd</sup> Street, City of Milwaukee, County of Milwaukee, State of Wisconsin, (the "School"); and

WHEREAS, Tenant wishes to occupy space in the School for the purpose of conducting business therein.

NOW, THEREFORE, Landlord and Tenant do promise and agree as follows:

ARTICLE I

Landlord hereby leases to Tenant, and Tenant hereby leases from Landlord, the interior of the School as well as the lot located adjacent and to the north of the School. Such premises being hereinafter referred to as the "Leased Premises."

ARTICLE II

2.1 Term. The term of this Lease shall extend for a period of approximately five (5) years beginning on the date (the "Commencement Date") that Landlord tenders delivery of possession of the Premises to Tenant with the improvements required to be made by Landlord pursuant to Article IV hereof substantially complete and continuing until June 30, 2013. The premises shall be deemed substantially completed when the improvements required to be made by Landlord pursuant to Article IV hereof have been completed to the extent that the Leased Premises may be occupied by Tenant for its Permitted Use, subject only to completion of minor finishing, adjustment of equipment, and other minor construction aspects of any such improvements. Notwithstanding anything to the contrary contained in this section 2.1, except for Force Majeure, in no event shall the Commencement Date be later than August 12, 2008 regardless of whether or not the improvements to be made by Landlord are substantially complete. Landlord will make every effort to have the Leased Premises ready for the Tenant to start moving in no later than August 12, 2008. Whenever the move in date is set, the August 2008 rent will be prorated to only include the portion of the month where Tenant had access to the building to start moving in and setting up.

2.2 Possession of Premises. The Landlord shall deliver possession of the entire premises to Tenant on the Commencement date and the Tenant shall take possession upon such delivery.

2.3 Use of Premises. Tenant shall use the Leased Premises for the purpose of operating a school consistent with City of Milwaukee Department of City Development Occupancy Permit and for no other purpose without the prior written consent of Landlord, which consent shall not be unreasonably withheld, conditioned or delayed ("Permitted Use"). Nothing in this Paragraph shall be construed to establish a warranty by Landlord of Tenant's use of the Leased Premises under existing zoning ordinances.

ARTICLE III  
BASE RENT, INCREASE IN BASE RENT AND PROPERTY OPERATING EXPENSES

During the term of this Lease, Tenant covenants and agrees to pay to Landlord an initial fixed annual base rent, ("Base Annual Rent") in the amount of Sixty-Nine Thousand Two Hundred Eighty-Six and 92/100 Dollars (\$69,286.92). Such Base Annual Rent shall be payable in equal monthly installments of Five Thousand Seven Hundred Seventy-Three and 91/100 Dollars (\$5,773.91) commencing on the Commencement Date as defined in paragraph 2.1 and continuing on or before the first day of each and every calendar month during the term of this Lease.

The annual Rent shall be increased by two percent (2%) on July 1, 2009 and on July 1 of each year thereafter during the term of this Lease and during any extension periods (hereinafter the "Adjustment Date").

Property Operating Expenses: Landlord and Tenant met on June 28, 2008 to discuss the structure of the lease. Tenant expressed their desire to pay operating expenses directly out of their corporate operating budget. The categories of expenses are listed under Expenses in Exhibit D. Landlord hereby transfers the responsibility of that list of operating expenses to Tenant to negotiate price and pay for directly with the following clarifications:

1. Landlord asks Tenant to consider using Landlord's HVAC contractor for the HVAC Service Agreement. This is the contractor who is doing all of the improvement to the system and will know it very well. Landlord will deliver a sample agreement to Tenant for their consideration.
2. As we discussed at the meeting the Management Fee is a fee paid to the Landlord for general management of the property. We researched this item and found that the going rate for this is around 4% of the base rent which in this case would be about \$2,771 per year. Since Tenant is taking responsibility of management and payment of Property Operating Expenses, Landlord's management duties are limited to collecting rent, paying the loans on the property. Therefore this number can be reduced. We feel that this will take about \$1,000 per year (\$83.33 per month) to do. Therefore, Tenant hereby agrees to pay Landlord the sum of \$1,000 per year (\$83.33 per month) in addition to the Base Annual Rent.
3. We discussed Real Estate Taxes at the meeting and Tenant offered to negotiate this with the City of Milwaukee and pay this directly.

4. We discussed Property Insurance and General Liability Insurance at the meeting. Landlord will get a quote from it's insurance agency and provide that to Tenant. Tenant will have the right to get a competitive quote if it desires. Tenant will pay the premiums for this insurance directly when a policy acceptable to both Landlord and Tenant is selected.
5. Other expenses listed include: Tenant hereby accepts responsibility for Electric & Gas Service, Water Service, Security Monitoring Service, Pest Control, Janitorial Services & Garbage Removal, and Lawn Mowing / Snow Removal for the Leased Premises.

#### ARTICLE IV CONDITION OF LEASED PREMISES.

Tenant accepts the Leased Premises in its present condition with the understanding that Landlord will use it's best efforts to complete many improvements prior to occupancy. These improvements include all of the fire and water damage work plus the work that makes up the \$368,684 construction budget detailed in Exhibit C. If Tenant would like further clarification of the scope of the repairs, Tenant shall notify Landlord and a meeting shall be scheduled to address the scope of work. In the event the Landlord has not completed the improvements prior to occupancy by Tenant, rent shall abate until such period as the improvements are substantially complete.

#### ARTICLE V REPAIRS AND ALTERATIONS

5.1 Remodeling of Leased Premises. Aside from the initial improvements, Tenant shall make no alterations or additions in, upon or to the Leased Premises, or any part thereof, subsequent to the commencement date hereof without the prior written consent of Landlord, which consent shall not be unreasonably withheld, conditioned or delayed. Tenant shall have neither the obligation nor the right to remove any alteration or addition (excepting only Tenant's trade fixtures) upon the termination of this Lease, whether by expiration of the lease term or by cancellation hereof.

Tenant agrees that all fees of every contractor, subcontractor and material man performing work for Tenant on the Leased Premises at Tenant's request or insistence, whether connected with the remodeling referred to in this Paragraph or otherwise, shall be paid promptly, and Tenant agrees to procure and submit to Landlord appropriate lien waivers in order to preclude the filing of any liens against the Leased Premises. In the event that any lien shall be filed against the Leased Premises by reason of such remodeling, Tenant shall remove such lien by posting a bond in accordance with the provisions of Chapter 779 of the Wisconsin Statutes, or any successor provisions.



5.2 Repairs. Prior to Commencement Date, Landlord will ensure that the roof and structural portions of the Leased Premises are in sound condition. In accordance with Article III, Tenant is in charge of the Property Operating Expense Budget which includes the Maintenance / Replacement Reserve, after the Commencement Date, Tenant shall make such repairs as are required to keep the Leased Premises in good working order and condition and such repairs as are necessary as a result of the negligence of Tenant, its employees, agents or invitees. Landlord shall ensure that electrical, water and HVAC service and systems are available at the Leased Premises prior to the Commencement Date, in adequate capacities to facilitate the use thereof and that the systems are presently in proper working condition. Tenant will be directly responsible for its own utilities which will include electrical, gas and water service. Landlord shall not be liable for interruptions in the delivery of any utility. Landlord shall be responsible for all repairs, maintenance, alterations or improvements of a substantial or structural nature as are necessary during the Term of this Lease or any renewal thereof. Notwithstanding anything in this paragraph to the contrary, Landlord shall not be required to make any such repairs as may become necessary by reason of the negligence or willfulness of Tenant, its employees, agents or invitees. Landlord shall be provided access to the Leased Premises as necessary to undertake its responsibilities under this Lease.

With the exception of those matters specifically allocated as Landlord obligations, above, Tenant shall maintain, replace and keep in good repair the interior portions of the Leased Premises, including, but not limited to, interior painting, and the repair of any damage caused to the structural portions of the Leased Premises by reason of the gross negligence or willful misconduct of Tenant or the gross negligence or willful misconduct of its employees, agents or invitees. Tenant shall be responsible for the replacement of all glass which may become broken or cracked during the lease term. Tenant shall maintain the Leased Premises in a clean and sanitary condition and shall remove, or arrange for the removal of all trash, waste and rubbish. Tenant shall be responsible for snow and ice removal on the sidewalks and parking lot areas. Tenant shall be responsible for any lawn maintenance and mowing. Tenant shall, upon the expiration of the term, return the Leased Premises to Landlord in as good condition and repair as the same was in at the commencement of this Lease, reasonable wear and tear and damage by fire or other casualty excepted.

## ARTICLE VI

6.1 Property Insurance. In accordance with Article III, Landlord and Tenant will work together to procure and maintain adequate fire insurance, with extended coverage endorsement, on the building of which the Leased Premises are a part in the amount of at least 90% of the full replacement value thereof Provided that Tenant shall pay directly to insurance company per Article III. Tenant shall procure and maintain adequate plate glass insurance and fire and extended coverage insurance on Tenant's personal property situated on the Leased Premises.

6.2 Public Liability and Personal Property Insurance. Tenant agrees to procure and maintain in force from the date of execution hereof and during the lease term public liability insurance insuring Landlord and Tenant against loss of life or injury to property or person arising

out of the use and occupancy of the Leased Premises with amounts and types of coverages which are consistent with (coverage amounts cannot be less, but can be greater) the certificate attached hereto (Exhibit E). Tenant shall furnish to Landlord a certificate of insurance for the above insurance coverage. Tenant shall be responsible for insuring its own personal property and shall indemnify and hold Landlord harmless therefore.

6.3 Covenant to Hold Harmless. Tenant agrees to indemnify and hold Landlord harmless for: (a) any and all claims, damages, costs and expenses, including reasonably attorneys' fees, arising from the conduct or management of the business conducted by Tenant in the Leased Premises; (b) any breach or default on the part of Tenant in the performance of any covenant or agreement on the part of Tenant to be performed pursuant to the terms of this Lease; and (c) any act of negligence or willfulness of Tenant or the agents, contractors, servants, employees, sub-lessees, concessionaires, licensees or invitees of the Tenant in or about the Leased Premise, unless caused by the willful or negligent act of Landlord or its agents, or by the breach of any term hereof by Landlord. In case any action or proceeding is brought against Landlord by reason of any such claim, Tenant, upon notice from Landlord, covenants to defend such action or proceeding by counsel reasonably satisfactory to Landlord.

## ARTICLE VII DESTRUCTION OF LEASED PREMISES

7.1 Partial Destruction If the Leased Premises are damaged or destroyed by fire or other casualty to the extent of one-fifth (1/5) of the area of the Leased Premises or less, they shall be repaired as quickly as is practicable (commenced within thirty (30) days) by and at the expense of Landlord, and, during the period in which the Leased Premises are being repaired, the Rent provided for above shall abate on the basis of the area of the Leased Premises which have been rendered unusable by the fire or other casualty. If the Leased Premises are damaged or destroyed by fire or other casualties to the extent of one-fifth (1/5) of the area of the Leased Premises or less, but the Leased Premises cannot reasonably be opened for business to the public because of the damage incurred, all rent shall abate until the Leased Premises can be open for business again to the public. Notwithstanding the foregoing, if such damage or destruction occurs during the last twelve (12) months of the lease term, Tenant may, by thirty (30) days written notice to Landlord, elect to cancel this Lease without further obligation for rent, or otherwise, beyond the date of such destruction or damage.

7.2 Substantial Destruction. If the Leased Premises are destroyed by fire or other casualty to the extent of more than one-fifth (1/5) of the area thereof, then Landlord shall, unless Landlord elects to terminate this Lease, rebuild or repair the Leased Premises. Landlord shall signify its intention to terminate this Lease by delivering written notice thereof to Tenant within thirty (30) days after such destruction. If Landlord shall not have completed any such required repairs and restoration within three (3) months following such fire or other casualty, Tenant may, upon written notice to Landlord, elect to terminate this Lease. The Rents provided for in this Lease shall abate on the basis of the floor space rendered unuseable by such fire or other casualty from the date of the fire or other casualty to the date on which the repairs are completed and Tenant has

reopened its business. Should Tenant elect to terminate, this Lease shall terminate as of the date of the fire or other casualty, and all rentals paid in advance by Tenant shall be refunded by Landlord.

#### ARTICLE VIII CONDEMNATION

8.1 Partial Condemnation. In case any part of the Leased Premises is taken or condemned for any public use or purpose by any public authority having jurisdiction in that regard, then this Lease shall terminate at the option of the Tenant, and all rent shall abate. All awards paid by such public authority for the taking or condemnation of the Leased Premises shall belong to Landlord, except for any award based on a taking of Tenant's furniture and equipment, any award for moving expenses and any award specifically attributable to lessee's leasehold interest.

In the event that a portion of the parking area serving the School of which the Leased Premises are a part is taken or condemned for any public use or purpose by any public authority having jurisdiction in that regard so as to reduce the ratio of the square feet of parking area to square feet of leasable floor area in the School of which the Leased Premises are a part to less than needed for Tenant's use (as established by Tenant's previous use) and such parking is not replaced by Landlord in a relatively similar area, Tenant may, by thirty (30) day written notice to Landlord, elect to cancel this Lease without further obligation for future rent, or otherwise, beyond the date of such condemnation.

#### ARTICLE IX CONDUCT OF BUSINESS

9.1 General Conduct. Tenant shall use the Leased Premises for the purposes set forth in Paragraph 2.3 above, lessee shall keep the Leased Premises clean and free from refuse and litter generated by it at all times.

9.2 Advertising. Tenant shall not erect, install, display, inscribe, paint or affix any sign, lettering or other advertising medium to, upon or above the exterior of the Leased Premises without, in each instance, the prior written approval of Landlord, which shall not be unreasonably delayed or withheld. Any such signs shall be subject to any local zoning ordinance applicable. Tenant shall not use any loud speakers, phonographs, radio broadcasts or advertising device that shall be a nuisance to Landlord.

9.3 Care of Premises. Tenant shall not perform any acts or carry on any practices which may injure the building of which the Leased Premises is a part, or which shall constitute a nuisance to other tenants in the School. Tenant shall keep the Leased Premises, clean and free from rubbish and dirt at all times and shall arrange for the regular removal of trash and rubbish. Tenant shall not burn any trash or rubbish in or about the Leased Premises or anywhere else within the confines of the School. Tenant shall at all times keep the Leased Premises in a clean and sanitary condition in accordance with all laws, directs, rules and regulations of the

governmental agencies having jurisdiction in that regard, and at its sole cost and expense. Tenant shall not use the plumbing facilities on the Leased Premises for any other purpose other than that for which they are constructed, and shall throw no foreign substance of any kind therein. The expense of any breakage, storage or damage resulting from a violation of this provision shall be borne by Tenant.

9.4 Parking Facilities. The Landlord shall not require the payment of any fee or charge by the general public or Tenant's employees for parking in the School; and notwithstanding any thing contained in this paragraph to the contrary, the parking facilities, which include all street parking as allowed by the City of Milwaukee and the paved lot located on the north side of Leased Premises off of 33<sup>rd</sup> Street, shall be for the exclusive use of the customers, employees and invitees of the Tenants within the School. Landlord may designate specific areas within the School parking area for employee parking.

9.5 Landlord's Rules and Regulations. For the good of all tenants in the School and their employees, agents, customers and invitees, the Landlord shall have the right to promulgate from time to time rules and regulations relating to the use of all common areas or any part thereof, provided, however, that the same shall not unreasonably interfere with the conduct of Tenant's business.

9.6 Utilities. In accordance with Article III, Tenant is in charge of the Property Operating Expense Budget which includes the Utilities, after the Commencement Date, Tenant shall pay, at its expense for heat, water, electric power and other utility services used in or on connection with the Leased Premise. Tenant shall be responsible for monitoring its consumption of utilities and the related costs. Landlord shall not be liable for interruptions in the transmission of utilities whether due to problems at the utility company or problems in the School. Tenant agrees to operate the heating system to the extent necessary to protect the pipes from freezing.

## ARTICLE X REMEDIES

10.1 Event of Default by Tenant. Landlord may terminate the estate and the term demised hereby by thirty (30) days' written notice to Tenant (unless Tenant, within such thirty (30) day period cures the specified default), upon the happening of any one or more of the following events:

(a) The levying of a writ of execution or attachment on or against the property of Tenant which is not removed or stayed pending an appeal within sixty (60) days;

(b) The failure of Tenant to pay an installment of rent, whether a part of the Base Annual Rent or any additional rent, within ten (10) business days after written notice of delinquency. Notwithstanding the above, Landlord shall not be obligated to give written notice of delinquency more than once in any calendar year during the lease term.

(c) Tenant shall abandon the Leased Premises for more than 30 consecutive days;

(d) The failure of Tenant to perform any other of its covenants under this Lease for thirty (30) days after written notice thereof, provided that, if a Tenant cannot reasonably cure such failure within thirty (30) days, Tenant shall not be deemed in default hereunder if Tenant commences to cure such failure within said thirty (30) day period and effects such cure, with all diligence within a reasonable time thereafter,

(e) Tenant or its assignee or successor shall substantially discontinūe and/or fail to continue to operate its business on the Leased Premises for a continuous period of ninety (90) days.

10.2 Curing of Defaults. In the event of any breach hereunder by Tenant and in lieu of terminating the estate or the term demised as provided in Paragraph 10. 1 above, Landlord may immediately or at any time thereafter, after having given the requisite notice to correct the default and the time for such correction having elapsed, cure such default for the account and at the expense of Tenant. If Landlord at any time, by reason of such breach, is compelled to pay or elects to pay any sum of money or do any act which will require the payment of any sum of money, or incur any expense, including reasonable attorneys' fees, in successfully instituting or pursuing any action or proceeding to enforce Landlord's rights hereunder, the sum or sums so paid or incurred by Landlord shall be deemed to be additional rent hereunder and shall be due from Tenant to Landlord on the first day of the month following the payment of such respective sums.

10.3. Insolvency of Tenant. In the event that at any time, whether before or after the commencement of the term hereof, the estate created hereby shall be taken in execution or by other process of law, or if Tenant shall be adjudicated insolvent or bankrupt, pursuant to the provisions of any state or federal insolvency or bankruptcy act, or if a receiver or trustee of the property of Tenant shall be appointed by reason of Tenant's insolvency or inability to pay its debts, or if any assignment shall be made of Tenant's property for the benefit of creditors, then immediately upon the happening of any such event, and without any entry or other act by Landlord, this Lease and the term and estate hereby granted (whether or not the term shall theretofore have commenced) shall terminate and come to an end in the same manner and with the same force and effect as if the day of such occurrence were the date herein before fixed for the expiration of the term hereof.

10.4. Re-Entry by Landlord. Upon termination of this Lease as provided in Paragraphs 10.1 or 10.3. above, Landlord may enter the Leased Premises, remove signs and attempt to re-let the same in a reasonable manner. If Landlord does re-let Leased Premises and the terms of such reletting do not yield to Landlord a sum which, after the payment of expenses of such re-letting, is equal to or more than the Rent for the unexpired portion of the demised term, then Landlord shall be entitled to recover immediately as liquidated damage the difference between the Rent for the unexpired portion of the demised term plus expenses and the rent realized by Landlord upon any reletting. The provisions of this Paragraph shall be without prejudice to Landlord's right to

prove in full damages for unpaid rent accrued prior to the termination of this Lease and without prejudice to any rights given Landlord by a pertinent statute to prove its claim for any amounts allowed thereby.

10.5 Rights Cumulative. All rights and remedies of Landlord herein enumerated shall be cumulative and none shall exclude any other right or remedy allowed by law, and said rights and remedies may be exercised and enforced concurrently and whenever and as often as occasion therefore arises.

#### ARTICLE XI SURRENDER

On the last day of the term demised, Tenant shall peaceably and quietly surrender the Leased Premises in good order, condition and repair, fire and other unavoidable casualty or act of God and reasonable wear and tear excepted. All alterations, additions, improvements and fixtures (excepting only Tenant's trade fixtures, but not excepting lighting fixtures) which may be made or installed by either Landlord or Tenant upon the Leased Premises, and all hard surface bonds or adhesively affixed flooring shall become the property of Landlord and shall remain upon and be surrendered with the Leased Premises as a part thereof, without disturbance, molestation or injury at the termination of the term of this Lease, all without compensation or credit to Tenant. Re-entry by Landlord after surrender by Tenant shall not constitute a waiver of any right granted Landlord under this Lease.

If, prior to surrender of the Leased Premises, or within twenty (20) days thereafter, Landlord so directs by written notice to Tenant, Tenant shall repair any damage occasioned by Tenant's occupancy of or removal from the Leased Premises, reasonable wear and tear excepted, and in default thereof Landlord may effect such repairs and Tenant shall pay to Landlord, on demand, the cost thereof.

#### ARTICLE XII MISCELLANEOUS

12.1. Subordination. At Landlord's option, this Lease shall be subordinated to any existing or future mortgage covering the Leased Premises, or any extension or renewal thereof. Provided, however, every such mortgage shall contain a provision that the mortgagee shall recognize the validity of this Lease in the event of a foreclosure of the Landlord's interest so long as Tenant shall not be in default under the terms of this Lease. Tenant shall execute upon ten (10) days written request whatever instruments may be required to effect such subordination. Landlord shall use best efforts to provide a Subordination Non-Disturbance and Attornment Agreement within fifteen (15) days of lease execution. In the event Tenant and Landlord's current mortgagee are unable to agree upon the terms of an attornment agreement and execute the same within thirty (30) days after the execution of this Lease, then this Lease shall be deemed null and void and of no further force and effect.

12.2. Waiver of Subrogation. Nothing in this Lease shall be construed so as to authorize or permit any insurer of Landlord or Tenant to be subrogated to any right of Landlord or Tenant against the other arising under this Lease. The Landlord or Tenant each hereby release the other to the extent of their insurance coverage (and any co-insurance amounts payable because of the failure of the other to fully insure its property) for any loss or damage caused by fire or other casualty, even if such fire or other casualty shall be brought about by the fault of negligence of the other party or persons for whose acts or negligence the other party is responsible. Both Landlord and Tenant shall obtain appropriate waivers of subordination from their respective insurance carriers giving effect to this Paragraph.

12.3. Sale of Property. Landlord shall have the right at any time to sell, transfer or convey the real estate and property which comprises the Leased Premises to any person, firm or corporation whatsoever, and upon any such sale, transfer or conveyance, Landlord shall cease to be liable under any covenant, condition or obligation imposed upon it by this Lease, or any of the terms and provisions hereof. Provided, however, that any such sale, transfer or conveyance shall be subject to this Lease and provided that all of the Landlord's covenants and obligations contained therein shall run with the land and be binding upon the subsequent owner or owners thereof. Provided further that such transferee from Landlord shall in writing assume the obligations of Landlord hereunder.

12.4. Access to Premises. Landlord reserves the right: (1) to enter upon the Leased Premises at all reasonable hours for the purpose of inspecting the same or making repairs, additions or alterations to the building in which the Leased Premises are located; and (2) to exhibit the Leased Premises to prospective purchasers or lenders, and during the last ninety (90) days of the term, without hindrance or molestation by Tenant, to display "for rent" or similar signs on the exterior of the Leased Premises and exhibit the Leased Premises to prospective tenants. Landlord agrees not to unreasonably interfere with the operations of Tenant's business during any period when such inspections, repairs, additions or alterations are being effected or such ninety (90) day period. The exercise by Landlord of any of its rights under this Paragraph shall not be deemed an eviction or disturbance of Tenant's use and possession of the Leased Premises.

12.5. Addresses For Delivery of Notices. All notices and demands by either party to the other shall be given in writing and sent by United States Certified Mail, postage prepaid and addressed as follows:

**To: CEO LEADERSHIP ACADEMY, INC.:**

To the person and at the address listed on the signature page of this Lease.

**To: NELSON PROPERTY SOLUTIONS, LLC:**

**Attn: John Nelson  
5201 N. 124<sup>th</sup> Street  
Butler, WI 53007**

(With a copy to):

Bob Snyder, Snyder & Ek, S.C.  
117 South Street  
Oconomowoc, WI 53066

12.6. Holding Over. In the event Tenant remains in possession of the Leased Premises after the expiration of this Lease, or any extension of the term of this Lease, and without the execution of a new lease, it shall be deemed to be occupying the Leased Premises as a tenant from month-to-month, subject to all of the conditions, provisions and obligations of this Lease insofar as the same are applicable to a month-to-month tenancy. During such period, the Base Annual Rent shall be increased to 1.5 times the Base Annual Rent, commencing thirty (30) days after such hold over.

ARTICLE XIII  
OPTION TO PURCHASE

At any time during the initial term of this Lease or any written extension of this Lease, and provided that the Tenant is not in default of any of the covenants contained under this Lease nor of any of its duties under this Lease, the Tenant shall have an exclusive non-assignable option to purchase the School from the Landlord on the following terms and conditions:

- A. The Tenant shall give the Landlord written notice of its election to exercise this option.
- B. The purchase price shall be the sum of the following:
  1. The purchase price for the School, including any loan fees, title costs, points or other finance charges;
  2. All Landlord expenditures related to the School, including, but not limited to remodeling and costs of repairing or replacing any portions of the School or any of the equipment therein, attorney's fees, environmental review costs and remediation costs, surveying costs, accounting costs and any costs of initial cleaning and moving or otherwise readying the property for use. Specifically excluded from this cost shall be any cost of routine maintenance or garbage removal, janitorial services after the initial property cleanup as well as taxes. Work undertaken by Landlord or any related party, including but not limited to TV John & Sons, Inc. shall be accounted for at the normal rates for such work which would be charged to third parties, for purposes of this accumulation. Within sixty (60) days of the end of each year, the Landlord shall give the Tenant a cumulative list of all expenditures that qualify under this paragraph for that year. Unless challenged by Tenant, in writing, within thirty (30) days after Tenant's receipt of any such notice, the costs therein shall be conclusively deemed to be appropriate; and
  3. A profit/overhead fee of ten percent (10%) of the sum of 1 and 2.



C. The Landlord shall designate the closing date of the purchase in writing. The closing date shall not be more than sixty (60) days after the Tenant's election to exercise its option to purchase. The closing of the purchase shall be conducted at the office of the Tenant's mortgagee or attorney.

D. The Landlord shall provide to the Tenant at the Tenant's expense and at least ten (10) business days before the closing date, a commitment from a title insurance company licensed in Wisconsin to issue title insurance in the amount of the purchase price upon recording of proper documents. The title commitment shall be as of a date no more than fifteen (15) days before it is provided to the Tenant and shall show that title to the demised premises is in the Landlord and subject only to liens that will be paid out of the proceeds of the closing and to standard title insurance exceptions. The title commitment shall also set forth all easements, ordinances, and other restrictions of record. The Tenant shall notify the Landlord of any valid objection to title no less than three (3) days before the closing date. The Landlord shall have a reasonable time, but not exceeding thirty (30) days, to remove the objections, and the closing shall be extended as necessary for this purpose. In the event Landlord cannot clear any defects, after reasonable efforts by Landlord, Tenant shall have the right to either terminate its election of this option or to waive such objection and accept the same as an exception to title.

Landlord has provided Tenant with a copy of the title insurance commitment (the "Landlord Title") for the purchase of the Property by Landlord prior to commencement of this Lease as well as a copy of a survey received from the title insurance company. Tenant shall not be entitled to object to the condition of title at the time of its purchase based on items which are disclosed on the Landlord Title (hereafter "Permitted Encumbrances) or on the survey provided to the Tenant by Landlord (the "Survey"). It is acknowledged that any mortgages or liens against the School shall be satisfied by Landlord out of the proceeds of closing. Any sale shall be subject to any existing leases or tenant's rights.

E. The following items shall be prorated as of the day of closing: general taxes; rents; water and sewer use charges; fuel; and other such items, all to the extent not allocable to Tenant or other tenants of the property. General taxes shall be prorated at the time of closing based on the net general taxes for the current year, if known, otherwise on the net general taxes for the preceding year. The Landlord shall pay special assessments, if any, for work on site actually begun or levied before the date of the Tenant's exercise of this option unless such special assessments would be payable by Tenant under this Lease. The Tenant shall pay all other special assessments. Landlord will pay any real estate transfer tax related to the sale of the School.

F. The Landlord shall convey the demised premises to the Tenant by warranty deed, free and clear of all liens and encumbrances, excepting: municipal and zoning ordinances; recorded easements for public utilities serving the property; recorded building and use restrictions and covenants; general taxes levied in the year of closing; the Permitted Encumbrances and any matters shown on the Survey and any easements or liens that are

the consequences of the acts of the Tenant or its agents.

G. The Tenant shall make payment of the purchase price (less prorations and adjustments) to the Landlord by certified or cashier's check at the closing.

H. Any conveyance by Landlord during the term of this Option shall be subject to the terms of this option.

I. Either party may record <sup>11/1</sup> a memorandum of this option, provided that the expiration date of (June 30, 2018) shall be set forth in such memorandum and the financial terms of this option shall be excluded from such recording.

#### ARTICLE XIV OPTION TO RENEW

Tenant has the conditional right <sup>11/1</sup> to extend the Term of the Lease for an additional term (the "Option Term") of FIVE (5) years beyond the initial Term at the Rent set forth in paragraph below and upon the same terms and conditions set forth herein, provided that the following conditions are met:

- A. Tenant notifies Landlord of its election to exercise the right of renewal granted hereby at least six (6) months prior to the expiration of the initial Term;
- B. At the time of the exercise of such right and for the remainder of the Term thereafter, there is no existing default which is not remedied within the applicable cure periods set forth in this Lease
- C. The Lease has not terminated prior to the commencement of the Option Term;
- D. During the first year of the Option Term, Tenant shall pay Landlord Rent equal to a 2% increase of the Rent in the immediately preceding year prior to expiration of the Term; and
- E. Prior to the commencement of the Option Term, upon the request of Landlord, Tenant hereby agrees execute and amendment to the Lease memorializing said extension of the term.

#### ARTICLE XV GENERAL

14.1 Relationship of Parties. Nothing contained in this Lease shall be deemed or construed by the parties hereto or by any third party to create the relationship of principal and agent or of partnership or of joint venture or of any association between Landlord and Tenant, it being expressly understood and agreed that neither the method of computation of rent nor any other provision contained in this Lease nor any acts of the parties hereto shall be deemed to create any relationship between Landlord and Tenant other than the relationship of landlord and tenant.

14.2. Assignment and Sub-letting. Tenant agrees not to sell, assign, mortgage, pledge or in any manner transfer this Lease or any estate or interest thereunder and not to sub-let the Leased Premises or any part or parts thereof and not to permit any licensee therein without the previous written consent of Landlord in each instance, which consent shall not be unreasonably withheld. Consent by Landlord to one assignment of this Lease or to one licensing or sub-letting of the Leased Premises shall not be a waiver of Landlord's rights hereunder as to subsequent assignment, licensing or sub-letting. No such assignment or sublease shall relieve Tenant of any obligations under this Lease, unless the terms of such sublease or assignment specifically provide for such release.

14.3. Binding Effect The terms, covenants and conditions hereof shall be binding upon and shall inure to the benefit of Landlord and Tenant, and their respective heirs, personal representatives, successors and assigns.

14.4. Short Form Lease. A short form memorandum lease, for recording purposes, in form and content acceptable to the parties hereto, may be executed and the same shall in no way alter or modify the terms of this Lease.

14.5. Contingent on Purchase. It is acknowledged that the obligation of both parties under this Lease is contingent on the purchase of the School by Landlord on or prior to July 31, 2008.

IN WITNESS WHEREOF, the parties hereto have executed this Lease on the day, month and year first above written.

NELSON PROPERTY SOLUTIONS, LLC,

BY:  (Seal)

JOHN D. NELSON, MANAGER

CEO LEADERSHIP ACADEMY, INC.

BY:  (Seal) Chair of the Board

Address for Notices: (insert CEO Leadership Academy, Inc. Notice recipient and address)

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Exhibits A, B, C, D and E are separate documents and are to be inserted here. (Note: Exhibits A & B are not being used in this agreement)

GUARANTY

The undersigned ("Guarantor(s)"), jointly and severally if more than one, guarantee the full and punctual payment of rent and any other amounts payable by Tenant to Landlord or otherwise payable by Tenant pursuant to the Lease to which this Guarantee is a part, together with reasonable attorney fees, all without requiring notice from Landlord of any default by Tenant, which notice is hereby waived by Guarantor(s). Further, at Landlord's option, all or any of the Guarantor(s) may be joined in an action commenced by Landlord against Tenant without any requirement that Landlord first assert, prosecute or exhaust any remedy or claim against Tenant or any other Guarantor(s). In the event of any bankruptcy, reorganization, winding up or similar proceedings with respect to Tenant, no limitation on Tenant's liability under the Lease, which may be imposed by any law, shall in any way limit the obligation of the Guarantor(s) hereunder. This Guarantee shall remain in full force and effect as to any renewal, extension, modification or amendment of the Lease. The validity of this Guarantee shall not in any way be terminated, affected or impaired by reason of any action which Landlord might take or be forced to take against Tenant or by reason of any waiver or failure to enforce any of the rights or remedies reserved to Landlord in the Lease or by reason of any extension of time or other forbearance granted to Tenant by Landlord. Guarantor(s) hereby waive(s) notice of any and all notices or demand which may be given by Landlord to Tenant, whether or not required to be given under the Lease, and hereby waive(s) any notice of acceptance of this Guarantee by Landlord.

GUARANTOR(S):

\_\_\_\_\_ (Seal)

Dated: \_\_\_\_\_

\_\_\_\_\_ (Seal)

Dated: \_\_\_\_\_

\_\_\_\_\_ (Seal)

Dated: \_\_\_\_\_

\_\_\_\_\_ (Seal)

Dated: \_\_\_\_\_

\_\_\_\_\_ (Seal)

Dated: \_\_\_\_\_

## EXHIBIT C

### KITCHEN

Kitchen Equipment	\$62,030.86
Hood	\$21,616.32
Plumbing	\$33,301.00
HVAC	\$10,000.00
Electrical	\$8,730.00
Acoustical Ceiling	\$1,825.00
Painting	\$850.00
Roofing Service Door	\$1,740.00
TVJ Demo for service door	\$440.00
TVJ Management, General Conditions, OHP	\$21,079.98
SUBTOTAL =	\$161,613.16
CONTINGENCY (~5%) =	\$8,386.84
TOTAL =	\$170,000.00

### SCIENCE LAB

Lab Cabinetry	\$26,729.48
Plumbing & Gas/Air Piping	\$27,228.00
Acoustical Ceiling	\$1,525.00
Painting	\$850.00
Electrical	\$2,120.00
TVJ Management, General Conditions, OHP	\$8,767.87
SUBTOTAL =	\$67,220.35
CONTINGENCY (~5%) =	\$3,779.65
TOTAL =	\$71,000.00

### ADA & CODE REQUIRED AND CEO IMPROVEMENTS

Painting	\$3,140.00
Flooring	\$4,897.20
Drywall	\$7,685.00
Carpentry/Demo	\$16,862.79
Masonry	\$20,145.00
Concrete	\$5,257.00
HM Doors/Frames Hardware	\$8,294.00
Aluminum Windows/Glazing	\$448.00
Plumbing	\$10,499.00
HVAC	\$83,685.00
Electrical	\$8,365.00
Final Cleaning	\$3,000.00
Steel Supply	\$760.00
Roofing/Flashing/Soffit/Fascia	\$3,289.00
Acoustical Ceiling	\$560.00
Bath Accessories	\$2,060.00
Security System	\$8,379.72
Excavation/Backfill	\$2,213.00
Fire Alarm System	\$17,900.00
TVJ Management, General Conditions, OHP	\$31,115.96
SUBTOTAL =	\$238,555.67
Donation by T.V. John & Son, Inc. to the Building Improvements Project =	(\$110,871.93)
TOTAL =	\$127,683.74

# 2004 NORTH 33RD STREET - SUMMARIES

6/16/2008 16:20

EXHIBIT D - PAGE 1 OF 2

Project Cost Summary  
 Purchase \$275,000.00  
 Development Costs \$419,684.25  
 TOTAL \$694,684.25  
 Yearly Debt Service for Loan on TOTAL \$61,603.86

→ 368,684.25 CONSTRUCTION BUDGET + DEVELOPMENT  
 SOFT COSTS -- SEE PAGE 2  
 EXHIBIT D

<u>Category</u>	<u>Yearly</u>	<u>Notes</u>
<u>Cashflow Summary</u>		
<u>Income</u>		
Income from CEO Base Rent	\$133,000.00	
Income from Additional Rent Needed	\$30,000.00	
<u>Expenses</u>		
Electric & Gas	-\$37,000.00	
Water	-\$4,000.00	
Elevator Service Agreement	N/A	
HVAC Service Agreement	-\$4,008.00	
Security Alarm Monitoring Service	-\$1,200.00	
Air Quality Monitoring Agreement	TBD	
Water Heater Rental	N/A	
Pest Control	-\$1,880.00	
Replacement / Maintenance Reserve	-\$4,880.00	
Management Fee	-\$6,520.00	
Rent Loss	N/A	A
Janitorial/Garbage Removal	-\$13,800.00	B
Lawn Mowing / Snow Removal	-\$2,500.00	
RE Taxes	-\$10,000.00	
Property Insurance Policy Premium	-\$4,800.00	
General Liability Insurance Policy Premium	-\$2,500.00	
Misc. Expenses	-\$815.00	
<b>INCOME SUBTOTAL</b>	<b>\$69,287.00</b>	
Debt Service Payment on Project Cost	-\$61,603.86	
<b>CASHFLOW SURPLUS</b>	<b>\$7,683.14</b>	

Debt Service Coverage Ratio = THE INCOME SUBTOTAL DIVIDED BY THE Debt Service Payment = 112.47%  
 Lending Institutions like to see this over 110% and 120% is better.

**Notes**  
 Note General - All expense items in the cashflow summary are estimates because Bethany has not fully utilized the building for a few years and no taxes have ever been paid on the property.  
 Note General - CEO could pay the expenses like electric, gas, water, lawn mowing/snow removal directly and by monitoring their usage possibly realize a cost savings.  
 Note A - Lending institutions like to see rent loss at about 5% of income, but since CEO is the only tenant and intends to stay in the building \$0 is entered.  
 Note B - This is a budgeted amount (\$1150 per month). Per Dr. Fuller on 6/13/08, he will have students make up the difference between what the service costs and what needs to be done.



**2004 NORTH 33RD STREET - DEVELOPMENT COSTS**

6/16/2008 16:20

<u>Phases</u>	<u>Prices</u>
<p><b>TOTAL IMPROVEMENTS BUDGET</b>                      PLANS ARE BEING COMPLETED AND                      PRICES ARE BEING FIRMED UP NOW</p>	<p>\$320,595.00</p>
<p>Subtotal                      TVJ General Conditions, Management, &amp; OHP =</p> <p><b>SUBTOTAL = CONSTRUCTION COSTS =</b></p> <p><u>Development Soft Cost Estimates</u>                      Design Costs Fee \$11,000.00                      Earnest Money \$0.00                      Hardmoney Points (FRONT END) \$0.00                      Hardmoney Points (BACK END) \$0.00                      Buyer Agency Commission \$0.00                      Seller Agency Commission \$0.00                      Broker Fees for New Lease's \$0.00                      Phase 1 Environmental Assessment \$2,500.00                      Hazardous Materials Assessment \$6,000.00                      Due Diligence / Feasibility Inspection Costs \$7,500.00                      Legal Fees \$4,000.00                      Appraisal \$0.00                      Closing Costs \$0.00                      Holding Costs \$0.00</p> <p><b>SUBTOTAL = DEVELOPMENT SOFT COSTS =</b></p>	<p>\$320,595.00                      \$48,089.25                      \$368,684.25</p>
<p><b>SUBTOTAL DEVELOPMENT COSTS =</b>  <b>DEVELOPMENT FEE =</b></p> <p><b>TOTAL DEVELOPMENT COSTS =</b></p>	<p>\$399,684.25                      \$20,000.00                      \$419,684.25</p>

15.0%

% of Sum = Development Cost + Purchase Price  
 This percentage needs to always be between 3% and 10%

# EXHIBIT E

PAGE 1 OF 2

## ACORD CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
01/18/2008

PRODUCER (262) 781-3714  
The Brehmer Agency 262-781-6049 fax  
12800 W. Silver Spring Drive  
P.O. Box 0498  
Butler WI 53007-

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND, OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

INSURED  
Your Name  
Your Address  
City

INSURERS AFFORDING COVERAGE	NAIC#
INSURER A: AM Best Rating of 'A-' or Better	
INSURER B: AM Best Rating of 'A-' or Better	
INSURER C: AM Best Rating of 'A-' or Better	
INSURER D: AM Best Rating of 'A-' or Better	
INSURER E: AM Best Rating of 'A-' or Better	

**COVERAGES**

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR/ADD'L LTR/INSRD	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YYYY)	POLICY EXPIRATION DATE (MM/DD/YYYY)	LIMITS
	<b>GENERAL LIABILITY</b> <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input checked="" type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC		/ /	/ /	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMPOP AGG \$ 2,000,000
	<b>AUTOMOBILE LIABILITY</b> <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS		/ /	/ /	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	<b>GARAGE LIABILITY</b> <input type="checkbox"/> ANY AUTO		/ /	/ /	AUTO ONLY - EA ACCIDENT \$ OTHER THAN AUTO ONLY: EA ACC \$ AGG \$
	<b>EXCESS/UMBRELLA LIABILITY</b> <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE <input type="checkbox"/> DEDUCTIBLE <input type="checkbox"/> RETENTION \$		/ /	/ /	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000 \$ \$
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? If yes, describe under SPECIAL PROVISIONS below OTHER		/ /	/ /	<input checked="" type="checkbox"/> WC/STAT-TORY LIMITS <input type="checkbox"/> OTHER EL, EACH ACCIDENT \$ 100,000 EL, DISEASE - EA EMPLOYEE \$ 100,000 EL, DISEASE - POLICY LIMIT \$ 500,000

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/EXCLUSIONS ADDED BY ENDORSEMENT/SPECIAL PROVISIONS  
 RE: ~~2001 N. Wisconsin Avenue~~, Milwaukee, WI  
 Nelson Property Solutions, LLC is listed an additional insured to the general liability policy. A waiver of subrogation in favor of Nelson Property Solutions, LLC, is included on the Automobile, General Liability and Workers Compensation policies.

**CERTIFICATE HOLDER**  
 ( ) - ( ) -  
 Nelson Property Solutions, LLC  
 5201 N. 124th Street  
 Butler WI 53007-

**CANCELLATION**  
 SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.  
 AUTHORIZED REPRESENTATIVE

2004-2012 N. 33 RD STREET

**IMPORTANT**

If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

**DISCLAIMER**

The Certificate of Insurance on the reverse side of this form does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the certificate holder, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed thereon.

L

Mr. Dan Nelson  
T.V. John & Son, Inc.  
5201 N. 124th St.  
Butler, WI 53007



City of Milwaukee  
Department of  
City Development

## CERTIFICATE OF OCCUPANCY

**Location:** 2004 N. 33RD ST.      **Issued:** September 2, 2008      **#795818**

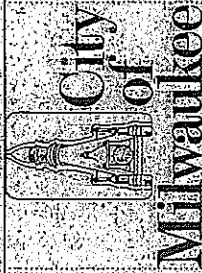
**issued to:** CEO Leadership Academy

**Area:** Entire (Except Cafeteria and Science Room)

**Use:** School, elementary or secondary (School for K-4 thru 12th Grade with maximum capacity of 200 students)

**NOT TRANSFERABLE**

\*Occupancy must conform with provisions of chapters 200 and 295 of the building and zoning code. This certificate affects only the use of the premises and does not permit to conduct a licensed business or one prohibited by law.



Department  
of City  
Development

**LIMIT**

**200**

**PERSONS**

Business name: CEO Leadership Academy

Location: EnVire (Except for Cafeteria and  
Science Room)

Address: 2004 N. 33RD ST

Date: September 2, 2008

**WARNING!** Exceeding this occupancy limit or disobeying  
police orders in regard to same may result in arrest  
and fine.

This placard must be prominently displayed at all times. Any  
alteration to this document will render it void. The background  
of this document is light green.

M



Tom Barrett  
Mayor

Bevan K. Baker, FACHE  
Commissioner of Health

Raquel M. Filmanowicz  
Health Operations Administrator

Health Department

Family and Community Health Services

web site: [www.milwaukee.gov/health](http://www.milwaukee.gov/health)

## Fire - Ventilation

4/7/2009

CEO Leadership Academy, Inc.  
CEO Leadership Academy  
3222 W Brown St  
Milwaukee, WI

The following list of violations of the Wisconsin Administrative Code as adopted by reference in the Milwaukee Code of Ordinances Chapter 68, and/or other City ordinance(s) must be corrected as soon as possible but not later than the date specified. A re-inspection fee may be assessed if the violation is not corrected by that date. An inspection fee may be charged for any repeat violations.

Code Number	Description of Violation	Correct By
	No Violations to Report	

Notes:

On 4/7/2009, I served these orders upon CEO Leadership Academy, Inc. by leaving this report with

Inspector Signature (Inspector ID:74)

Operator Signature





Health Department

Tom Barrett  
Mayor

Bevan K. Baker, FACHE  
Commissioner of Health

Raquel M. Firmanowicz  
Health Operations Administrator

Family and Community Health Services

web site: [www.milwaukee.gov/health](http://www.milwaukee.gov/health)

### Routine Food

CEO Leadership Academy, Inc.  
CEO Leadership Academy  
3222 W Brown St  
Milwaukee, WI

4/7/2009

The following list of violations of the Wisconsin Administrative Code as adopted by reference in the Milwaukee Code of Ordinances Chapter 68, and/or other City ordinance(s) must be corrected as soon as possible but not later than the date specified. A re-inspection fee may be assessed if the violation is not corrected by that date. An inspection fee may be charged for any repeat violations.

Code Number	Description of Violation	Correct By
	No Violations to Report	

Notes:

On 4/7/2009, I served these orders upon CEO Leadership Academy, Inc. by leaving this report with

Inspector Signature (Inspector ID:74)

Operator Signature

N

# ACORD™ CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)  
03/18/2010

PRODUCER *Amy A Stankowski*  
**Church Mutual Insurance Company**  
 3000 Schuster Lane  
 Merrill WI 54452  
 If calling from Wisconsin: 1-800-554-2642 Option 1  
 If calling from Outside Wisconsin: 1-800-554-2642 Option 9, then area code 414

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.

INSURED  
**CEO LEADERSHIP ACADEMY**  
 2004 N 33RD ST  
 MILWAUKEE WI 53209-6640  
 Group

INSURERS AFFORDING COVERAGE	NAIC #
INSURER A: Church Mutual Insurance Company	18767
INSURER B:	
INSURER C:	
INSURER D:	

**COVERAGES**

THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. AGGREGATE LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR ADD'L LTR INSRD	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS
A	GENERAL LIABILITY <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR <i>Hired and Nonowned Automobile Liability</i> GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> LOCATION <input type="checkbox"/> PROJECT	0213359-02-819814	09/01/2007	09/01/2010	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea. occurrence) \$ MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ 1,000,000 \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS				COMBINED SINGLE LIMIT (Ea Accident) \$ BODILY INJURY (Per Person) \$ BODILY INJURY (Per Accident) \$ PROPERTY DAMAGE (Per Accident) \$ AUTO ONLY - EA ACCIDENT \$ OTHER THAN EA ACC \$ AUTO ONLY: AGG \$
	GARAGE LIABILITY <input type="checkbox"/> ANY AUTO				
A	EXCESS/UMBRELLA LIABILITY <input checked="" type="checkbox"/> OCCURRENCE <input type="checkbox"/> CLAIMS MADE <input type="checkbox"/> DEDUCTIBLE <input checked="" type="checkbox"/> RETENTION \$ 10,000	0213359-81-819815	09/01/2007	09/01/2010	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$ \$ \$
A	WORKERS COMPENSATION AND EMPLOYER'S LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? If yes, describe under SPECIAL PROVISIONS below	0213359-07-095108	09/01/2009	09/01/2010	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 500,000 E.L. DISEASE - EA EMPLOYEE \$ 500,000 E.L. DISEASE - POLICY LIMIT \$ 500,000
A	OTHER <i>Directors, Officers &amp; Trustees Liability with Educator's Liability Employment Practices Liability Sexual Misconduct &amp; Molestation Blanket Bond</i>	0213359-02-819814	09/01/2007	09/01/2010	Claims Made \$ 2,000,000 1,000,000 Each Claim/Aggregate 500,000/ Each Occurrence 1,000,000 100,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT/SPECIAL PROVISIONS

*Idence of Liability Insurance for CEO Leadership Academy located at 2004 North 33rd Street, Milwaukee, WI 53209-6640 for policy period. 016*

**CERTIFICATE HOLDER**

City of Milwaukee Common Council  
 Charter Review School Committee

**CANCELLATION**

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING INSURER WILL ENDEAVOR TO MAIL 30

City Hall Room 205  
200 E Wells St  
Milwaukee, WI 53202

DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT  
FAILURE TO DO SO SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND  
UPON THE INSURER, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE

*Amy Stankowski*

©ACORD CORPORATION 1988

ACORD 25 (2004/08)

### IMPORTANT

If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

### DISCLAIMER

The Certificate of Insurance on the reverse side of this form does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the certificate holder, nor does it affirmatively or negatively amend, extend or alter the coverage afforded by the policies listed thereon.

O

Independent Auditor Report of Management's Long Range  
Business Plan and 2010-2011 and 2011-2012 School Year Budgets

To the Board of Directors  
CEO Leadership Academy

We have examined management's long range business plan and 2010-2011 and 2011-2012 school year budgets for CEO Leadership Academy. We believe that the plan contains the essential components of a long range business plan. The four-year plan is based on an increase in the number of students during the first year until capacity is reached, as well as increases in the receipt of donations and grant funds.

The long range business plan includes a detailing of projected expenses. Wages are expected to increase 5% in year two and 3% in years three and four, as well as additional positions added in years two and three. Classroom materials will increase due to the purchase of new testing materials, a new curriculum with a special education component, in addition to materials for data-driven instruction. Additional operational expenses will increase between 5-10%, which is based on CEO Leadership Academy's historical data and their estimated inflationary increase.

In our review of CEO Leadership Academy's long range business plan and 2010-2011 and 2011-2012 school year budgets, we conclude that the plan provides a sufficient basis for planning, budgeting and reporting as the plan is implemented.

*Ritz Holman LLP*

RITZ HOLMAN, LLP  
Certified Public Accountants

Ritz Holman LLP  
Serving businesses, nonprofits, individuals and trusts.

Two Plaza East, Suite 550      t. 414.271.1451  
330 East Kilbourn Avenue      f. 414.271.7464  
Milwaukee, WI 53202      ritzholman.com

March 18, 2010

CEO Leadership Academy  
7798 N. 60th St.  
Milwaukee, WI 53223

We are pleased to confirm our understanding of the services we are to provide for CEO Leadership Academy for the years ended June 30, 2011 and June 30, 2012. We will audit the balance sheet of CEO Leadership Academy as of June 30, 2011 and June 30, 2012, and the related statements of activities and cash flows for the years then ended. Also, the following additional information accompanying the basic financial statements will be subjected to the auditing procedures applied in our audit of the financial statements:

1. Schedule of functional expenses.
2. Schedule of Milwaukee Public Charter School Contract Revenue and Instructional and Non-Instructional Expense.

In addition we will:

1. Audit the School's academic achievement and program results.
2. Audit the School's compliance with contractual requirements of the charter school contract.

The objective of our audit of the School's academic achievement and program results is the expression of an opinion whether your Report on Academic Performance is accurate, valid and representative of the students participating in the program, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America. If our opinion on the Report on Academic Performance 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 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.

The objective of our audit of the School's compliance with contractual requirements of the charter school contract is the expression of an opinion whether your assertion on compliance with contract requirements is accurate based on our examination, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America. If our opinion on the compliance with contract requirements 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 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.

Ritz Holman LLP  
Serving businesses, nonprofits, individuals and trusts.

Two Plaza East, Suite 550      t. 414.271.1451  
330 East Kilbourn Avenue      f. 414.271.7464  
Milwaukee, WI 53202      ritzholman.com



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 and to report on the fairness of the additional information referred to in the first paragraph when considered in relation to the financial statements taken as a whole. Our audit will be conducted in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinion. If our opinion on the financial statements 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.

We will also provide a report (which does not include an opinion) on internal control related to the financial statements and compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report will include a statement that the report is intended solely for the information and use of the Board of Directors, management, and specific legislative or regulatory bodies and is not intended to be and should not be used by anyone other than these specified parties.

Management is responsible for the selection and application of accounting principles and for the fair presentation in the financial statements of financial position, changes in net assets, and cash flows in conformity with U.S. generally accepted accounting principles. Management is responsible for the basic financial statements and all accompanying information as well as all representations contained therein.

Management is responsible for establishing and maintaining effective internal control and for compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. In fulfilling this responsibility, estimates and judgments by management are required to assess the expected benefits and related costs of the controls. The objectives of internal control are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorizations and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles.

Management is responsible for making all financial records and related information available to us. We understand that you will provide us with such information required for our audit and that you are responsible for the accuracy and completeness of that information. Management's responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

Management is responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting or illegal acts affecting the Organization involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud or illegal acts could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the Organization received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the Organization

complies with applicable laws and regulations and for taking timely and appropriate steps to remedy any fraud, illegal acts, or violations of contracts or grant agreements, or abuse that we may report.

Management is responsible for establishment and maintenance for tracking the status of audit findings and recommendations. Management is also responsible for identifying for us previous audits or other engagements or studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits or other engagements or studies. The Organization is also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, and the timing and format related hereto.

As part of the audit, we will prepare a draft of your financial statements and related notes. In accordance with *Government Auditing Standards*, you will be required to review and approve those financial statements prior to their issuance and have responsibility to be in a position in fact and appearance to make an informed judgment on those financial statements. Further, you are required to designate a qualified management-level individual to be responsible and accountable for overseeing our services.

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 rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) 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. 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 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. 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. 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.

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. 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. 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*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under professional standards and *Government Auditing Standards*.

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of CEO Leadership Academy's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

We understand that your employees will prepare all cash, accounts receivable, and other confirmations we request and will locate any documents selected by us for testing.

The audit documentation for this engagement is the property of Ritz Holman LLP and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to contracting agencies or their designees, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Ritz Holman LLP personnel. Furthermore, upon request, we may provide copies of selected audit documentation to contracting agencies. The contracting agencies may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Our fees for this engagement will be based on the time required, billed at our hourly rates, adjusted for the value of the service provided plus our out-of-pocket expenses such as report production, typing, postage, etc. Our invoice for these fees will be rendered upon completion of our engagement and is payable on presentation.

*Government Auditing Standards* require 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 current peer review report accompanies this letter.

In addition to the services provided under the scope of this engagement, we will be able to provide certain non-audit services as long as those services do not impair our independence to perform the audit. At the time of execution of this engagement letter, it is anticipated that the following non-audit services will be provided:

- Preparation of certain entries to adjust from Other Comprehensive Basis of Accounting to Accrual Basis of Accounting. Specifically, adjustments are expected in the following area(s):
  - Depreciation
  - Prepaid expenses

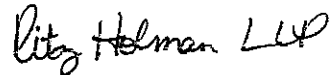
Management will be required to review and accept all proposed adjusting entries and any immaterial differences not posted.

- Preparation of Form 990 (and Form 1952, if applicable).

Management will be required to provide any additional information required to prepare Form 990 (and Form 1952, if applicable) outside the scope of the audit; complete and sign the Form 990 questionnaire; and review, accept and sign Form 990 (and Form 1952, if applicable) when finalized.

We appreciate the opportunity to be of service to CEO Leadership Academy and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



RITZ HOLMAN LLP  
Certified Public Accountants

Encl.: Current Peer Review

RESPONSE:

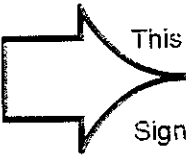
This letter correctly sets forth the understanding of CEO Leadership Academy.

Signature: *dpetchford*

Title: *Director of Education*

Date: *3/29/10*

**& DATE**



**CEO LEADERSHIP ACADEMY, INC.**  
**FINANCIAL STATEMENTS**  
**FOR THE YEAR ENDED JUNE 30, 2009**  
**(With Summarized Totals for the Year Ended June 30, 2008)**

CEO LEADERSHIP ACADEMY, INC.

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Independent Auditor's Report

Board of Directors  
CEO Leadership Academy, Inc.

We have audited the accompanying balance sheet of CEO Leadership Academy, Inc. (a nonprofit organization) as of June 30, 2009, and the related statements of activities and cash flows for the year then ended. These financial statements are the responsibility of CEO Leadership Academy, Inc.'s management. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative information has been derived from the Organization's 2008 financial statements and, in our report dated August 29, 2008, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of CEO Leadership Academy, Inc. as of June 30, 2009, and the changes in its net assets and its cash flows for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Our audit was performed for the purpose of forming an opinion on the basic financial statements of CEO Leadership Academy, Inc. taken as a whole. The accompanying schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

*Ritz Holman LLP*  
RITZ HOLMAN LLP  
Certified Public Accountants

Milwaukee, Wisconsin  
November 23, 2009

Ritz Holman LLP  
Serving businesses, nonprofits, individuals and trusts.

Two Plaza East, Suite 550      t. 414.271.1451  
330 East Kilbourn Avenue      f. 414.271.7464  
Milwaukee, WI 53202      ritzholman.com

**CEO LEADERSHIP ACADEMY, INC.**  
**BALANCE SHEET**  
**JUNE 30, 2009**  
**(With Summarized Totals for June 30, 2008)**

ASSETS

	2009	2008
<b>CURRENT ASSETS</b>		
Cash and Cash Equivalents	\$ 94,944	\$ 124,999
Accounts Receivable	20,432	44,805
Grants Receivable	69,051	154,135
Prepays	1,457	1,911
Total Current Assets	\$ 185,884	\$ 325,850
<b>FIXED ASSETS</b>		
Furniture and Fixtures	\$ 147,528	\$ 96,592
Equipment	196,661	164,271
Leasehold Improvements	137,143	---
Total Fixed Assets	\$ 481,332	\$ 260,863
Less: Accumulated Depreciation	(210,221)	(117,728)
Net Fixed Assets	\$ 271,111	\$ 143,135
<b>TOTAL ASSETS</b>	<b>\$ 456,995</b>	<b>\$ 468,985</b>

LIABILITIES AND NET ASSETS

<b>CURRENT LIABILITIES</b>		
Accounts Payable	\$ 11,326	\$ 19,083
Accrued Payroll Expenses	44,236	38,212
Line of Credit	292,041	198,106
Total Liabilities	\$ 347,603	\$ 255,401
<b>NET ASSETS</b>		
Unrestricted	\$ 109,392	\$ 63,584
Temporarily Restricted	---	150,000
Total Net Assets	\$ 109,392	\$ 213,584
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>\$ 456,995</b>	<b>\$ 468,985</b>

The accompanying notes are an integral part of these financial statements.



**CEO LEADERSHIP ACADEMY, INC.**  
**STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2009**  
**(With Summarized Totals for the Year Ended June 30, 2008)**

	Unrestricted	Temporarily Restricted	2009 Total	2008 Total
<b>REVENUE</b>				
Grants	\$ 139,916	\$ ---	\$ 139,916	\$ 38,796
MPCP Tuition Payments	1,218,886	---	1,218,886	1,306,701
Private Tuition Payments	3,240	---	3,240	10,800
Donations	382,750	---	382,750	279,160
Lunch Income	79,647	---	79,647	58,555
Uniform Income	3,903	---	3,903	6,977
Miscellaneous Income	13,348	---	13,348	11,119
Net Assets Released From Restrictions	150,000	(150,000)	---	---
<b>Total Revenue</b>	<u>\$ 1,991,690</u>	<u>\$ (150,000)</u>	<u>\$ 1,841,690</u>	<u>\$ 1,712,108</u>
<b>EXPENSES</b>				
Program Services	\$ 1,644,143	\$ ---	\$ 1,644,143	\$ 1,287,370
Management and Supporting Services	262,949	---	262,949	202,526
Fund-Raising	38,790	---	38,790	24,654
<b>Total Expenses</b>	<u>\$ 1,945,882</u>	<u>\$ ---</u>	<u>\$ 1,945,882</u>	<u>\$ 1,514,550</u>
<b>CHANGE IN NET ASSETS</b>	<b>\$ 45,808</b>	<b>\$ (150,000)</b>	<b>\$ (104,192)</b>	<b>\$ 197,558</b>
Net Assets, Beginning of Year	<u>63,584</u>	<u>150,000</u>	<u>213,584</u>	<u>16,026</u>
<b>NET ASSETS, END OF YEAR</b>	<u><u>\$ 109,392</u></u>	<u><u>\$ ---</u></u>	<u><u>\$ 109,392</u></u>	<u><u>\$ 213,584</u></u>

The accompanying notes are an integral part of these financial statements.

**CEO LEADERSHIP ACADEMY, INC.**  
**STATEMENT OF CASH FLOWS**  
**FOR THE YEAR ENDED JUNE 30, 2009**  
(With Summarized Totals for the Year Ended June 30, 2008)

	<u>2009</u>	<u>2008</u>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>		
Change in Net Assets	\$ (104,192)	\$ 197,558
Adjustments to Reconcile Change in Net Assets to		
Net Cash Provided by Operating Activities		
Depreciation	92,492	51,211
(Increase) Decrease in Accounts Receivable	24,373	(43,211)
(Increase) Decrease in Grants Receivable	85,084	(154,135)
(Increase) Decrease in Prepaids	453	(275)
Increase (Decrease) in Accounts Payable	(7,756)	863
Increase (Decrease) in Accrued Payroll Expenses	6,024	(16,859)
	<u>96,478</u>	<u>35,152</u>
Net Cash Provided by Operating Activities	\$ 96,478	\$ 35,152
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>		
Purchase of Fixed Assets	\$ (220,468)	\$ (54,663)
	<u>(220,468)</u>	<u>(54,663)</u>
Net Cash Used by Investing Activities	\$ (220,468)	\$ (54,663)
<b>CASH FLOWS FROM FINANCING ACTIVITIES</b>		
Cash Proceeds From Line of Credit	\$ 140,000	\$ 565,769
Payments on Line of Credit	(46,065)	(561,848)
	<u>93,935</u>	<u>3,921</u>
Net Cash Provided by Financing Activities	\$ 93,935	\$ 3,921
Net Decrease in Cash and Cash Equivalents	\$ (30,055)	\$ (15,590)
CASH AND CASH EQUIVALENTS AT BEGINNING OF YEAR	<u>124,999</u>	<u>140,589</u>
CASH AND CASH EQUIVALENTS AT END OF YEAR	<u>\$ 94,944</u>	<u>\$ 124,999</u>
<b>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</b>		
Interest Paid	\$ 11,296	\$ 12,276

The accompanying notes are an integral part of these financial statements.

**CEO LEADERSHIP ACADEMY, INC.**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

**CEO LEADERSHIP ACADEMY, INC.**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

**NOTE A - Summary of Significant Accounting Policies**

**School**

CEO Leadership Academy, Inc. is operated exclusively for charitable and educational purposes as a not-for-profit School exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code, and is considered to be other than a private foundation. The purpose of the School is to build an authentic learning community committed to providing an active, exciting learning environment that blends the best of the innovations of education with Christian values.

**Accounting Method**

The financial statements of the School have been prepared on the accrual basis of accounting.

**Basis of Presentation**

Financial Statement presentation follows the recommendations of the Financial Accounting Standards Board in its Statement of Financial Accounting Standards SFAS No. 117, Financial Statements of Not-for-Profit Schools. Under SFAS No. 117, the School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. Assets of the restricted classes are created only by donor-imposed restrictions.

At June 30, 2009, the Organization had only unrestricted net assets.

**Contributions**

CEO Leadership Academy accounts for contributions in accordance with the recommendations of the Financial Accounting Standards Board in SFAS No. 116, Accounting for Contributions Received and Contributions Made. In accordance with SFAS No. 16, contributions received are recorded as unrestricted, temporarily restricted, or permanently restricted support, depending on the existence or nature of any donor restrictions.

**Restricted and Unrestricted Revenue**

Contributions that are restricted by the donor are reported as increases in unrestricted net assets if the restrictions expire in the reporting period in which the revenue is recognized. All other donor-restricted contributions are reported as increases in temporarily or permanently restricted net assets, depending on the nature of the restrictions. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the Statement of Activities as net assets released from restrictions.

**Cash and Cash Equivalents**

For purposes of the statement of cash flows, cash and cash equivalents include all highly liquid debt instruments with original maturities of three months or less.

**Estimates**

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

**CEO LEADERSHIP ACADEMY, INC.**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

**NOTE A - Summary of Significant Accounting Policies (continued)**

**Fixed Assets**

Fixed Assets are recorded at cost. Depreciation is provided over the estimated useful lives of the assets using the straight-line method.

**Allowance for Uncollectible Accounts**

Management believes all receivables will be collected in accordance with the terms of the agreements. Thus, no allowance for uncollectible accounts is necessary at year end.

**NOTE B - Comparative Financial Information**

The financial information shown for 2008 in the accompanying financial statements is included to provide a basis of comparison with 2009 and presents summarized totals only.

**NOTE C - Concentration of Risk**

The Organization received approximately 66% of its revenue from the Milwaukee Parental Choice Program.

**NOTE D - Grants Receivable**

Grants Receivable consists of the following at June 30, 2009:

<u>Source</u>	<u>Amount</u>
TALC	<u>\$ 69,051</u>
Total Grants Receivable	<u>\$ 69,051</u>

**NOTE E - Business Line of Credit**

The Organization has a \$300,000 line of credit from a bank maturing on May 22, 2010 with an interest rate of prime plus 3.00%. At June 30, 2009, the Organization had a balance of \$292,041 on the line of credit.

**NOTE F - Related Parties**

The nephew of the Director was contracted by the Organization to be a substitute teacher. His salary for the year totaled \$1,085.

The controller of the Organization is also a board member of the Organization. Her salary for the school year was \$26,000.

The college coach of the Organization is a cousin of the Executive Director. His salary for the school year was \$40,000.

**CEO LEADERSHIP ACADEMY, INC.**  
**NOTES TO THE FINANCIAL STATEMENTS**  
**JUNE 30, 2009**

**NOTE G - Rental Agreement**

The Organization entered into a new lease on July 21, 2008 for a five-year term ending June 30, 2013. Total rent expense was \$74,339 for the year ended June 30, 2009.

Future minimum rent payments are as follows:

<u>Year</u>	<u>Amount</u>
2010	\$70,673
2011	72,086
2012	73,528
2013	74,998

**NOTE H - Subsequent Events**

The Organization has evaluated events and transactions occurring after June 30, 2009, the date of the most recent balance sheet, through the date financial statements are available to be issued, November 23, 2009, for possible adjustment to the financial statements or disclosure and determined that no subsequent events need to be disclosed.

**CEO LEADERSHIP ACADEMY, INC.**  
**SCHEDULE OF FUNCTIONAL EXPENSES**  
**FOR THE YEAR ENDED JUNE 30, 2009**  
(With Summarized Totals for the Year Ended June 30, 2008)

	Program Services	Management and Supporting Services	Fund-Raising	2009 Total	2008 Total
<b>EXPENSES</b>					
Payroll Related Expenses	\$ 551,297	\$ 64,858	\$ 32,429	\$ 648,584	\$ 478,486
Payroll Taxes	42,273	4,973	2,487	49,733	38,510
Employee Benefits	115,987	20,468	---	136,455	113,378
Professional Fees	28,132	2,599	2,365	33,096	19,322
Consulting	113,983	20,115	---	134,098	197,323
Supplies	143,963	25,405	---	169,368	76,281
Postage	4,962	584	292	5,838	5,790
Printing	4,347	511	256	5,114	3,816
Equipment Rental and Repair	62,411	11,014	---	73,425	24,156
Occupancy	105,497	18,617	---	124,114	131,964
Telephone	16,337	1,922	961	19,220	4,987
Depreciation	78,618	13,874	---	92,492	51,211
Insurance	11,268	1,988	---	13,256	12,533
Uniforms	8,335	1,471	---	9,806	7,229
Transportation	77,101	13,606	---	90,707	68,094
Field Trips and Recreation	37,779	6,667	---	44,446	43,771
Advertisement	2,166	382	---	2,548	409
Lunch Expense	89,571	15,807	---	105,378	87,729
Staff Development	41,981	7,408	---	49,389	65,254
Dues and Subscriptions	748	132	---	880	1,684
Bank Fees	3,070	542	---	3,612	2,854
Interest	9,602	1,694	---	11,296	12,276
Late Fees	---	---	---	---	1,022
Classroom Furniture	14,002	2,471	---	16,473	---
Cable	8,604	1,518	---	10,122	4,891
Summer Program Expense	6,456	1,139	---	7,595	18,989
Moving Expenses	---	13,319	---	13,319	---
Scholarships	9,750	---	---	9,750	---
College Tours	39,858	7,034	---	46,892	21,370
Miscellaneous Expense	16,045	2,831	---	18,876	21,221
Total Expenses	<u>\$ 1,644,143</u>	<u>\$ 262,949</u>	<u>\$ 38,790</u>	<u>\$ 1,945,882</u>	<u>\$ 1,514,550</u>

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**CEO Leadership Academy  
March 2010**

Table 1 illustrates student enrollment for CEO over the last three school years. The first column reflects the number of students who were enrolled on the third Friday of September for each year. The second column shows the number of students that enrolled after the third Friday, while the third column reflects the number of students that withdrew from CEO during that school year. The fourth column indicates how many students were still enrolled at the school at the end of the school year. The final column illustrates CEO's annual student retention rate, the number of students who were enrolled for the entire academic year.

These data indicate that CEO has been able to retain between 72.5% and 88.1% of its students for the entire school year. Student retention can be viewed as an indicator of student satisfaction with their learning experience. High retention rates are also important to ensure that students are not experiencing disruption in their learning sequences.

<b>Table 1</b>					
<b>CEO Leadership Academy Student Enrollment 2006-07 Through 2008-09</b>					
<b>Year</b>	<b>Number Enrolled at Beginning</b>	<b>Number Enrolled During Year</b>	<b>Number Withdrew</b>	<b>Number at the End of School Year</b>	<b>Number Retained for the Entire Year*</b>
2006-07	151	24	21	154	133 (88.1%)
2007-08	215	20	58	177	160 (74.4%)
2008-09	207	16	63	160	150 (72.5%)

\*The percentage of students retained for the entire school year is the percentage of students enrolled at the beginning of the year who were also enrolled at the end (number enrolled for the entire year divided by the number enrolled at the beginning). The third Friday of September is considered the beginning of the school year.

Table 2 illustrates the number of students who were enrolled at CEO at the end of one school year who re-enrolled in CEO for the next school year. For example, there were 133 students enrolled in CEO at the end of the 2007-08 school year who were eligible to return to CEO for the 2008-09 school year. Of those, 97 (72.9%) re-enrolled in the school for the 2008-09 school year.

As illustrated, students at CEO re-enrolled in the school at a rate of between 69.9% and 72.9% over the last two years. Table 2 reveals that CEO's re-enrollment rates improved slightly from the 2007-08 to the 2008-09 school year. This can be used as a measure of student and parent satisfaction with the school as parents continue to enroll their children in consecutive years.

Students Enrolled at the End of the School Year**		Students Enrolled at the Beginning of the Following School Year*		
		School Year	Number Re-enrolled	
Year	N		N	%
2006-07	143	2007-08	100	69.9%
2007-08	133	2008-09	97	72.9%

\*The third Friday of September is considered the beginning of the school year.

\*\*Does not include graduating students who are not eligible to enroll the following school year.

Figure 1 illustrates CEO's average student attendance rates for the last three school years. The rates for the 2006-07 and 2008-09 school years were calculated for students who were enrolled in the school during any part of the school year. The rate for the 2007-08 school year was calculated only for the students enrolled at the end of the school year as attendance data were not provided for all students that year.

During the 2006-07 and 2007-08 school years, CEO maintained average student attendance rates higher than 90%. However, the average attendance rate dropped to 83.9% during the 2008-09 school year. Attendance rates are important because students' engagement in the learning process typically contributes to their overall acquisition of skills and competencies essential for success in college or selected career fields.

Figure 1

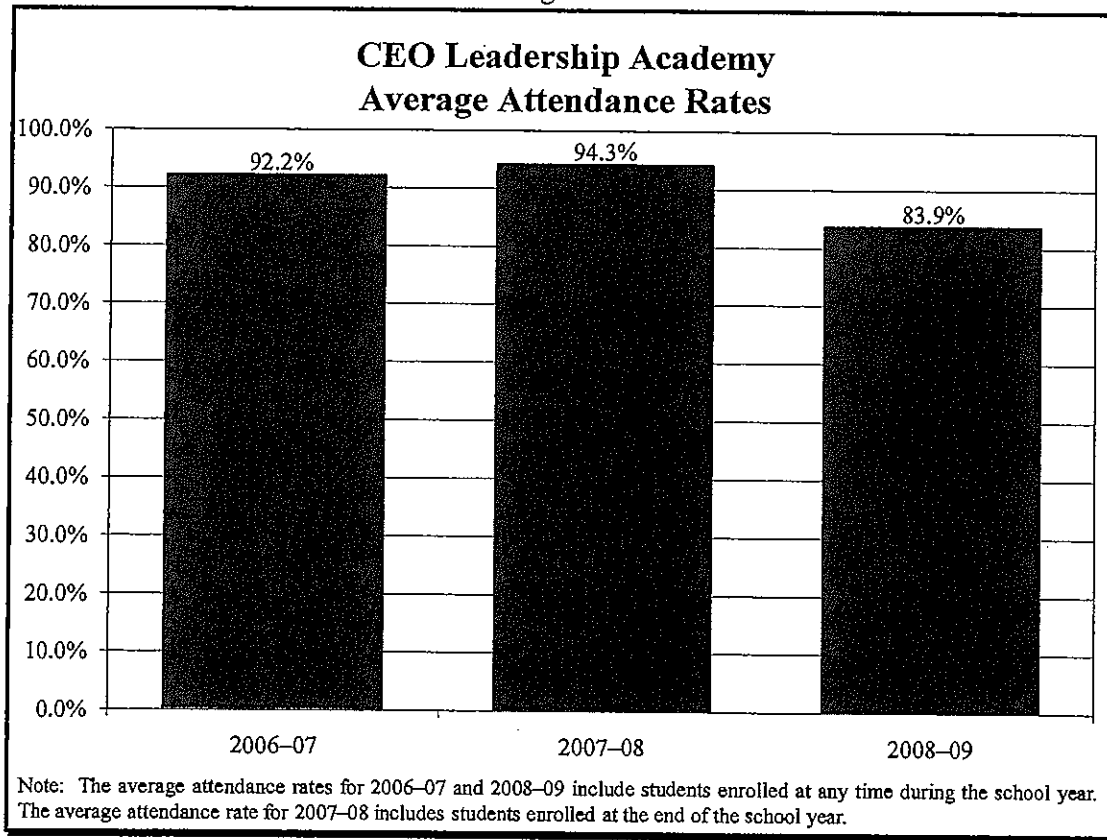


Figure 2 presents information on the rates at which parents/guardians participated in teacher conferences during each of the last three school years. The rates of participation for the 2006–07 and 2008–09 school years are based on the number of students enrolled for both the spring and fall conferences. The rate of participation for the 2007–08 school year is based on the students who were enrolled at the end of that school year.

Based on these data, CEO has successfully involved parents/guardians in parent/teacher conferences at rates of between 68.1% and 100%. These high rates of parental involvement indicate that CEO has engaged parents in their students' learning. This involvement is particularly critical for CEO if it wants to successfully enroll all of its graduates in college or a post-secondary learning program. This increase reflects CEO's efforts to engage parents after finding that the absence of parental involvement limited the school's ability to enroll all students in post-secondary education.

Figure 2

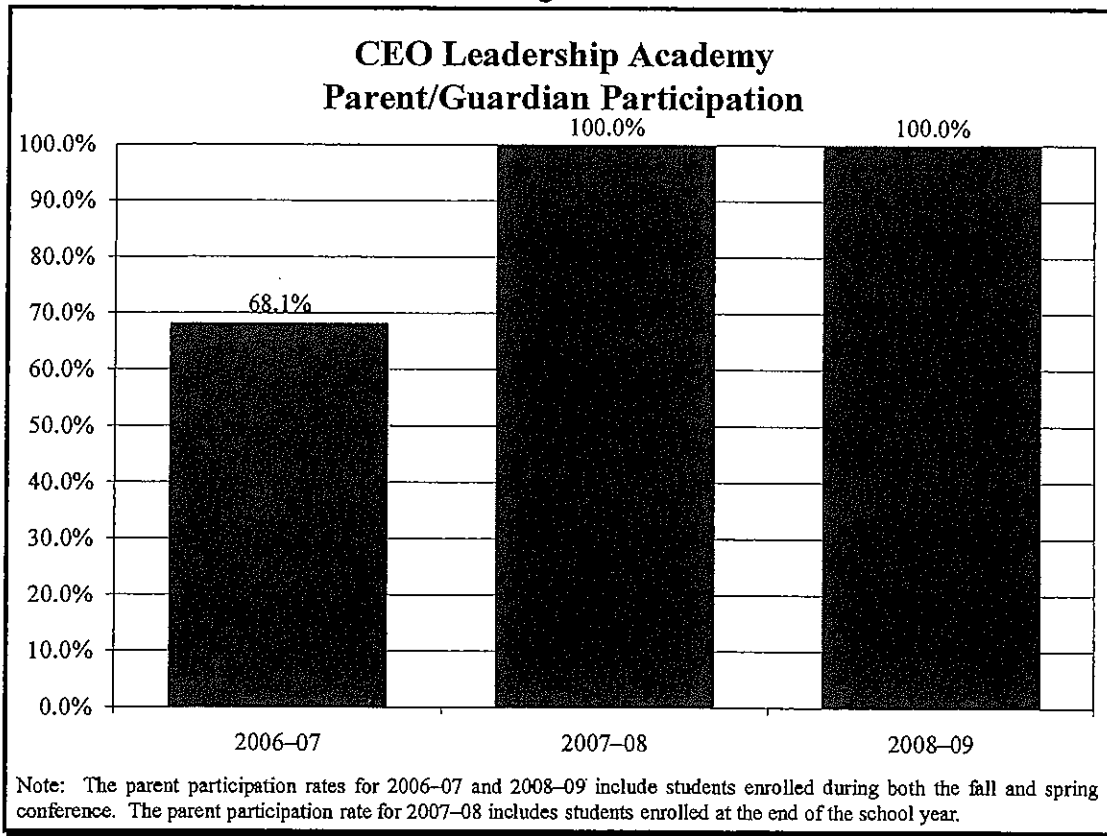


Table 3 portrays the average number of cumulative credits earned by students at each grade level for the last three years. The columns report the number of students in each grade level and then the average number of credits that students in that grade level accumulated in each of the school years. For example, in the 2008–09 school year there were 36 students enrolled in the eleventh grade and these students had, on average, accumulated 21.2 credits by the end of the school year.

CEO requires that students have at least 24 credits to graduate. It also requires that students acquire 5.5 credits to become a sophomore, 15.5 credits for junior status, and 21 credits for senior status. These data reveal that, on average, students at their respective grade levels accumulated enough credits to be promoted to the next grade level. Table 3 also demonstrates that for the last two school years the seniors, on average, have accumulated more credits than are required to graduate.

Grade Level	2006–07		2007–08		2008–09	
	N	Average Credits	N	Average Credits	N	Average Credits
9th	60	6.8	50	7.2	55	6.1
10th	33	10.7	47	14.5	33	12.3
11th	39	19.7	36	21.6	36	21.2
12th	*	*	40	27.7	30	28.5

Note: The school provided cumulative credits earned for each student. Therefore, average credits for all students are not included in this table.

\*Credit data were not provided for 12th-grade students in 2006–07.

CEO tests ninth- and tenth-grade students in the fall and then again in the spring to assess their knowledge and academic progress in four content areas: English, mathematics, reading, and science, using the EXPLORE and PLAN. Table 4 reports the average gains students made from the pre- to post-tests based on the EXPLORE and PLAN composite scores for each of the last two school years.

As illustrated, ninth-grade students in 2007–08 scored .8 points higher, on average, and ninth graders in 2008–09 scored .7 points higher on the post-test. The tenth-grade students in 2008–09 scored .6 points higher, on average, on the post-test. This indicates a higher gain compared to 2007–08 tenth graders.

Table 4		
CEO Leadership Academy EXPLORE for 9th-grade Students PLAN for 10th-grade Students Average Change in Composite Scores From Fall to Spring		
School Year	EXPLORE	PLAN
2007–08	0.8	0.2
2008–09	0.7	0.6

Note: Different cohorts of students take the EXPLORE and PLAN each year. Therefore, the scores do not show progress from one year to the next and cannot be used to show year-to-year progress for students.

Table 5 reports the average composite scores for students in their respective grades for the EXPLORE, PLAN, and ACT for the last two school years. The EXPLORE and PLAN results are from the tests administered to ninth and tenth graders in the fall of each school year. Each score is a point in time measure for a group of students. CEO's goal for eleventh and twelfth graders is that at least 50–60% of them will score a 15 or more on their ACT test.

These data indicate that the three groups of students that took the EXPLORE, PLAN, and ACT during the 2008–09 school year had slightly higher average composite scores than the three groups of students that took these tests in the previous school year. The ACT data indicate that CEO met its goal for these students during the 2008–09 school year.

Table 5			
CEO Leadership Academy Average Composite Scores EXPLORE, PLAN, and ACT			
School Year	EXPLORE for 9th-grade Students*	PLAN for 10th-grade Students*	ACT for 11th- and 12th-grade Students
2007–08	12.3	13.0	14.6
2008–09	12.6	14.0	15.5

Note: Different cohorts of students take the EXPLORE, PLAN, and ACT each year. Therefore, the scores do not show year-to-year progress for the same cohort of students.

\*Reflects composite score on the fall EXPLORE or PLAN.

Table 6 displays information on the number of CEO students who were administered the EXPLORE in the fall of 2007-08 and the PLAN in the fall of 2008-09 school year. Based on each student's score on the EXPLORE, a determination was made as to whether the student's PLAN score was below, within, or above the estimated PLAN score range predicted by the developer of these two tests. This table shows that for the last school year, 16.1% students' PLAN scores were above the estimated score range, 80.6% students' scores were in the expected range, and 3.2% student's score was below the expected range based on his/her EXPLORE score.

For both of the last two school years, more than 95% of students at CEO earned composite scores on the PLAN that were either within or above the range of scores that were predicted by these students' scores on the EXPLORE test that they took in the previous school year. As the number of students taking these tests increased, the percent of students achieving "less than the predicted growth" increased slightly from 0.0% to 3.2%.

Table 6 <sup>1</sup>			
CEO Leadership Academy			
Estimated PLAN Composite Scores Based on EXPLORE Composite Scores			
School Year	PLAN Composite Score Range		
	Below Range	In Range	Above Range
2007-08 (N = 16)	0.0%	81.3%	18.7%
2008-09 (N = 31)	3.2%	80.6%	16.1%

<sup>1</sup> The ACT website provides estimated PLAN composite score ranges based on ninth-grade fall EXPLORE scores. The PLAN composite score range is a prediction of how well a student who receives a particular score on the fall EXPLORE as a ninth grader will perform on the fall PLAN as tenth grader if the student is enrolled in the "right courses and works hard in those courses." If a student does not keep up with his/her academic work or if he/she excels in high school courses, his/her PLAN score may fall below or above the predicted range. By comparing fall EXPLORE scores to fall PLAN scores from 2009, students, teachers, and parents can see whether the student is on track for success on the ACT and in college courses.

There were 16 CEO students who had fall 2007 EXPLORE and fall 2008 PLAN results and 31 CEO students who had fall 2008 EXPLORE and fall 2009 PLAN results. Based on each student's score on the EXPLORE, CRC determined whether the student's PLAN score was below, within, or above the estimated PLAN score range (see Table 6).

It should be noted that the expected PLAN composite score range shows progress based on the score achieved on the EXPLORE. Therefore, if the student received a score below baseline (i.e., the level at which a student is expected to do well in college-level courses), being in the expected range on the PLAN may not predict success on the ACT or in college; it shows only that the student did not perform as well as expected, the student did perform as expected, or the student performed better than expected based on his/her EXPLORE results.

Table 7 displays information about twelfth-grade students at CEO and their college acceptance rates for each of the last three school years. For the 2006–07 and 2007–08 school years, the school’s goal related to college acceptance rates was tied to students enrolled in College Summit. Therefore, the numbers in the second column represent only students enrolled in College Summit and do not represent all twelfth graders eligible for college acceptance at the end of those two school years. The number of students in this column for the last school year reflects all students who were eligible for college.

CEO’s overall goal is to prepare all of its students for success in college. It works closely with its students at all grade levels to provide them with the skills and competencies to not only be accepted into college but to successfully complete the selected college curriculum and graduate with a degree. For the last three years, CEO has been extremely successful in obtaining at least one college acceptance letter for the graduates of its college-bound program. In the last school year, all (100.0%) of its twelfth-grade graduates were accepted into at least one college.

School Year	N	%
2006–07*	7	100.0%
2007–08*	37	94.6%
2008–09**	29	100.0%

\*Includes only 12th-grade students enrolled in College Summit.

\*\*Includes all 12th-grade students eligible for college acceptance at the end of the school year.



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## Full Time and Part Time Staff Positions

Name	Title
<b>ADMINISTRATION</b>	
Pitchford, Denise	Director of Education
Sosnay, Samantha	Dean of Students
<b>OFFICE STAFF</b>	
Beckley, Michelle	Administrative Assistant
Words, Jasmine	Attendance Secretary
<b>FINANCE STAFF</b>	
Peterson, Anita	Financial Manager
Evers, Tanya	Financial Assistant
<b>TEACHING STAFF</b>	
Ford, Kim	Para - Professional
Green, Kwame	English 11/ English 12 Teacher
Green, Sharon	Integrated Science/ Health Teacher
Hayes, William	Geometry/ Algebra 2 Teacher
Menefee, Lynn	English 10 Teacher
Saldana, Ernie	Algebra/ Pre-Calculus Teacher
Scaperlanda, Mary	Spanish 1/ Spanish 2/ Religious Studies Teacher
Weigel, Scott	World History/ Government/ Economics/ US History Teacher
Westen, Heather	Freshman English/ Poetry Teacher

# WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION LICENSE

FILE NUMBER  
719939

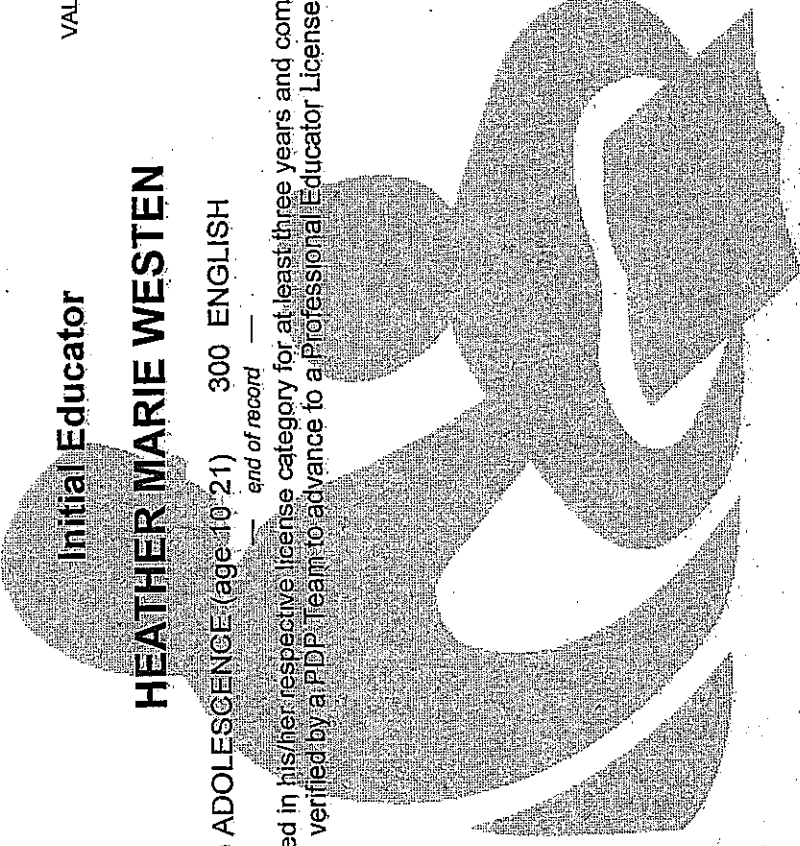
Initial Educator

VALID 7/1/2009 THROUGH 6/30/2014

**HEATHER MARIE WESTEN**

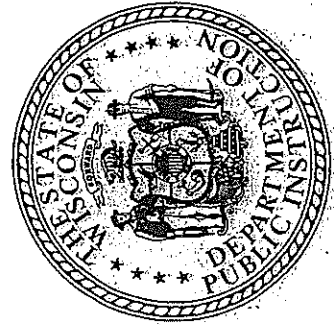
73 EARLY ADOLESCENCE to ADOLESCENCE (age 10-21) 300 ENGLISH  
— end of record —

The holder must be successfully employed in his/her respective license category for at least three years and complete a Professional Development Plan as verified by a PDP Team to advance to a Professional Educator License.



This is to verify that the person named herein has furnished the State Superintendent of Public Instruction with satisfactory evidence of preparation and experience and is licensed for the position, subject, and/or grade herein listed.

IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL



WISCONSIN  
DEPARTMENT OF  
**PUBLIC INSTRUCTION**

*Tony Sp...*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction

## License

FILE NUMBER  
658409

Professional Educator

VALID 7/17/2008 THROUGH 6/30/2013

**SCOTT ALAN WEIGEL**

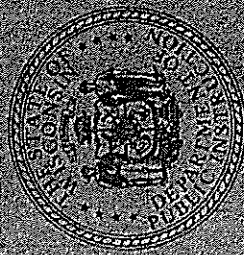
29 GRADES 9-12 701 BROADFIELD SOCIAL STUDIES

29 GRADES 9-12 725 HISTORY

29 GRADES 9-12 735 POLITICAL SCIENCE

29 GRADES 9-12 745 SOCIOLOGY

The holder may renew this license if within the five years prior to submitting a renewal application, the holder has successfully completed six semester credits of college or university credit in the field of study for which the license is issued, and the holder has successfully completed six semester credits of a professional development program approved by the Department.



This is to certify that the holder of this license has met the requirements of the State Board of Education and the State Board of Professional Educators and has been found to be qualified to teach in the field of study for which the license is issued.

WITNESSED MY HAND AND SEAL OF OFFICE THIS 17th DAY OF JULY, 2008.

*Elizabeth C. Swanson*  
STATE SUPERINTENDENT

# MICHELLE BECKLEY

8584 W. Villard Avenue, Milwaukee, WI 53225 • Phone: 414-460-9099 • ceoleadershipacademy@yahoo.com

**OBJECTIVE:** As an Administrative Assistant for 6 years my objective is to assist the office and support the Director of Education communicating information to students, parents and staff also combining excellent organizational skills assisting in helping the office to maintain a professional and productive atmosphere.

A multitaker able to get a job accomplished in an appropriate manner, always prompt, a hard worker maintaining a professional attitude.

## **QUALIFICATIONS:**

For the past 6 years I have carried many roles. I have worked in student transportation, attendance and records. Also assisting with other office duties as receptionist, faxing, finding classroom coverage for teacher's whether for sick days or doing school business.

## **EDUCATION**

1989 - 1993            High School Diploma, North Division High School

## **TECHNOLOGY SUMMARY**

**KNOWLEDGE:**        Microsoft Office 2003 & 2007 and Microsoft Excel

## **EMPLOYMENT**

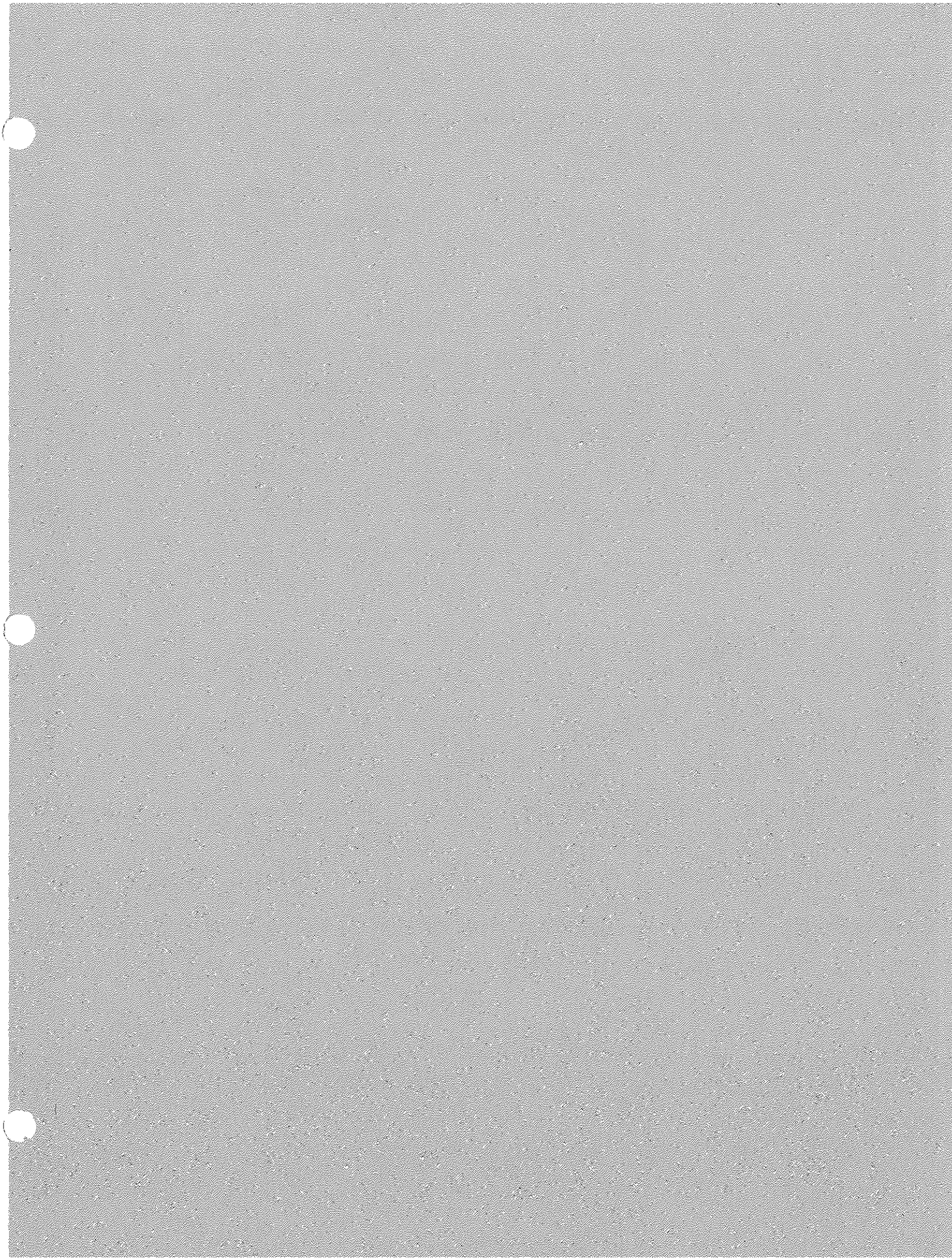
1996 - 1999            Cook Assistant, Audubon Health Care Center  
As a Cook Assistant my job was to assist with the preparing of food and maintain efficiency on the tray line.

1999 - 2004            School Secretary, Adecco Temporary Agency  
As a School Secretary I assist the Office as well as the Principal with daily duties to help the building move smoothly and efficiently. I also assist with students, parents and staff supporting the broad array of services provided.

1999 - 2004            School Secretary I, Andrew S. Douglas Community Academy  
As a the Transportation Secretary at Andrew S. Douglas I assist students in receiving school bus services, student attendance, data processing when needed, filing, faxing, and any other tasks.

2004 - Present        Administrative Assistant, CEO Leadership Academy  
As an Administrative Assistant for 6 years my objective is to assist the office and support the Director of Education communicating information to students, parents and staff also combining excellent organizational skills assisting in helping the office to maintain a professional and productive atmosphere.





Jasmine M. Words  
8546 W. Villard Ave  
Milwaukee, WI 53225  
(414) 466-0444  
JasBates@hotmail.com

**OBJECTIVE:** I am seeking a full or part-time position applying previous acquired skills, so that I may find growth within your company.

**EDUCATION:**

Concordia University  
Milwaukee, WI August 2008- Current  
**BS – Major:** Criminal Justice  
**Minor:** Healthcare  
Cum. GPA: 3.33

Bryant and Stratton  
Wauwatosa, WI September 2006-2007  
Cum.GPA. 3.33

Bay View High School  
Milwaukee, WI August 2000- June 2004  
Cum. GPA: 2.5

**Experience:**

**CEO Leadership Academy**  
Milwaukee, WI August 2009- Present

- Answering incoming calls
- Filing
- Paper Work
- Mailings
- Daily Attendance for Students

**Target**

Wauwatosa, WI October 2006-2008

- Switch Board
- Cash Handling
- Provide high-level of customer service
- Bag guest items and help on sales floor

**Landmark Development Real estate Group**  
Milwaukee, WI August 2005-September 2006

- Answered customer phone calls
- Scheduled appointments for viewing properties
- Completed various types of paper work, data entry and filing
- Performed other clerical duties as needed maternity

**Capitol Returns**

Milwaukee, WI January 2005-April 2005

- Data Entry Processor

**Kentucky Fried Chicken**

Milwaukee, WI January 2004-December 2004

- Prepared food
- Cash handling
- Maintained cleanliness of restaurant
- Provided high-level of customer service

**McDonald's Restaurant**

Milwaukee, WI April 2003- November 2003

- Maintained cleanliness of restaurant
- Provided high-level of customer service
- Prepared food satisfied satisfied
- Cross-trained co-workers

**SKILLS:**

Microsoft Word, PowerPoint, Excel and Quick Books  
Excellent communication and Secretarial skills

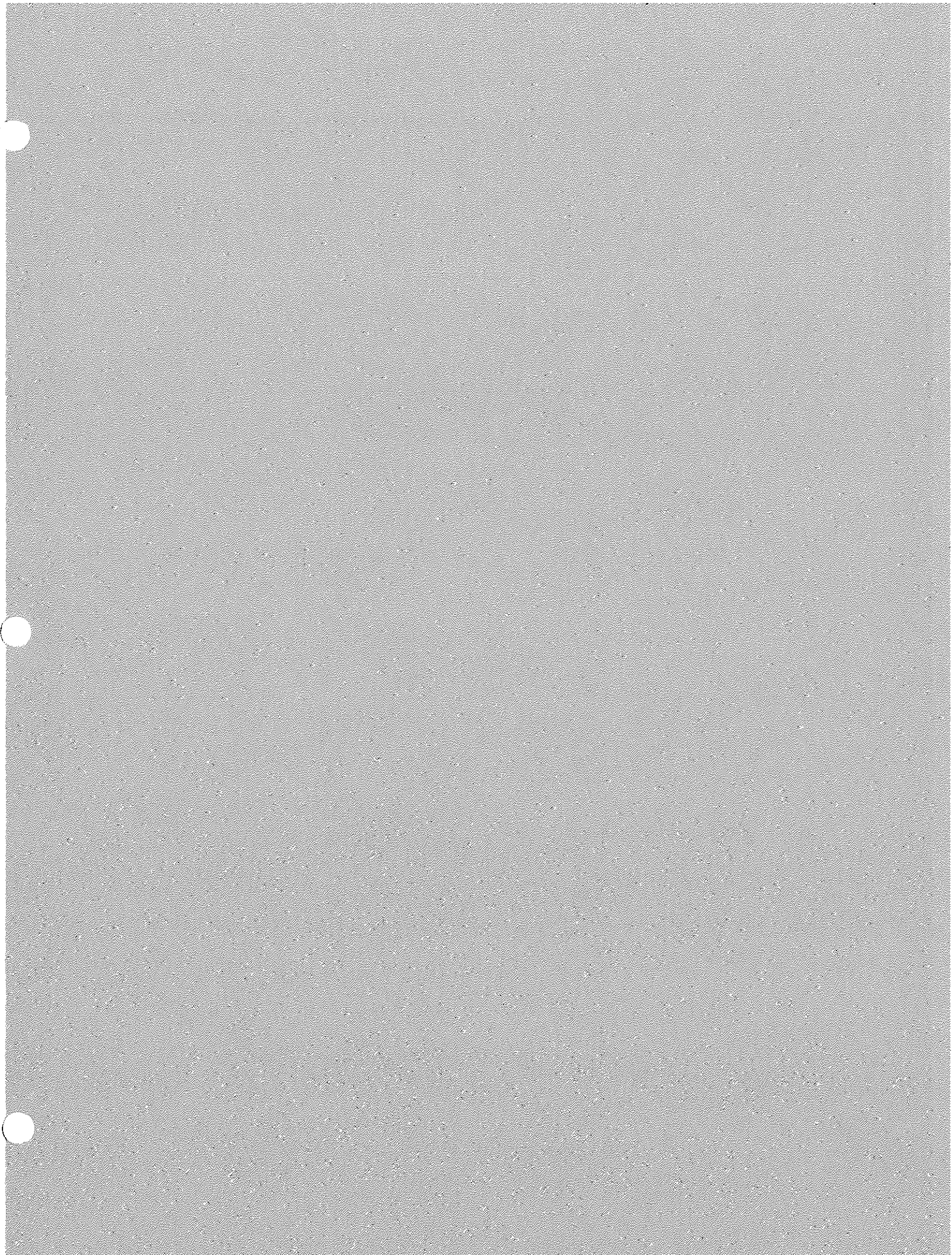
Switch board

10-key

35wpm

**REFERENCES:** Available Upon Request





# Tanya N. Evers

tan62379@yahoo.com  
5179 N. Teutonia Avenue  
Apartment 3  
Milwaukee, WI 53209  
Ph: (414) 232-1459

---

**Objective** A position that utilizes strong outreach and problem solving skill.

**Education** Bachelor of Arts in Business Management,  
Concordia University, Mequon, Wisconsin, May 2010

## **Experience**

**Financial Assistant**, May 2009 to Present

CEO Leadership Academy, Milwaukee, Wisconsin

- Sorting and opening all mail.
- Handling the collection of payments like tuition, aftercare, transportation, etc.
- Creating and revising a Financial Manual that can be used in the event of my absence.
- Maintaining financial files
- Preparing paid invoices for mailing.
- Preparing weekly deposit of funds received during the week.

**Financial Assistant**, August 2004 to Present

King's Academy Christian School, Milwaukee, Wisconsin

- Preparing the daily lunch count for about 200 students.
- Preparing weekly deposit of funds received during the week.
- Maintaining monthly reports that are given to the controller.
- Creating various forms that is used on a day-to-day basis by the staff.
- Handling the collection of payments like tuition, aftercare, transportation, etc.
- Preparing monthly tuition statements.
- Preparing weekly aftercare statements.
- Preparing MPS transportation payment for payment.
- Entering in deposit amounts and tuition payments onto our database.
- Creating and revising a Financial Manual that can be used in the event of my absence.
- Handling calls from parents regarding their child's accounts.
- Preparing check request.
- Maintaining the cafeteria's budget account as well as calculating the average cost per child.

**Financial Management Assistant**, March 2003 to December 2006  
Running Rebels Community Organization, Milwaukee, Wisconsin

- Entering data onto a database that is used for billing purposes.
- Invoicing payments received from various funding sources.
- Tutoring children that are in the program.
- Coordinating and assisting with setting up various activities.
- Keeping track of appointment and events scheduled.
- Keeping track of our mobile phone account.
- Doing background and driver's record checks of new hires.
- Answering incoming calls from various clients.
- Handling questions from employees on a range of topics.
- Mentored to youth in the Greater Milwaukee Area.

**Experienced In** Knowledgeable in various aspects of computers.

*Microsoft Suites	*Saber System	*GLAS
*QuickBooks	*Peachtree	*10-Key Calculator
*Internet	*Intranet	*ACS Financial Suites
*LunchBox Application Suites		

**Activities** Volunteer at Running Rebels Community Organization (5 Years)

**Salary Requirements** Negotiable

**Professional References**

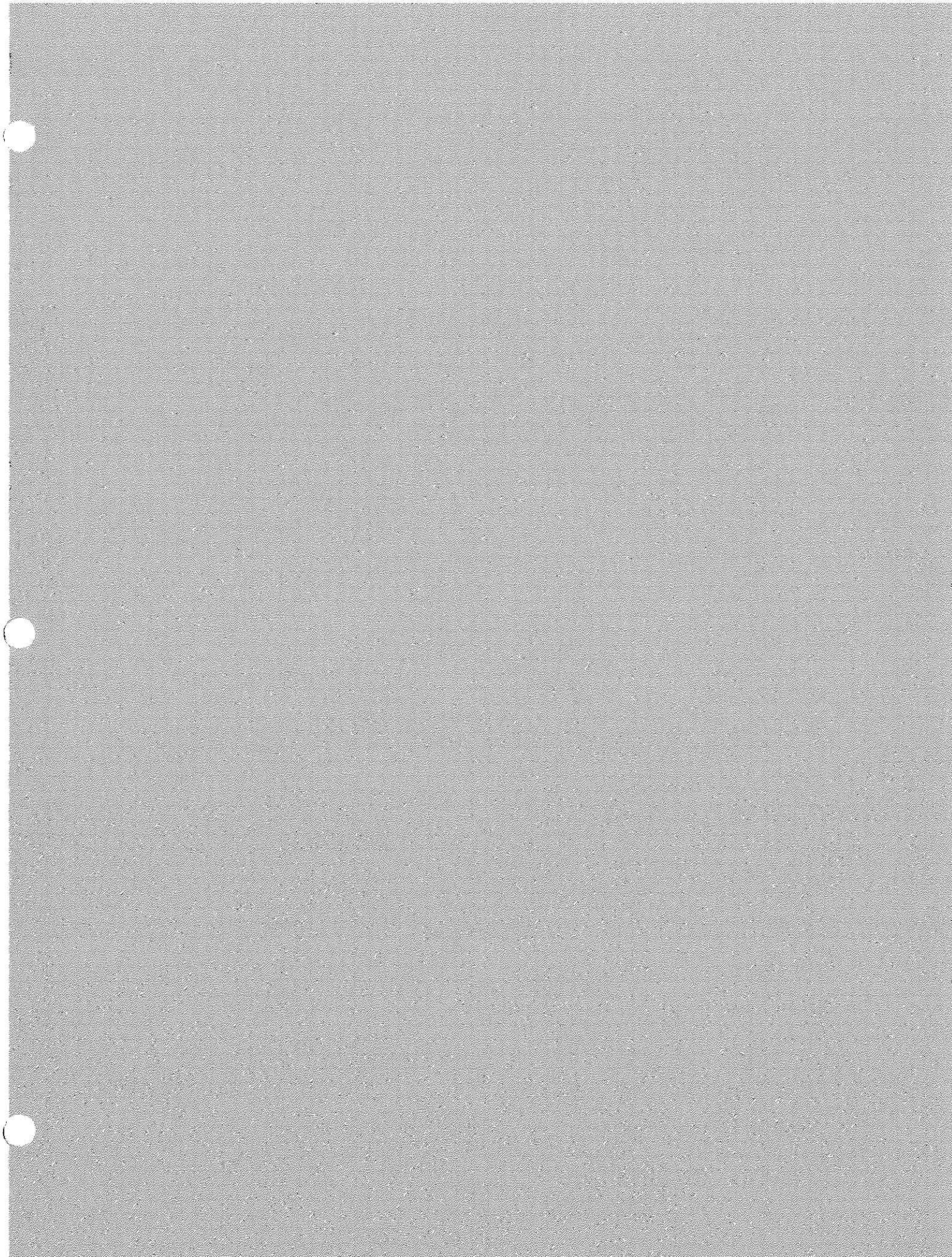
- **Laurel Nobles, Administrator**
  - King's Academy Christian School  
7798 North 60<sup>th</sup> Street  
Milwaukee, WI 53223  
Phone: (414) 371-9100
  - Years Known: 4 years
  - Relationship: Indirect supervisor
- **Anita Peterson, Comptroller**
  - King's Academy Christian School  
7798 North 60<sup>th</sup> Street  
Milwaukee, WI 53223  
Phone: (414) 371-9100
  - Years Known: 20+ years
  - Relationship: Direct supervisor
- **Victor Barnett, Executive Director**
  - Running Rebels Community Organization  
1300A West Fond du Lac Avenue  
Milwaukee, WI 53205  
Phone: (414) 264-8222
  - Years Known: 6 years
  - Relationship: Direct Supervisor

- **Damon Shoates, FA Monitor**
  - Running Rebels Community Organization  
1300A West Fond du Lac Avenue  
Milwaukee, WI 53205  
Phone: (414) 264-8222  
Cell: (414) 788-3870
  - Years Known: 8 years
  - Relationship: Former Co-worker

#### **Personal References**

- **Laura Lee, Registered Nurse**
  - 7850 North 107<sup>th</sup> Street  
Apartment 22  
Milwaukee, WI 53224  
Phone: (414) 365-3228  
Cell: (414) 531-1290
  - Years Known: 11 years
  - Relationship: Friend
- **Kimberly Peterson, Middle School Teacher**
  - 6960A North Raintree Road  
Milwaukee, WI 53223  
Cell: (414) 745-9771
  - Years Known: 20 years
  - Relationship: Cousin
- **LaKisha King, Administrative Assistant**
  - 6100 West Custer Avenue  
Milwaukee, WI 53218  
Phone: (414) 466-3156  
Cell: (414) 313-6879
  - Years Known: 8 years
  - Relationship: Friend / Co-Worker
- **Marilyn Haskins, Secretary**
  - 14842 Ashby Oak Court  
Haymarket, VA 20169  
Phone: (414) 871-0322  
Cell: (414) 737-4164
  - Years Known: 5 years
  - Relationship: Friend / Co-Worker





**Kim M. Ford**  
**7857C N. 60<sup>th</sup> St.**  
**Milwaukee, WI 53223**

**OBJECTIVE:** To obtain a Physical Education position in an educational facility.

**EDUCATION:** Stratton College, Milwaukee, Wisconsin  
Associate Degree Electronics 1989

Bayview High School, Milwaukee, Wisconsin  
High School Diploma 1986

**EMPLOYMENT:**

August 2004-current      Physical Education Teacher, CEO Leadership Academy, Milwaukee, WI

- Create Physical Education Curriculum
- Instruct grades 9-12
- Dean of Discipline
  - To counsel students
  - To be a positive role model
  - Participate in the Administrative staff duties
  - Discipline students

Athletic Director, CEO Leadership Academy, Milwaukee, WI

- Create athletic handbook
- Schedule boys and girls basketball games
- Organize all school sports

December 2000-June 2004      Paraprofessional, Grand Avenue Middle School Milwaukee, WI

- Assist the Classroom room teacher with Curriculum
- Counsel students, and serve as a positive role model for students
- Tutor and assist students with academics
- Supervise lunch room duties
- Provide a safe environment for staff and students

June 2001- June 2004      Security / Youth Aide YMCA Milwaukee, WI

- Greet and direct visitors to appropriate areas when entering the building



# STRATTON COLLEGE

1300 North Jackson Street, Milwaukee, WI 53202-2608 • (414) 276-5200

**ACADEMIC RECORD**

**STRATTON COLLEGE  
PRINT STUDENT'S RECORD**

NAME: <b>MR. ERN.H.</b>	DOB: <b>04/24/57</b>	USER: <b>04</b>
NAME: <b>LEZ L. BERGAN</b>	MAIL: <b>ELECTRONICS TECH PCN</b>	
NUMBER: <b>BT 53219</b>		
DOB: <b>04/27/48</b>	DOB: <b>12/22/80</b>	DEGREE: <b>ASSOCIATE IN SCIENCE DEGREE ELECTRONICS TECHNOLOGIST</b>
STATUS: <b>EMPLOYED STUDENT</b>	DATE LEFT: <b>12/22/86</b>	
DOB: <b>04/27/48</b>		

=====

TERM	COURSE	DESCRIPTION	HOURS	ATTEND	GRADE	POINTS	STATUS	ABSENT
1975-76	CR	11.00	CR	11.00	CR	11.00	CR	1.00
1976-77	ATT	14.00	EARN	14.00	CR	14.00	PTS	14.00
1977-78	CR	11.00	CR	11.00	CR	11.00	CR	1.00
1978-79	ATT	10.00	EARN	10.00	CR	10.00	PTS	10.00
1979-80	CR	11.00	CR	11.00	CR	11.00	CR	1.00
1980-81	ATT	10.00	EARN	10.00	CR	10.00	PTS	10.00
1981-82	CR	11.00	CR	11.00	CR	11.00	CR	1.00
1982-83	ATT	10.00	EARN	10.00	CR	10.00	PTS	10.00
1983-84	CR	11.00	CR	11.00	CR	11.00	CR	1.00
1984-85	ATT	10.00	EARN	10.00	CR	10.00	PTS	10.00
1985-86	CR	11.00	CR	11.00	CR	11.00	CR	1.00
1986-87	ATT	10.00	EARN	10.00	CR	10.00	PTS	10.00
1987-88	CR	11.00	CR	11.00	CR	11.00	CR	1.00
1988-89	ATT	10.00	EARN	10.00	CR	10.00	PTS	10.00
1989-90	CR	11.00	CR	11.00	CR	11.00	CR	1.00
1990-91	ATT	10.00	EARN	10.00	CR	10.00	PTS	10.00
1991-92	CR	11.00	CR	11.00	CR	11.00	CR	1.00
1992-93	ATT	10.00	EARN	10.00	CR	10.00	PTS	10.00
1993-94	CR	11.00	CR	11.00	CR	11.00	CR	1.00
1994-95	ATT	10.00	EARN	10.00	CR	10.00	PTS	10.00
1995-96	CR	11.00	CR	11.00	CR	11.00	CR	1.00
1996-97	ATT	10.00	EARN	10.00	CR	10.00	PTS	10.00
1997-98	CR	11.00	CR	11.00	CR	11.00	CR	1.00
1998-99	ATT	10.00	EARN	10.00	CR	10.00	PTS	10.00
1999-00	CR	11.00	CR	11.00	CR	11.00	CR	1.00
2000-01	ATT	10.00	EARN	10.00	CR	10.00	PTS	10.00
2001-02	CR	11.00	CR	11.00	CR	11.00	CR	1.00
2002-03	ATT	10.00	EARN	10.00	CR	10.00	PTS	10.00
2003-04	CR	11.00	CR	11.00	CR	11.00	CR	1.00
2004-05	ATT	10.00	EARN	10.00	CR	10.00	PTS	10.00
2005-06	CR	11.00	CR	11.00	CR	11.00	CR	1.00
2006-07	ATT	10.00	EARN	10.00	CR	10.00	PTS	10.00
2007-08	CR	11.00	CR	11.00	CR	11.00	CR	1.00
2008-09	ATT	10.00	EARN	10.00	CR	10.00	PTS	10.00
2009-10	CR	11.00	CR	11.00	CR	11.00	CR	1.00
2010-11	ATT	10.00	EARN	10.00	CR	10.00	PTS	10.00

HONORS AND AWARDS:  
FUTURE ELECTRONICS TECHNOLOGISTS

ISSUED TO  
STUDENT



**Brvant & Stratton College**  
Milwaukee Campus

310 W. Wisconsin Avenue, Suite 500E  
Milwaukee, WI 53203  
(414) 276-5200

Mary Winkelman

1/29/10

Registrar

Date



# STRATTON COLLEGE

1300 North Jackson Street, Milwaukee, WI 53202-2505 • 414/278-5200

## ACADEMIC RECORD

STRATTON COLLEGE  
PRINT STUDENT'S TRANSCRIPT

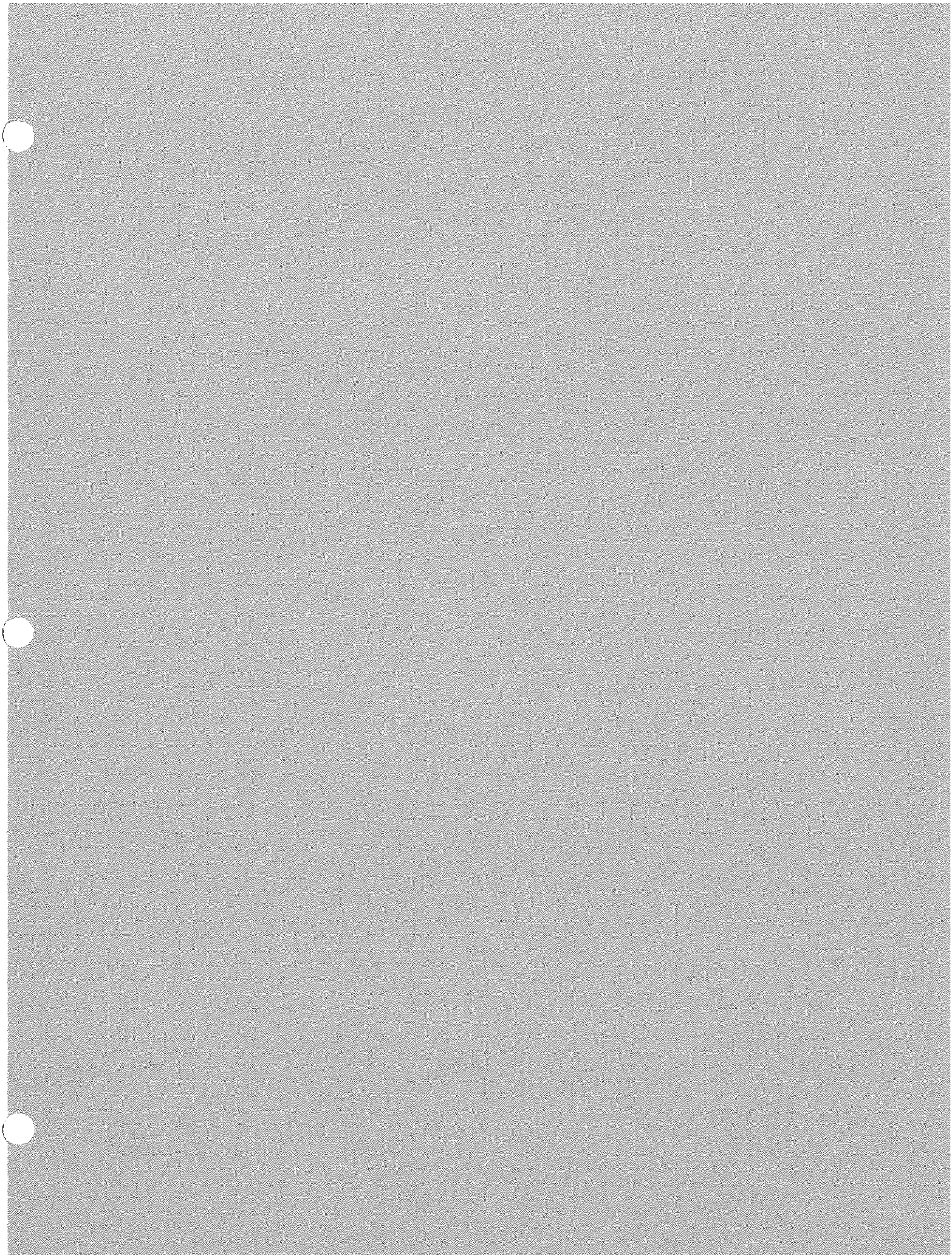
NAME: FORD, KIRIL	DOB: 04/04/87	MOB: 86
NAME: 4722 N. SHERIDAN MILWAUKEE WI 53248	PKA: ELECTRONICS TECHN FORM	
SSN: 389-42-4789	DOB: 12/22/89	DOB: E2
STATUS: GRADUATED STUDENT	DATE LEFT: 12/22/89	ASSOCIATE IN SCIENCE DEGREE, ELECTRONICS TECHNOLOGY
DOB: 04/27/88		

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TERM	COURSE	DESCRIPTION	HOURS	ATTEND	GRADE	POINTS	STATUS	ABSENT																								
04/87	EL100	ELECTRONIC FUNDAMENTALS	4.00	C	2.00	8.00		5																								
04/87	EL105	MAGNETISM AND INDUCTANCE	4.00	C	2.00	8.00		3																								
04/87	EN001	BASIC ENGLISH	4.00	F	0.00	0.00		4																								
04/87	MA110	ALGEBRA	4.00	D	3.00	12.00		4																								
<table border="0" style="width: 100%;"> <tr> <td>NOTE:</td> <td>CR-</td> <td>CR</td> <td>14.00</td> <td>CR+</td> <td>14.00</td> <td>GP%</td> <td>12.00</td> <td>GP%</td> <td>28.00</td> <td>GP%</td> <td>2.33</td> </tr> <tr> <td></td> <td>CR-</td> <td>ATT</td> <td>14.00</td> <td>EARN</td> <td>14.00</td> <td>CR</td> <td>12.00</td> <td>PTS</td> <td>28.00</td> <td>GP%</td> <td>2.33</td> </tr> </table>									NOTE:	CR-	CR	14.00	CR+	14.00	GP%	12.00	GP%	28.00	GP%	2.33		CR-	ATT	14.00	EARN	14.00	CR	12.00	PTS	28.00	GP%	2.33
NOTE:	CR-	CR	14.00	CR+	14.00	GP%	12.00	GP%	28.00	GP%	2.33																					
	CR-	ATT	14.00	EARN	14.00	CR	12.00	PTS	28.00	GP%	2.33																					
09/87	EL200	DIGITAL LOGIC	4.00	B	3.00	12.00		2																								
09/87	EL205	DIGITAL CIRCUITS	4.00	C	2.00	8.00		7																								
09/87	EN101	COLLEGE ENGLISH	4.00	C	2.00	8.00		5																								
09/87	MA210	TRIGONOMETRY	4.00	C	2.00	8.00		6																								
<table border="0" style="width: 100%;"> <tr> <td>NOTE:</td> <td>CR-</td> <td>CR</td> <td>16.00</td> <td>CR+</td> <td>16.00</td> <td>GP%</td> <td>16.00</td> <td>GP%</td> <td>36.00</td> <td>GP%</td> <td>2.25</td> </tr> <tr> <td></td> <td>CR-</td> <td>ATT</td> <td>22.00</td> <td>EARN</td> <td>22.00</td> <td>CR</td> <td>28.00</td> <td>PTS</td> <td>64.00</td> <td>GP%</td> <td>2.25</td> </tr> </table>									NOTE:	CR-	CR	16.00	CR+	16.00	GP%	16.00	GP%	36.00	GP%	2.25		CR-	ATT	22.00	EARN	22.00	CR	28.00	PTS	64.00	GP%	2.25
NOTE:	CR-	CR	16.00	CR+	16.00	GP%	16.00	GP%	36.00	GP%	2.25																					
	CR-	ATT	22.00	EARN	22.00	CR	28.00	PTS	64.00	GP%	2.25																					
12/87	EL210	BASIC COMPUTER SYSTEMS	4.00	B	3.00	12.00		4																								
12/87	EL215	INTRO TO MICROPROCESSOR	4.00	B	1.00	4.00		3																								
12/87	EN100	COLLEGE READING	4.00	D	1.00	4.00		6																								
12/87	MA220	CALCULUS	4.00	C	2.00	8.00		7																								
<table border="0" style="width: 100%;"> <tr> <td>NOTE:</td> <td>CR-</td> <td>CR</td> <td>16.00</td> <td>CR+</td> <td>16.00</td> <td>GP%</td> <td>16.00</td> <td>GP%</td> <td>28.00</td> <td>GP%</td> <td>1.75</td> </tr> <tr> <td></td> <td>CR-</td> <td>ATT</td> <td>48.00</td> <td>EARN</td> <td>48.00</td> <td>CR</td> <td>44.00</td> <td>PTS</td> <td>92.00</td> <td>GP%</td> <td>2.09</td> </tr> </table>									NOTE:	CR-	CR	16.00	CR+	16.00	GP%	16.00	GP%	28.00	GP%	1.75		CR-	ATT	48.00	EARN	48.00	CR	44.00	PTS	92.00	GP%	2.09
NOTE:	CR-	CR	16.00	CR+	16.00	GP%	16.00	GP%	28.00	GP%	1.75																					
	CR-	ATT	48.00	EARN	48.00	CR	44.00	PTS	92.00	GP%	2.09																					
03/88	BU100	BUSINESS ORD & INQUIRY	4.00	D	1.00	4.00		4																								
03/88	EL220	MICROPROCESSOR PROGRAMING	4.00	D	1.00	4.00		4																								
03/88	EL225	MICROPROCESSOR BASED SYSTEMS	4.00	F	3.00	12.00		2																								
03/88	EN210	WRITTEN COMMUNICATIONS	4.00	D	1.00	4.00		6																								

OFFICIAL TRANSCRIPT ONLY IF REGISTRAR'S SIGNATURE AND EMBOSSED COLLEGE SEAL ARE AFFIXED  
 THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT PROVIDES THAT THIS TRANSCRIPT IS NOT TO BE  
 RELEASED TO ANY OTHER PERSON OR AGENCY WITHOUT WRITTEN CONSENT OF THE STUDENT





# KWAME S. GREEN

222 West Randolph Street -- Milwaukee, Wisconsin 53212 -- 414.414.7082

---

## EDUCATION

Juris Doctor, May 1995, University of Wisconsin Law School, Madison, WI  
Bachelor of Arts, Political Science, May 1992, Hampton University, Hampton, Virginia

## EXPERIENCE

### **TEACHER**

**August 2004 to Present**

*CEO Leadership Academy, Milwaukee, Wisconsin*

Instruction of students in the various areas of language arts. Responsibilities include curriculum development for high school students in grades 9 through 12, preparing and compiling of instructional materials, one on one student instruction, and classroom management.

### **SCHOOL AIDE/SPECIAL EDUCATION AIDE**

**March 2003 to August 2004**

*Wauwatosa School District, Wauwatosa, Wisconsin*

Supervised and assisted incarcerated middle and high school aged students with class assignments. Responsibilities included assisting teachers with classroom management, one on one student instruction, preparing and compiling instructional materials, curriculum development, supporting substitute teachers. Also, supervised and assisted middle school aged students with physical, emotional and learning disabilities. Responsibilities included one on one integrated classroom instruction, preparing and compiling instructional materials, acquiring special education aide certification.

### **ATTORNEY**

**March 2000 to May 2001**

*Gonzalez, Saggio and Harlan, L.L.P., Milwaukee, Wisconsin*

Experience in all aspects of civil litigation, appellate experience. Responsibilities included conducting jury and bench trials, developing case strategies, negotiating settlements, advising clients, arguing motions, taking depositions, drafting documents and researching various legal issues.

### **ATTORNEY**

**October 1996 to December 1999**

*Peterson, Johnson, and Murray, S.C., Milwaukee, Wisconsin*

Experience in all aspects of insurance defense litigation. Responsibilities included conducting bench trials, arguing motions, negotiating settlements, advising clients, taking depositions, drafting documents and research.

**ATTORNEY****August 1995 to July 1996***Clark Hill P.L.C., Detroit, Michigan*

Researched and drafted legal memoranda, motions, briefs, client letters, promotional and employment agreements, and analyses of current legal developments for Litigation department attorneys.

**JUDICIAL CLERK****Summer 1994***Honorable Maxine White, Circuit Court-Branch 01, Milwaukee, Wisconsin*

Drafted judicial opinions, researched and drafted legal memoranda concerning post conviction motions, assisted judge during trials.

**MANAGER/CONSULTANT****April 1994 to August 2008***Growing Nation/Let's Grow Enterprises, L.L.C., Milwaukee, Wisconsin*

Founder and managing partner of live band and entertainment/consulting company. Responsible for all administration and management including coordination of live performances, studio recording, music production, artist and repertoire development, and executive production of album. Counsel for artists and managers regarding entertainment issues.

## Professional Development and Other Activities

### 2009 to Present

- January 2010** Diagnostic Online Reading Assessment Training
- December 2009** Motivational Lecture by Dr. Steve Perry
- November 2009** Developed School-wide plan for Sustained Silent Reading
- November 2009** Black Alliance for Educational Options (BAEO) Annual Seminar on Educational Policy and Parental Choice Participant
- October 2009** Wisconsin Council of Teachers of English (WCTE) Conference Presenter
- September 2009-Present** Southeastern Wisconsin Assessment Collaborative (SEWAC) Workshop Participant
- August 2009** Toulmin Model Writing Training
- July 2009-Present** University of Wisconsin-Milwaukee Writing Project (UWMWP) Teacher Consultant
- July 2009** University of Wisconsin-Milwaukee Writing Project/National Writing Project Invitational Summer Institute Fellowship
- February 2009** Rapport Leadership International Power Communication Graduate

### 2008

- August 2008** Rapport Leadership International Leadership Breakthrough One Graduate
- May 2008** Title 1/Catapult Teaching Students with Special Needs Training
- January 2008** Milwaukee Metropolitan Association of Commerce (MMAC) Board Meeting Presenter
- January-May 2008** Planning and Instructional Strategy Training with Dr. Laurie Friedrich

### 2007

- November 2007** Black Alliance for Educational Options (BAEO) Annual Seminar on Educational Policy and Parental Choice Participant
- October 2007-December 2008** Planning and Instructional Strategy Training with Dr. Laurie Friedrich

**March 2007** Black Alliance for Educational Options (BAEO) National Symposium Workshop  
Presenter

**2006**

**June 2006-May 2008** Milwaukee Urban Debate League Coach

**July 2006** Cardinal Stritch University/Sally Ride Academy – Project CRISS (Creating Independence through Student-owned Strategies) Participant

**June 2006** Critical Friends Group Training

**March 2006** Black Alliance for Educational Options National Symposium Workshop Presenter

Name Green, Kwame  
Campus ID 990-86-4919

UW - MILWAUKEE  
GRADUATE ACADEMIC RECORD  
UNOFFICIAL TRANSCRIPT/CAMPUS COPY

Requested By EOUTLAW\_2

Issued 04-FEB-2010  
Page 1

---Academic History---

Program : Education Grad Non Degree  
2009-05-18 NDC Education

Summer 2009	UWM Credit			
CURRINS 741	UWM WP: Teacher Ldrshp-in Writng	3.00	A	12.00
CURRINS 740	UWM WP: Teachers as Writers	3.00	A	12.00
Term GPA:	GPA Credit: 6.00			24.00
Cum GPA:	Cum Totals: 6.00			24.00

2009-08-25 No Action

Summary

CUM GPA CREDITS 6.000  
CUM GRADE POINTS 24.000  
GRADUATE GPA 4.000

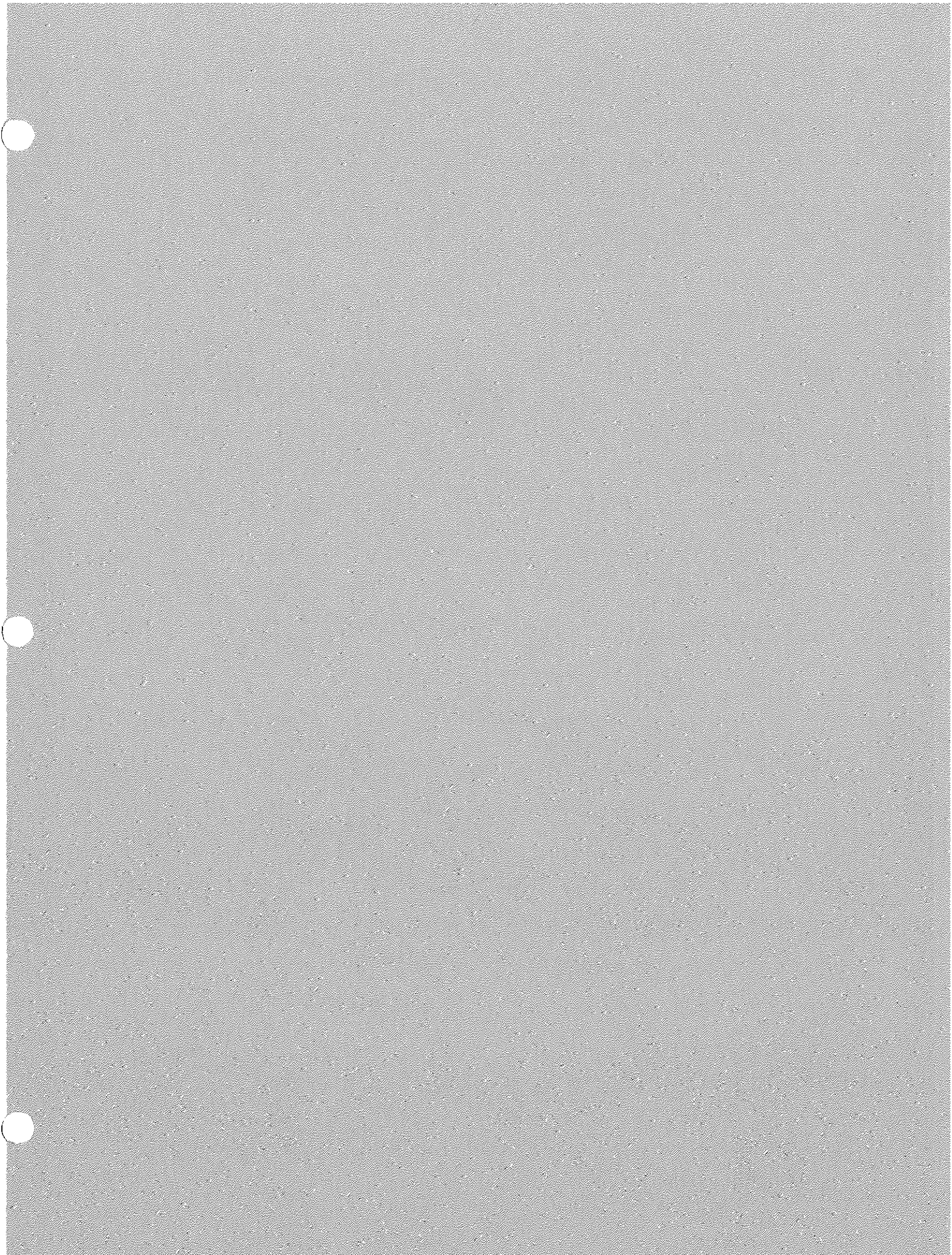
Green Kwame  
222 W Randolph St  
Milwaukee WI 53212-1561  
414/562-2768  
GREEN29@UWM.EDU

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CAMPUS  
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# Sharon Green

8819 West Acacia Street  
Milwaukee, WI 53224  
(414)358-2098

## Skills Profile

More than 8 years of teaching experience. Skilled in instructing, curriculum planning, and promoting academic excellence. Experienced in creating a learning environment that engage all learners.

## Work Experience

August 2004- current

Science Teacher, CEO Leadership Academy, Milwaukee, WI

- Instruct grades 9-12 in Integrated Science, Biology, and Health
- Developed an afterschool reading group, involving low level readers
- Organize School Blood Drive, connecting students with community efforts
- Participated in the hiring of new teaching staff
- Coordinated Parent Literacy to schoolwide reading initiative

September 2002-May 2004 Classroom Teacher, Milwaukee Public Schools, Milwaukee, WI

- Provided instructions and skills in Language Arts, Math, and Social Studies to students in grades 5 through 8
- Assisted in curriculum planning to connect classroom instructions with Wisconsin State standards and Milwaukee Public Schools Learning Targets.
- Promoted academic excellence, discipline, and encourage positive character building.



June 2003-August 2003

**Student Success Program Teacher**, University of Wisconsin, Milwaukee, Milwaukee, WI

- Taught two sections of Pre-Algebra to middle school through high school students.
- Attended Parent/Teacher Orientation and team meetings.

May 1999-August 2002

**Adoption Worker**, Department of Human Services, Milwaukee, WI

- Recruited adoptive resources and completed adoptive resources' home studies.
- Selected and facilitated placement of children with adoptive resources.
- Promoted adoption at community fairs and events.
- Assisted in coordinating recruitment and adoption events.

**Education**

Master of Arts in Professional Development, Alverno College, Milwaukee (2006)  
Bachelor of Arts in Social Science, Alverno College, Milwaukee (1995)  
Compton Fellowship, Milwaukee (2003)

**Professional Activities**

Member, Black Alliance For Educational Options  
Member, Southeastern Wisconsin Assessment Collaborative

**Personal Profile**

Educational background and experience provides excellent qualifications to learn new skills and responsibilities while contributing valuable services. Presents a positive and responsible image. Readily establishes, gains, and maintains cooperative rapport with students, colleagues, and administrative personnel. Conscientiously dedicated to the development and nurturing of young minds.

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**STUDENT NAME** (Green)  
LUYD, SHARON MARIE

**TRANSCRIPT**

Previous Colleges

<b>DATE OF BIRTH</b>	2/07/1968	<b>AQUINAS COLLEGE</b>	-- GRAND RAPID, MI	<b>Degree:</b>	Bachelor Of Arts
<b>NAME AT BIRTH</b>				<b>Graduation Date:</b>	12/16/95
<b>SOCIAL SECURITY #</b>	██████████			<b>Major Area(s):</b>	Social Science
<b>STUDENT I.D.</b>	1641822			<b>Support Area(s):</b>	Global Studies Psychology
<b>DATE OF ENTRY</b>					
<b>SEM./YR. OF DEGREE REQ.</b>	1/1991				

**ALVERNO COLLEGE DEGREE**

An Alverno College degree is awarded when a student has completed a program of study that includes accomplishment in required areas of knowledge (including general education and major and supporting areas of study) integrated with her demonstration of required levels of competence in all of the following abilities:

- Communication
- Analysis
- Problem solving
- Valuing in decision making
- Social interaction
- Global perspectives
- Effective citizenship
- Aesthetic responsiveness

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 education units — four in each of the above eight ability areas

8 specialized or advanced units — selected from the above eight and integrated with study in major areas. (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 that defines the Alverno College degree, this academic transcript reflects the importance the College attaches to the student's 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, based upon established criteria, takes place under the direction of the instructor in every course. 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. In all courses listed on the official transcript the student met these standards for successful completion of the courses.

**STATEMENT OF EVALUATION**

At the time of graduation, Alverno College faculty in the student's major and support areas evaluate her overall academic achievement and record the faculty's judgment in a narrative statement. The narrative Statement of Evaluation in this transcript is the official record of the faculty's judgment.

**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.

(Green)

ALVERNO COLLEGE

F

RECORD OF ACHIEVEMENT

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Student Name: LLOYD, SHARON MARIE  
Student ID: 1641822

Sum Hrs  
Earned

Course	Dept	Course	Sum Hrs Earned
<b>SEMESTER 1991-1992</b>			
IN 125		Integrated Learning-Approachs/Strag & Communication Analysis Problem Solving Valuing Social Interaction Aesthetic Response	6
PSY 101	PSY	250 Global Perspectives Abnormal Psychology Social Interaction	4
MT 050-0		Math	4
PSY 101	SSC	220 Complex Organization Communication Analysis Social Interaction Global Perspectives	4
<b>2ND SEMESTER 1993-1994</b>			
PL 310	PL	310 Philosophy of Love and Friendship Aesthetic Response	2
PSY 370	PSY	370 Environmental Psychology Effective Citizenship	4
SSC 135	SSC	135 Probability and Statistics Communication	4
SSC 320	SSC	320 Comparative Social Inst/The Family Problem Solving Valuing Social Interaction Effective Citizenship	4
<b>1ST SEMESTER 1994-1995</b>			
ALG 051-D		Algebra I	1
CM 101-S	AH	350-C Alternate World Views:Latin America Social Interaction Global Perspectives	4
SC 117	GP	405 Global Exp:Nonviolent Mass Movemnts Global Perspectives	2
SC 117-L	PSY	351 Psychology in the Work Place Analysis	4
SSC 215	SSC	301 Social Theory Problem Solving Valuing Social Interaction	4
<b>SCHOOL 1992</b>			
105-Q		Mathematical Connections I	1
<b>1ST SEMESTER 1992-1993</b>			
CM 106-Q		Mathematical Connections II Communication	2
CM 113-S		Advanced Strategies/Speaking Lab	4
HS 210		Creative Society Aesthetic Response	4
PSY 110		Life Span Development Communication	1
RC 200		The American Experience Global Perspectives Effective Citizenship	1
<b>2ND SEMESTER 1992-1993</b>			
CM 103-W		Writing for College and Beyond 2	3
MGT 210		Economic Environment Analysis Problem Solving Global Perspectives Effective Citizenship	2
PL 210		Search For Meaning Communication Aesthetic Response	1
PPS 129		Preprofessnl Seminar Social Interaction	2
SSC 254		Behavioral Science Inquiry Analysis Problem Solving	2
<b>1ST SEMESTER 1993-1994</b>			
AC 300		Integrated Competence Sem/Assessmnt	2
EN 310		Life Love Literature/Making Choices 2 Communication Analysis Valuing Global Perspectives Aesthetic Response	3
GLS 200		Introduction to Global Perspectives	3
<b>2ND SEMESTER 1994-1995</b>			
GLS 475		Global Studies Senior Seminar	2
PSY 345		Physiological Psychology Analysis	4
SSC 355		Practicum In Survey Research Communication Problem Solving Valuing Social Interaction	2
SSC 410		Comparative Social Policy Problem Solving Valuing Social Interaction	4
SSC 491		Advanced Seminar in Social Science Problem Solving Valuing Social Interaction	2
<b>1ST SEMESTER 1995-1996</b>			
AH 350-A		Alternate World Views:East Asia Global Perspectives	4
GP 407		Global Exp:Visual Rep Women Art & M	2
MGT 395		Topics-Management:Women & Economy	3
MU 215		Music and Culture:Native American	2
SSC 353		Applied Research Problem Solving Valuing Social Interaction	4

(Green)

ALVERNO COLLEGE

Run Date: 1/05/96

Student Name: LLOYD, SHARON MARIE  
Student ID: 1641822

RECORD OF ACHIEVEMENT

Course	Sem Hrs Earned	Dept Course	Sem Hrs Earned
--------	----------------	-------------	----------------

This student achieved ability level units in these areas:

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ABILITY	UNITS
Communication	4
Analysis	6
Problem Solving	6
Valuing	5
Social Interaction	5
Global Perspectives	6
Effective Citizenship	4
Aesthetic Response	4
<b>Total</b>	<b>40</b>

COURSES TAKEN ELSEWHERE

AQUINAS COLLEGE		1/86 - 2/89	
BY	150	Human Biology	4
CN	101	Intro to Communicatn	3
EH	101	Basic English Usage	3
EH	105	Basic Composition	3
EH	211	World Literature	3
EH	245	Cinema History	3
EN	302	Educational Psychology	3
HE	146	Diet, Exercise, Stress	3
MC	143S	Chorus	1
MC	161S	Vocal Jazz Ensem Women	1
MC	162SW	Vocal Jazz Ensemble Wo	1
MC	167	Vocal Chamber Ensemble	1
MC	261SW	Vocal Jazz Ensemble Wo	1
PG	283	Child & Adolescent Dev	3
PS	101	American Gov't/Politic	3
RS	267P	Women & Sprituality	3
SD	100	Achieving Academic Suc	1
SH	201	Third Semester Spanish	4
SH	202	Fourth Semester Spanish	4
SH	301	Adv Conversa, Comp, Gram	3
SH	302	Spanish for Profession	3
SH	497	Teaching of Spanish	2
SR	100	U.S.A. Tomorrow	3
SS	391	Interracial Dynamics	3
SY	101	Introduction to Social	3

Alverno College  
STATEMENT OF EVALUATION

DELIVERED UNOPENED

Student ID: 1641822

(Green)  
Student Name: LLOYD, Sharon

Sharon Lloyd has demonstrated the abilities that characterize an Alverno College graduate with a major in social science and support areas in global studies and psychology. In social science these include the ability to use theoretical frameworks to analyze social institutions, issues, and policies, to critically review diverse philosophical perspectives and articulate a social philosophy of her own, and to apply quantitative and qualitative methodologies to conduct cross-cultural and community-based research. In global studies they include the ability to apply interdisciplinary perspectives to the analysis of global issues and to use her knowledge and understanding of cultural diversity to help others develop a sense of global awareness. In psychology they include the ability to analyze behavior from multiple conceptual frameworks supported by empirical data, and to evaluate psychological approaches to contemporary issues and problems.

Ms. Lloyd effectively integrated her areas of study. For example, in a cross-cultural comparison of two family systems, she identified variations in family structures and related them to the diverse social contexts in which they were situated.

Applying a number of theoretical frameworks in her examination of policies devised and implemented in different political and cultural environments, she conducted an analysis of human rights policies in South Africa and a study of the efforts to find a resolution to ethnic and religious conflict in Sri Lanka. In both cases she effectively situated the emergence of complex problems in their historical context and identified contemporary factors involved in the efforts of those who sought to devise strategies for addressing them.

She became increasingly adept at assessing the impact of theoretical perspectives and the assumptions derived from them in the analysis of social problems. In one particularly insightful paper she critiqued a controversial study of intelligence and race from the perspective of Karl Marx. She graphically illustrated the impact of diverse perspectives on the definition of problems when she presented fictionalized responses by W. E. B. DuBois and Stokely Carmichael to a contemporary school integration controversy.

In an ethnographic study of a three-generational family, she integrated a number of diverse abilities, constructing and administering an interview guide and analyzing the data. As a member of a team

conducting a needs survey for the religious education and youth ministry of a local church, she effectively demonstrated her ability to construct a survey instrument, to code and analyze data, and to develop a solid report for the client. She took major responsibility for the creation of a statistical software system file.

In an internship at a family center she interacted in a professional manner, working well both independently and collaboratively. She applied effective problem solving strategies in dealing with conflicts.

In her study of psychology, Ms. Lloyd demonstrated her understanding of conceptual material. An inquisitive student, she was a well-developed analytical thinker. For example, in studying environmental psychology, she applied a specific theory to analyze public housing in Milwaukee. From this analysis, she proposed a series of corrective actions.

In another course she worked on a semester-long project focused on "downsizing" and its effects on productivity, job satisfaction and morale. She drew on theory to suggest a model for an adaptive process. In a major project she examined fear as a causal agent in voodoo death. In exploring this topic, she did a great deal of independent research and immersed herself in a foreign culture.

Throughout her studies, Ms. Lloyd demonstrated strong ability to analyze, synthesize and apply what she learned.

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 she has demonstrated the first four levels of each of the eight abilities, 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 communication 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

In majors and areas of specialization:

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

In majors and areas of specialization:

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 — Articulate and evaluate own problem-solving process

Level 2 — Define problems or design strategies to solve problems using discipline-related frameworks

Level 3 — Select or design appropriate frameworks and strategies to solve problems

Level 4 — Implement a solution and evaluate the problem-solving process used

In majors and areas of specialization:

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

In majors and areas of specialization:

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

In majors and areas of specialization:

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 global perspectives**

Level 1 — Assess own knowledge and skills to think about and act on global concerns

Level 2 — Analyze global issues from multiple perspectives

Level 3 — Articulate understanding of interconnected local and global issues

Level 4 — Apply frameworks in formulating a response to global concerns and local issues

In majors and areas of specialization:

Level 5 — Generate theoretical and pragmatic approaches to global problems, within a disciplinary or professional context

Level 6 — Develop responsibility toward the global environment in others

#### **7 Develop effective citizenship**

Level 1 — Assess own knowledge and skills in thinking about and acting on local issues

Level 2 — Analyze community issues and develop strategies for informed response

Level 3 — Evaluate personal and organizational characteristics, skills and strategies that facilitate accomplishment of mutual goals

Level 4 — Apply her developing citizenship skills in a community setting

In majors and areas of specialization:

Level 5 — Show ability to plan for effective change in social or professional areas

Level 6 — Exercise leadership in addressing social or professional issues

#### **8 Develop aesthetic responsiveness: Involvement with 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

In majors and areas of specialization:

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

**STUDENT NAME**

**TRANSCRIPT**

Sharon M. Green

DATE OF BIRTH 02/07/68  
NAME AT BIRTH

Degree: Master of Arts  
Graduation Date: 08/12/2006

SOCIAL SECURITY # [REDACTED]  
STUDENT I.D. 0092290

Major Area(s): Professional Development K-12

DATE OF ENTRY 06/03/03  
2002

Support Area(s):

**ALVERNO COLLEGE DEGREE**

Alverno College awards a Master of Arts degree when a student has completed a program of study that includes accomplishment in required areas of knowledge integrated with the demonstration of required levels of performance in five broad abilities:

- **Conceptualization:** Integrating disciplinary knowledge with learning frameworks and a broad understanding of human development in order to plan and implement learning processes
- **Diagnosis:** Interpreting observations of behavior and situations using frameworks to foster learning
- **Coordination:** Managing resources effectively to support learning
- **Communication:** Using oral, written, and media modes of communication to structure and reinforce learning
- **Integrative Interaction:** Demonstrating professional competence and responsibility in diverse learning environments

The degree is based upon demonstration of ability both in course work and in external assessments.

**EVALUATION OF STUDENT LEARNING**

As the final report of demonstrated achievement that defines the Alverno College Master of Arts degree, this academic transcript reflects the importance the College attaches to the student's ability to use knowledge effectively in professional settings.

Evaluation or assessment of student ability by faculty, external assessors, and the student is integral to the Alverno program of study. Ongoing assessment, based upon established criteria, takes place under the direction of the instructor in every course. 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 the graduate program. In all courses listed on the official transcript the student met these standards for successful completion of the course. Successful completion of a course means that the student is ready for the next course in a given area — that is, in the judgment of the faculty, the student's work is equivalent to a B 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 area of graduate study evaluate the student's overall academic achievement, and record the faculty's judgment in a narrative statement. This evaluation replaces letter grades for individual courses and reflects the unique elements of the student's performance.

**THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT OF 1974, AS AMENDED, PROVIDES THAT THIS TRANSCRIPT IS NOT TO BE RELEASED TO ANY OTHER PERSON OR AGENCY WITHOUT WRITTEN CONSENT OF THE STUDENT.**



Student Name: Green, Sharon Marie  
Student ID : 0092290

A L V E R N O C O L L E G E

Run Date: 08/14/06

RECORD OF ACHIEVEMENT

DEPT	COURSE	Sem Hrs Earned	DEPT	COURSE	Sem Hrs Earned
SUMMER 2003					
TLA	611	3	ED & HUM DEV I:UNDERSTNG LRNR		
FALL 2003					
TLA	612	3	ED&HUM DEV II:SCHLRSHP OF TCH		
ED	697	1	ISSUES IN DIVERSITY		
AC	613	0	GRADUATE EXTERNAL ASSESSMENT I		
SUMMER 2004					
DI	668	3	FRAMEWORKS FOR ASSESSMENT PRAC		
TLA	652	3	LRNG ORG & SOCIAL CHANGE		
FALL 2004					
TLA	651	3	EDUC INQUIRY:RESRCH IN ACTION		
FALL 2005					
AC	653	0	GRADUATE EXTERNAL ASSMNT II		
SPRING 2006					
TLA	750	3	CHARACTER EDUCATION		
AC	753	0	GRADUATE EXTERNAL ASSMNT III		

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Degree Received: Master of Arts  
Date Conferred.: 08/12/2006  
Majors.....: Professional Development K-12

COURSES TAKEN ELSEWHERE

Lakeland College 05/2002 - 05/2003  
ED598.85 Intgr Lrng Thry & Assess Techn 5  
ED599.88 Theory & Prac Teaching 6  
ED599.89 Spec Issues in Education 5

Alverno College  
STATEMENT OF EVALUATION

OFFICIAL TRANSCRIPT  
IF

Student Name: GREEN, Sharon

Student ID: 92290

Sharon Green graduated from Alverno College with a master of arts degree in education. Her graduate work was marked by thoughtful reflection and a commitment to meeting the needs of learners. Always looking for ways to improve her practice, she sought to understand concepts and ideas and their practical application. She consistently demonstrated solid communication skills in both writing and speaking. Through her successful presentation and defense of a portfolio illustrating her ability to demonstrate the Wisconsin teaching standards, she received her Wisconsin teaching license for the middle grades.

In her preparation for middle school teaching, she developed an understanding of the needs of middle-level learners and the demands of the middle school curriculum. She drew upon theoretical frameworks relating to motivation, behavior, and classroom management to develop a nurturing environment in her classroom. In a course on human development and learning, she examined a range of theoretical frameworks that support teaching and learning and created a synthesis to illustrate the impact of many factors in a diverse learning environment.

Across her coursework, she developed her skills in meeting the needs of learners. She learned to adapt lessons for exceptional education students and sought ways to make learning more accessible in various learning modalities. Recognizing that students best connect with learning in different ways, she studied the theory of multiple intelligences and applied it in the design of lessons in social studies and language arts. She also explored the development of racial identity and its impact on learners' interaction in the school setting.

Committed to the development of learners in the urban public schools, she completed a course on performance assessment as a teaching/learning tool. She demonstrated a solid understanding of the principles of assessment and applied them effectively. She designed a performance assessment that invited middle school students to engage in a meaningful examination of mathematics concepts. Specifically, she created a task that required students to research different credit cards and to defend their findings in a presentation to their peers. In designing

the assessment, she developed a rubric to help students monitor their own progress and to ensure that they understood the expectations of the task.

Ms. Green completed a focused review and synthesis of a body of literature related to change in organizations, developing an annotated bibliography and literature review on the issue of implementing a character-education program to support student success. She demonstrated the ability to find and annotate research effectively. She also developed a teacher leadership creed that outlined her personal philosophy of teaching and her own ideas about growth and change. Her creed integrated relevant educational theory with her experience as a teacher.

For her final action research project, Ms. Green examined the impact that a curriculum focused on Christian character development might have on school climate. Her study was conducted in a small urban high school developed under the Bill and Melinda Gates small-school initiative. The school was developed by eight pastors of various denominations whose objective was to create a solid academic curriculum to educate responsible Christian leaders. She conducted a literature review on moral development, character-education curricula, and factors that influence and shape school climate. She designed a methodology that was clearly rooted in her literature review and used both quantitative and qualitative data-gathering methods to effectively triangulate data sources. These sources included surveys of students, staff, and parents. She thoroughly and effectively presented and interpreted her data to identify the factors that each survey group named as most critical for the ongoing development of the program and its impacts on school climate. She planned to use these results to continue to work with her colleagues to develop and refine the curriculum across her high school.

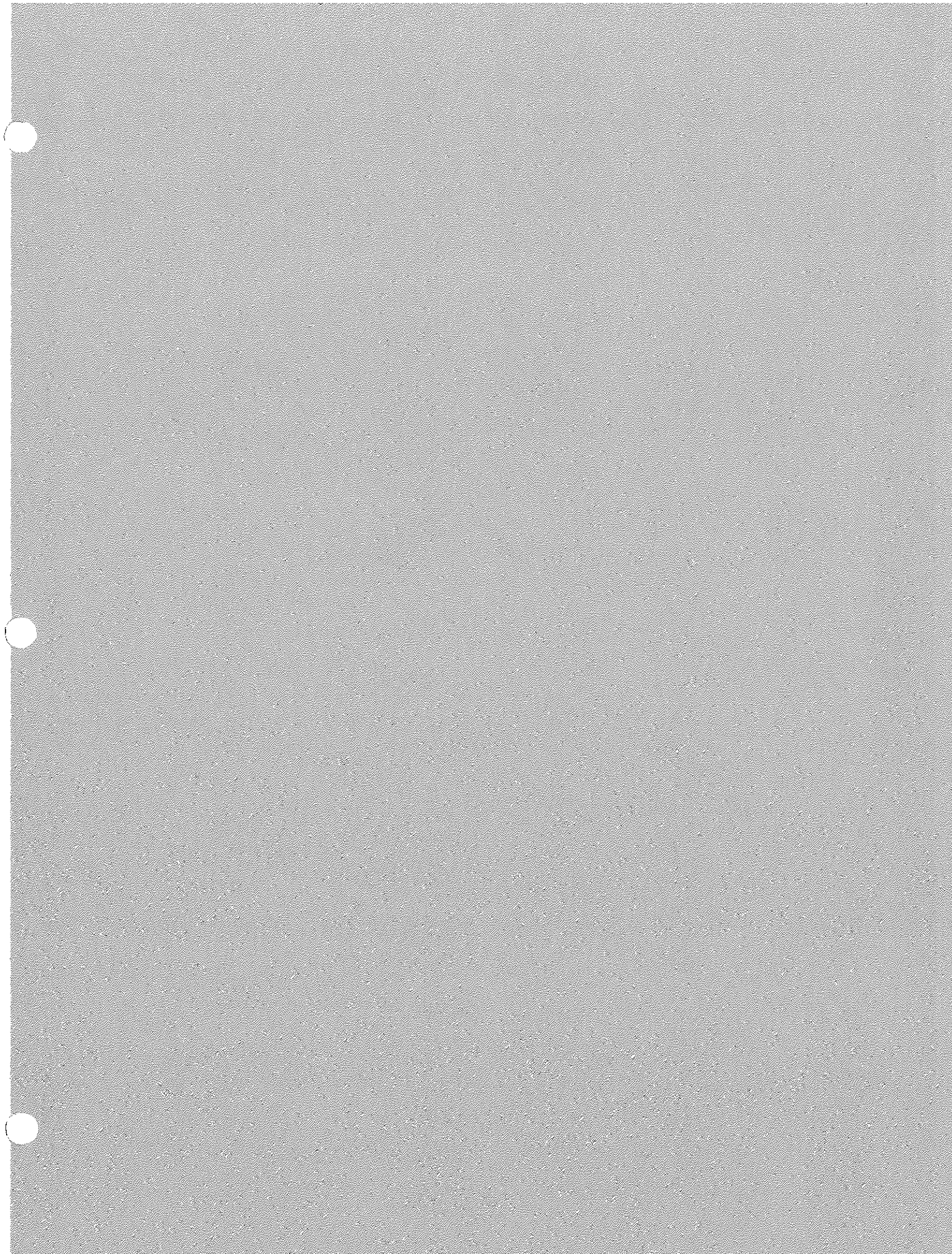
Ms. Green shared her findings at a research event that she planned and hosted with her master's program colleagues, engaging participants in conversation about the significance of her work. From start to finish, her work was characterized by an energetic focus, a collaborative spirit, and a creative approach to problems and issues.

## STATEMENT OF REQUIRED LEARNING FOR THE MASTER OF ARTS IN EDUCATION

An Alverno College graduate of the Master of Arts in Education program has demonstrated the following abilities:

- the ability to integrate content knowledge with educational frameworks and a broadly based understanding of the liberal arts in order to plan and implement instruction;
- the ability to relate observed behavior to relevant frameworks in order to determine and implement instruction;
- the ability to manage resources effectively to support learning goals;
- the ability to use verbal, nonverbal, and media modes of communication to establish the learning environment and to structure and reinforce learning; and
- the ability to act with professional values as a situational decision maker, adapting to the changing needs in the environment in order to develop learners.

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# William Isaac Hayes Sr.

552 North 29<sup>th</sup> Street, Milwaukee WI 53208 (414) 931-0441

[willzwordz@sbcglobal.net](mailto:willzwordz@sbcglobal.net)

## Objective

- Teach and help develop academic excellence

## Highlights

- Practicing Christian and member of Providence Baptist Church
- One of several original teachers and stakeholders of CEO Leadership Academy
  - Over 5 years of teaching at CEO Leadership Academy
  - Over ten years of experience with teenagers

## Education and Development

- **Ashford University, Clinton, Iowa**  
Bachelors of Social Science
- **Concordia University, Mequon, WI**  
2 years of study in Liberal Arts
- **Milwaukee Area Technical College, Mequon, WI**  
2 years of study in Electrical Trade
- **Lakeland College, Sheboygan, WI**  
1 year of study in Computer Science
- **Providence Baptist Church, Milwaukee, WI**  
15 years of membership
- **Professional Development for Teaching**  
6 years in an array of areas/ upon request

## Work History

2004 – present	Teacher	CEO Leadership Academy
1997 – 2004	Safety Assistant	Milwaukee Public Schools
2001 – 2004	Operations Supervisor	Milwaukee World Festivals
1998 – 2002	Mentor/Tutor	Islamic Family Services
1995 – 1997	Electrical Apprentice	Good Electric



**ASHFORD UNIVERSITY**  
FOUNDED 1918

**Academic Transcript**  
Academic Registration and Records Office  
400 N. Bluff Boulevard, PO Box 2967  
Clinton, LA 71733-2967

**STUDENT: WILLIAM L. HAYES, SR.**  
STUDENT ID: 39188259717  
ADMISSION BASIS: US, HS./SAT: 1270  
DEGREE ISSUED: BACHELOR OF ARTS  
MAJOR: SOCIAL SCIENCE  
GPA: 3.58 AWARDED: MAY 12, 2009

**VOID VOID VOID VOID VOID VOID VOID VOID VOID VOID**

COURSE NUMBER	COURSE TITLE	GRADE	CREDIT HRS
<b>VOID VOID VOID VOID VOID VOID VOID VOID VOID VOID</b>			
<b>OFFICIAL ACADEMIC RECORD</b>			
<b>&lt;&lt;&lt;2006 SPRING&gt;&gt;&gt;</b>			
SOC-120	PRINCIPLES SOCIOLOGY	A	3
POLS-103	INTRO POLITICAL SCI	A	3
BIOL-151	BIOL BOTANY & CELLULAR	B	3
COMM-101	INTRO TO SPEECH	A	3
ENG-101	INTRO TO ENGLISH	B	3

**CURRENT EHRS: 16 QPTS: 57 GPA: 3.56**

<b>VOID VOID VOID VOID VOID VOID VOID VOID VOID VOID</b>			
<b>&lt;&lt;&lt;2006 FALL&gt;&gt;&gt;</b>			
BIOL-152	BIO II-ZOOL&ORGANISM	A	4
MAH-100	INTERMEDIATE ALGEBRA	B	3
PSY-201	INTRO TO PSYCHOLOGY	A	3
SY-322	ABNORMAL PSYCHOLOGY	B	3
JOOW-221	INTRO TO SOCIAL WORK	A	3

**CURRENT EHRS: 16 QPTS: 58 GPA: 3.62**

<b>VOID VOID VOID VOID VOID VOID VOID VOID VOID VOID</b>			
<b>&lt;&lt;&lt;2007 SPRING&gt;&gt;&gt;</b>			
ENG-201	EXPOS&PERSUA/WORD PROC	A	3
HUM-211	SURV WEST TRADITN I	B	3
PSY-330	FORENSIC PSYCHOLOGY	A	3
POL-123	INTRO TO LAW&LEGAL SYSTEM	A	3

**CURRENT EHRS: 12 QPTS: 45 GPA: 3.75**

<b>VOID VOID VOID VOID VOID VOID VOID VOID VOID VOID</b>			
<b>&lt;&lt;&lt;2007 SUMMER&gt;&gt;&gt;</b>			
CRM-321	SUBST CRIMINAL LAW	A	3
CRM-220	SURV CRIMINAL JUSTICE SYS	A	3
HUM-222	SURV ART HISTORY II	B	3
PED-281	PERS. HEALTH SCIENCE	A	3
PED-293	WEIGHT TRAINING	A	3

**CURRENT EHRS: 15 QPTS: 49 GPA: 3.26**

**VOID VOID VOID VOID VOID VOID VOID VOID VOID VOID**

**<<<NO FURTHER ENTRIES THIS PAGE>>>**

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REGISTRAR

PAGE 1 OF 2

**RELEASED**

STUDENT: WILLIAM H. HAYES, SR.  
 STUDENT ID: 591885717  
 ADMISSION BASIS: US H.S./SAT: 1270  
 DEGREE ISSUED: BACHELOR OF ARTS  
 MAJOR: SOCIAL SCIENCE  
 GPA: 3.58 AWARDED: MAY 12, 2009

**VOID VOID VOID VOID VOID VOID**

COURSE NUMBER	COURSE TITLE	GRADE	CREDIT HRS
<<<2007 FALL>>			
PSY-385	PHYSIOLOGICAL PSYCH	B	3
PSY-382	PSYCH. STATISTICS	B	3
PSY-400	RES. METHODS/STATS	A	4
CURRENT EHR: 10 POINTS: 34 GPA: 3.40			


<<<2008 SPRING>>			
PSY 422	DSM I, II, & DIAGNOSES	A	4
CRM-350	CRIMINAL JUSTICE ETHICS	B	3
CRM-370	JUVENILE JUSTICE	A	3
CRM-426	CRIMINAL BEHAVIOR	A	3
PSY-275	SOCIAL PSYCHOLOGY	B	3
CURRENT EHR: 16 POINTS: 58 GPA: 3.62			

<<<2008 SUMMER>>			
PSY-399	BIOPSYCHOLOGY	A	3
PSY-326	PERSONALITY	B	3
PSY-300	LEARNING AND MEMORY	A	3
PSY-325	PSYCHOLOGY OF WOMEN	B	3
PHIL-201	INTRO TO ETHICS	A	3
PHYS-101	INTRO TO PHYS SCIENCES	B	3
CURRENT EHR: 19 POINTS: 70 GPA: 3.68			

<<<2008 FALL>>			
PSY-333	INDUSTRIAL PSYCH	A	3
PSY-343	NEUROPSYCHOLOGY	A	3
PSY-430	STUDENT PROJECT PSYCH	A	3
PSY-298	HUMAN SEXUALITY	A	3
PSY-398	CLINICAL PSYCH	B	4
CURRENT EHR: 16 POINTS: 60 GPA: 3.75			

<<<2009 SPRING>>			
GEOL-105	PREHISTORIC LIFE	B	3
BIOL-381	ORGANIC EVOLUTION	A	4
EDU-202	ED PSY ADOLESCENCE	B	3
HIS-103	AMERICAN HISTORY	A	3
CURRENT EHR: 13 POINTS: 46 GPA: 3.53 CUMULATIVE HOURS: 133 CUM. POINTS: 477 CUM GPA: 3.58			

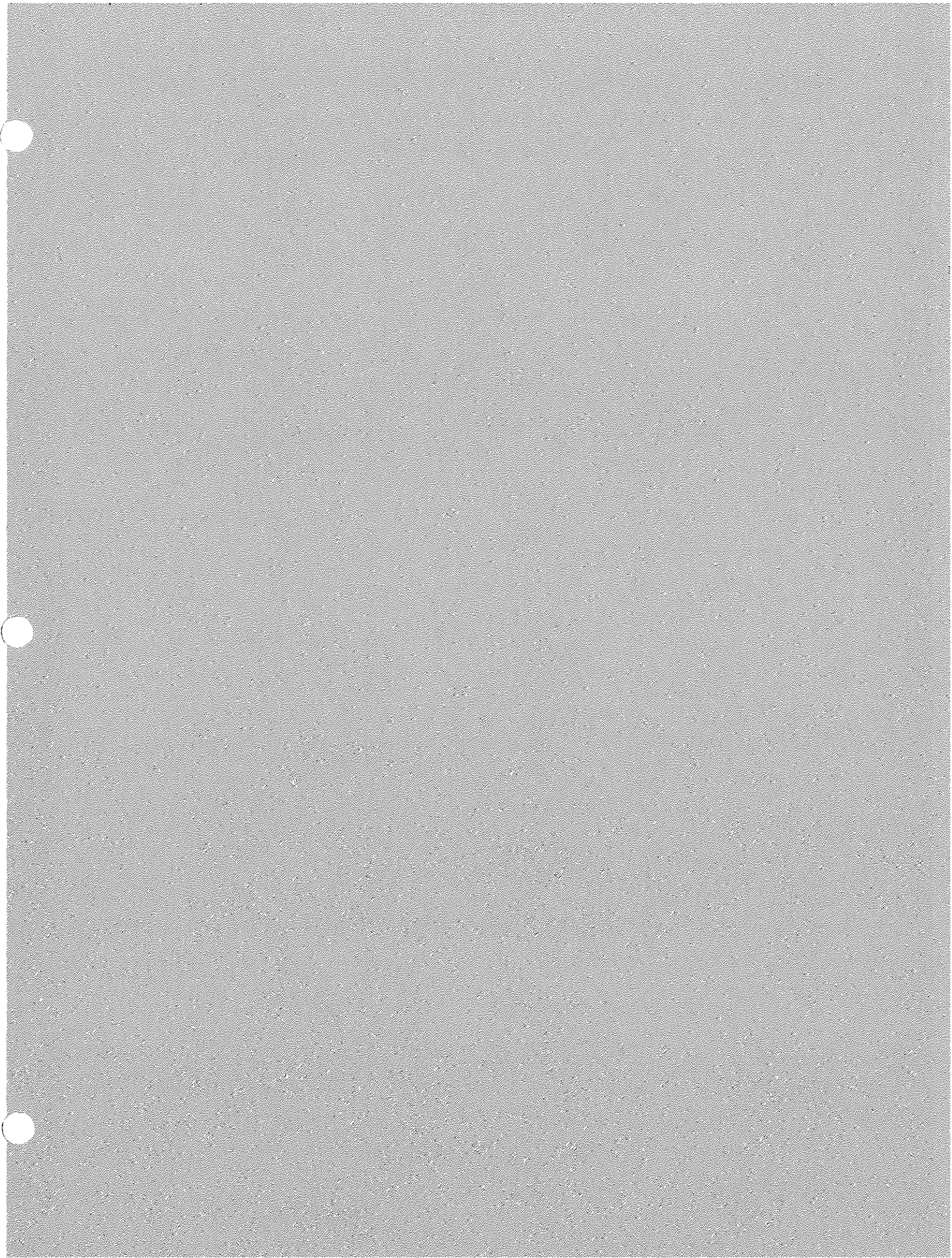
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 COLORED SIGNATURE STAMP



REGISTRAR

RELEASED





## Profile

Law School graduate with years of experience in various leadership, teaching and training positions. Possess exceptional communication, leadership, team building and facilitation skills that generate optimum productivity. Resourceful leader who is to establish, train, build and maintain contact with groups from diverse backgrounds.

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## Education

Juris Doctorate, University of Missouri-Kansas City, School of Law, Kansas City, MO  
Bachelor of Science in Social Welfare, The Ohio State University, Columbus, Ohio

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## Work Experience

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### Adjunct Instructor, Concordia University, (Milwaukee, WI)

- Instruct adult students from diverse backgrounds.
- Part-time instructor in Speech Communications.
- Promote and exemplify leadership development, academic excellence and character formation.

### Educator, CEO Leadership Academy, (Milwaukee, WI)

- Initiated the implementation of a new, quality, rigorous writing program, adopted by the English Dept. and school wide respectively.
- Instrumental in developing and executing school wide Sustained Silent Reading program.
- Conducive in successfully assisting graduating classes 2007 (100%), 2008 (95%), and 2009 (100%), respectively, being accepted into one or more colleges.
- Promote and exemplify leadership development, academic excellence and character formation of students.
- Instruct 9-12th grade students in Classic Literature, Public Speaking, Modern Writing, College Composition, and College Summit.
- Inform parents and students on a systematic basis regarding student progress.
- Instructor for 2007 summer program at Marquette University's Institute for the Transformation of Learning, Junior Fellowship program.

### Coordinator, Business Partnerships, MRA, (Waukesha, WI)

- Facilitated roundtable and workshop networking groups.
- Oversaw and managed daily operations of the Business Partnerships Department.
- Ensured the quality of MRA's networking opportunities.
- Built strong member relationships.

Prior: Executive Director, Institute to Stop Gun Violence; Case Manager, Catholic Social Services; Law Clerk, Juvenile Justice System; Social Insurance Claims Representative, Social Security Administration; Family Life Educator, Marion County Welfare,

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## PROFESSIONAL DEVELOPMENT & HIGHLIGHTS

---

- Mediation Training Institute International, Certified Mediator
  - University Wisconsin Waukesha, Grant Writing
  - University Wisconsin Waukesha; Proposal Preparation
  - Strategic Planning Committee, Menomonee Falls School District
  - Disciplinary Adhoc Committee, Thomas Jefferson Middle School, Menomonee Falls, WI.
  - Court Appointed Special Advocate (CASA), Bloomington, IL.
  - Lawrence Township Superintendent Search Committee, Indianapolis, IN.
  - President, PTA Organization, Oaklandon Elementary, Indianapolis, IN.
  - Appointed by Federal Judge to Desegregation Monitoring Committee, Kansas City, Missouri
  - President, PTA Organization, Hartman Elementary, Kansas City, Missouri
  - Journal of the Academy of Matrimonial Lawyers, Assistant Editor
  - Who's Who Among American Law Students
- 

## PROFESSIONAL AFFILIATIONS & MEMBERSHIPS

---

- The Commons - Advisory Board Chair
- Images of Us Sports - former President
- The Ohio State University Alumni Association, Lifetime Member

1971-72  
 1972-73  
 1973-74  
 1974-75  
 1975-76  
 1976-77

81-C-5599-8P

CHILLICOTHE HIGH SCHOOL

CHILLICOTHE, OHIO

SUBJECT - YEAR	1971-72	WEEKS	1ST SEM.	2ND SEM.	AVE.	CR.							
ng. Arts	1971-72	36			B	1	A. Geom.	36	B	C	C	1	
gebra I	1971-72	36			C	1	DAYS PRESENT 167						
ology	1971-72	36			C	1	DAYS ABSENT 11						
ench I	1971-72	36			C	1							
ench I	1972	18			B	1/2	SS'74 A. Gov.				A	1/2	
1972 Pers. Supp.	1972					1/2	SS'74 Health				B	1/2	
SUBJECT - YEAR	1972-73	WEEKS	1ST SEM.	2ND SEM.	AVE.	CR.							
g. 10 - R.C.S.H	1972-73	36	B/B	C/A	-	1	Eng 207, 110, 204, 109	36	D/B	C/B	-	1	
Heat	1972-73	36	B	B	B	1	Ech	18	A	-	A	1/2	
g. II	1972-73	36	D	F	F	-	Psych	18	C	-	C	1/2	
Dom. I	1972-73	36	A	B	A	1	Span III	36	C	C	C	1	
	1972-73						Chem.	36	C	C	C	1	
DAYS PRESENT	169 1/2												
DAYS ABSENT	10 1/2												
SUBJECT - YEAR	1973-74	WEEKS	1ST SEM.	2ND SEM.	AVE.	CR.							
Dr. Ed #267454	1973-74				C	1/2	Geog	18	-	A	A	1/2	
	1973-74						DAYS PRESENT 157						
	1973-74						DAYS ABSENT 23						
g. 8, 116, 304, 301	1973-74	36	B/A	B/A	-	1							
Heat	1973-74	36	C	C	C	1							
g. II	1973-74	36	C	C	C	1							

NAME Morris, Lynn E.

Ranks 1/71 in a class of 354

11010

LYNN ELLEN MENEFFEE  
(LYNN ELLEN MORRIS)


1812640

PRINTED: 03/22/07

STUDENT ID: 285-56-7934 BIRTH DATE: 06/12/57

HIGH SCHOOL ATTENDED  
CHILLICOTHE HIGH SCH CHILLICOTHE OH  
HS DIPLOMA 06/75

OSU DEGREES  
DEGREE MAJOR/MINOR DATE  
B.S. IN SOCIAL WELFARE MAJ SOC WORK 06/80

COURSE TITLE	DEPARTMENT	COURSE NUMBER	CREDIT	GRADE	PROVIDED SOLELY FOR:
UNIVERSITY COLL					 Lynn Morris Meneffee N67 W14552 ASH DR. MEN. FALLS WI 53051  <i>Brad Myers</i> University Registrar Issued to Student
AUTUMN QUARTER 1975 EXPLR HELP RELATN ED-SP SV 271 3 A FLD EXP SCH SYSTEM ED-SP SV 289.01 5 S BASIC MATH 1 MATH 101.01 3 C GENERAL PSYCHOLOGY PSYCH 100 5 C EDUCATION SURVEY UNIV COL 100.17 1 B QTR: HR= 12 PT= 31.0 PH=2.58 EH= 17					
WINTER QUARTER 1976 ART FUNDAMENTALS ART 290 5 B FRESHMAN COMPOSITN ENGLISH 100 5 C U S 1763-1877 HISTORY 150.01 5 D+ BASIC MATH 2 MATH 101.02 2 #E QTR: HR= 15 PT= 31.5 PH=2.10 EH= 15					COURSE TITLE DEPARTMENT COURSE NUMBER CREDIT GRADE AUTUMN QUARTER 1978 PROB POL PROGRMS 1 SOC WORK 520 4 B- DETRMT SOC FUNC 1 SOC WORK 533 4 C SOCL WELFARE INFO SOC WORK 570 3 B- QTR: HR= 11 PT= 26.9 PH=2.44 EH= 11  WINTER QUARTER 1979 PROB POL PROGRMS 2 SOC WORK 521 4 A DETRMT SOC FUNC 2 SOC WORK 534 4 A INTRO RES METHODS SOC WORK 571 5 B- WRITES MOD MARRIGE SOCIOL 330 3 C- QTR: HR= 16 PT= 50.6 PH=3.16 EH= 16  SPRING QUARTER 1979 BLK COM-WLFR PVRTY BLACK ST 633 5 A- PSYCH OF CHILDHOOD PSYCH 550 3 C PROVSN FOR CHILDREN SOC WORK 595.04 3 C- SEM:SOCL IDEOLOGY SOC WORK 595.07 3 A- QTR: HR= 14 PT= 40.7 PH=2.90 EH= 14  SUMMER QUARTER 1979 INFORMATIVE WRITNG ENGLISH 301 5 B- QTR: HR= 5 PT= 13.5 PH=2.70 EH= 5  AUTUMN QUARTER 1979 PSYCH OF LEARNING PSYCH 600 4 C SOCL WK PRACTICE 1 SOC WORK 645 4 A- FIELD PRACTICE SOC WORK 689 6 S QTR: HR= 8 PT= 22.8 PH=2.85 EH= 14  WINTER QUARTER 1980 FMLY FINANCIAL MGT H MGT&HS 226 3 D SOCL WK PRACTICE 2 SOC WORK 646 4 A- FIELD PRACTICE SOC WORK 689 6 S QTR: HR= 7 PT= 17.8 PH=2.54 EH= 13  SPRING QUARTER 1980 SOC IMPLCTNS REHAB SOC WORK 505 3 A- FIELD PRACTICE SOC WORK 689 6 S SEM-WMN'S ISSUES 2 SOC WORK 695.10 3 A- PROFESNL DEVEL SEM SOC WORK 696 3 A QTR: HR= 9 PT= 34.2 PH=3.80 EH= 15  CUM: HR=200 PT= 500.3 PH=2.50 EH=0223  MAJOR: SOCIAL WORK  ***** CUMULATIVE SUMMARY ***** CUM: HR=200 PT= 500.3 PH=2.50 EH=0223 ***** NO ENTRIES BELOW THIS LINE *****
SPRING QUARTER 1976 WORLD REGIONAL GEOG 200 5 #E CRITICL ISSUE COLL HLTH EDU 103 3 C BASIC MATH 2 MATH 101.02 2 C- PHYSICAL EDUCATION PHYS ED 101 1 B INTRO TO THEATRE THEATRE 100 5 C QTR: HR= 11 PT= 22.4 PH=2.03 EH= 11					
AUTUMN QUARTER 1976 INTRO AFRICAN LIT BLACK ST 251 5 B VIBRATIONS & WAVES PHYSICS 100.01 5 C- INTRODUCTORY SOCIOL 101 5 C QTR: HR= 15 PT= 33.5 PH=2.23 EH= 15					
WINTER QUARTER 1977 INTRO TO PHYSICAL ANTHROP 200 5 B INTRO SHAKESPEARE ENGLISH 220 5 C- INSIGHTS INTO MATH MATH 180 5 B- ELEMENTARY SPANISH SPANISH 101 5 A QTR: HR= 20 PT= 57.0 PH=2.85 EH= 20					
SPRING QUARTER 1977 INTRO LITERATURE ENGLISH 160 3 C- ELECTIVE PHYS ED 107 1 A- ELEMENTARY SPANISH SPANISH 102 5 C+ QTR: HR= 9 PT= 20.3 PH=2.25 EH= 9					
AUTUMN QUARTER 1977 GENERAL BIOLOGY BOTANY 110 5 C+ INTRO TO FICTION ENGLISH 261 5 D+ INTERMED 1:CLASSRM SPANISH 103.01 5 D+ QTR: HR= 15 PT= 24.5 PH=1.63 EH= 15					
ARTS AND SCIENCES					
WINTER QUARTER 1978 BLACK PSYCHOLOGY BLACK ST 161 5 B INTRO TO LOGIC PHILOS 150 5 B INT 2 - CLTR & CIV SPANISH 104.03 5 B- QTR: HR= 15 PT= 43.5 PH=2.90 EH= 15					
SPRING QUARTER 1978 INTRO TO POLITICS POLIT SC 165 5 C INTRO PROF & PRACT SOC WORK 240 3 C- SOCIAL PROBLEMS SOCIOL 202 5 C QTR: HR= 13 PT= 25.1 PH=1.93 EH= 13					
SOCIAL WORK					
SUMMER QUARTER 1978 INTRO TO ETHICS PHILOS 130 5 D QTR: HR= 5 PT= 5.0 PH=1.00 EH= 5					
***** CONTINUED IN COLUMN 2 *****					



Degrees Awarded:

UNIVERSITY OF MISSOURI

UNIVERSITY OF MISSOURI - KANSAS CITY
MAY 10 1991 JURIS DOCTOR
MAJOR - LAW

Date of Birth: I.D. Number 007-06-1837
Term: FALL 1988 Soc. Sec. XXX-XX-7934
Name: MENEFFEE, LYNN MORRIS

High School Graduation Date

KANSAS CITY
03/2172007

Table with columns: Course Number, Course Title, Grade, Cr. Hrs., Remarks, Course Number, Course Title, Grade, Cr. Hrs., Remarks. Contains multiple rows of course data for Fall 1988, Winter 1989, Summer 1989, Fall 1989, Winter 1990, Summer 1990, and Fall 1990.

##### NO ENTRIES BELOW THIS LINE #####

ISSUED TO STUDENT

IN A SEALED ENVELOPE
UNIVERSITY OF MISSOURI - KANSAS CITY

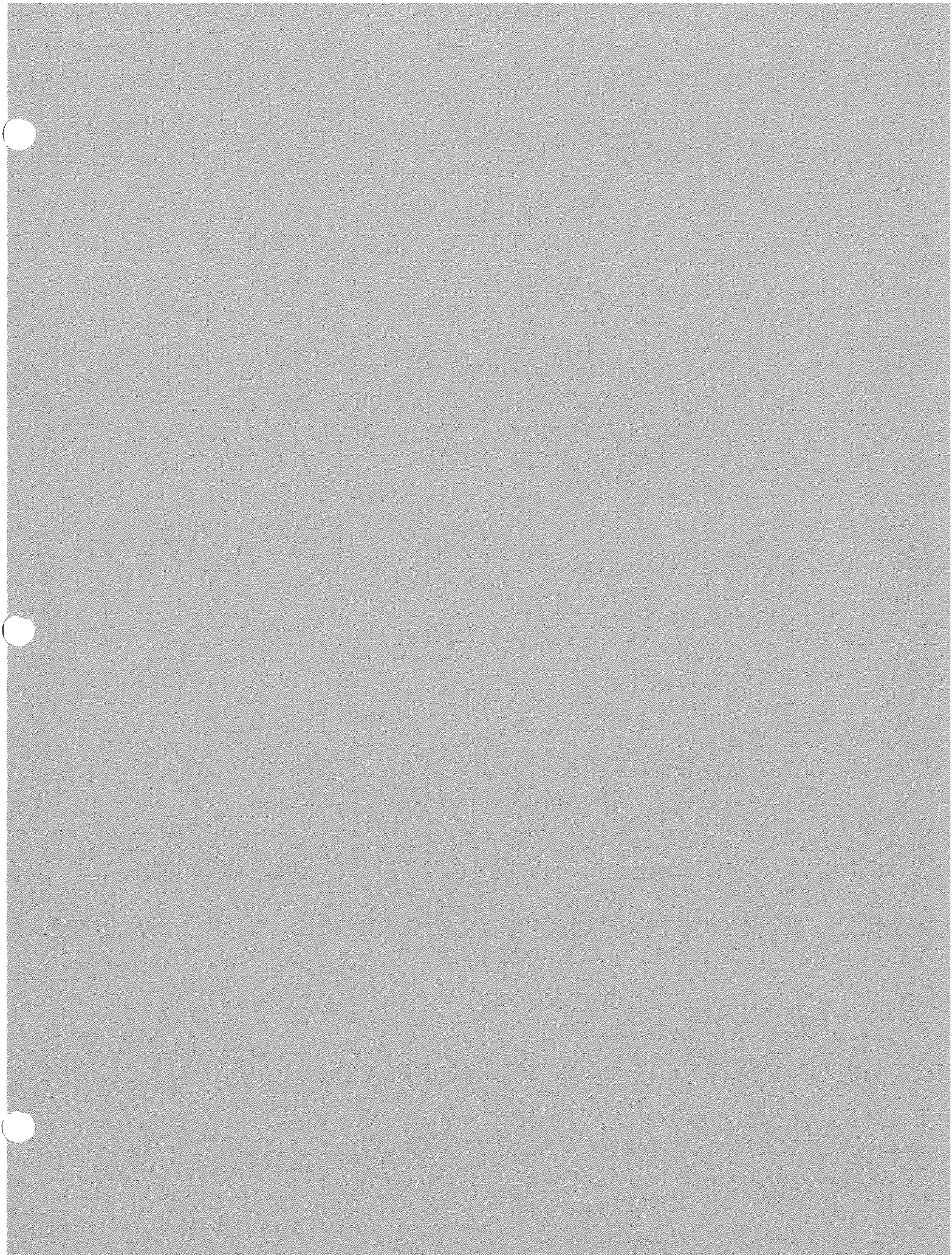
In accordance with the Family Educational Rights and Privacy Acts of 1974, information from this transcript may not be released to a third party without written consent of the student. If you are unable to comply fully with this requirement, please return this record to us immediately.

Note: this Safemate security paper is watermarked. Hold up to transmit light to verify.

RAISED SEAL NOT REQUIRED

Wilson Berry
WILSON BERRY, REGISTRAR





*"A teacher affects eternity; he can never tell where his influence stops."*

*Henry Brooks Adams*

## Ernie Saldaña Jr.

449 Waterloo Rd.  
Marshall, WI, 53559  
(608) 770-3086  
saldanae11@uww.edu

*"Who dares to teach must never  
cease to learn."*

*- John Cotton Dana*

### Objective

My objective is to obtain a teaching position in a high school classroom emphasizing problem solving skills, hands-on learning and a positive learning environment. I'm a fast-learning, quick-thinking, problem-solving individual. I have a strong academic background and varied work experiences.

### Certification and Education

- University of Wisconsin, Whitewater- Bachelors of Science in Secondary Education  
Major- Math Minor- Spanish
- Teacher Certification: Early Adolescence to Adolescence- Math #400
- Cumulative GPA: 3.9 Date of Graduation: May 16, 2009

### Teaching Experience

#### Teaching Experience

##### CEO Leadership Academy

- Taught three classes of Algebra

##### Student Teaching Experience

##### Badger High School in Lake Geneva

- Taught four classes of Algebra

Dates: Aug '09- Present

- Taught one class of Pre-Calculus

Dates: Jan '09 – June '09

- Taught an Algebra A course to target at-risk students

#### Field Experience

##### Fort Atkinson Middle School

Worked with a 7<sup>th</sup> grade class, 8<sup>th</sup> grade class and Algebra class

Dates: Oct '09 – Nov '09

- Taught an Algebra class for approximately three weeks

### Professional Experience

#### Education Specialist Intern

- Department of Public Instruction: Division for Finance and Management
- Updated a legislative report on charter school activity throughout the state
- Read and applied benchmarks to charter school grant applications
- Read and applied benchmarks to charter school contracts
- Prepared binders, reports, and spreadsheets to represent the administration of charter funds

Dates: May'08 – Aug '08

### Professional Development

- Southeastern Wisconsin Assessment Collaborative (SEWAC) Date: 2009-2010 designated dates  
Hours: 72 hours (9 full days)
- Quest Atlantis Training Date: 2009  
Hours: 8 hours (1 full day)
- Toulmin Model Training with Melissa Kaplan Date: Nov 2009, Jan 2010  
Hours: 16 hours (2 full days)
- Sustained Silent Reading Training by Janic Pilgreen and Steve. G Date: Oct 2009  
Hours: 2.5 hours

### Honors/Awards/Affiliations/Volunteer Experience

- UW-Whitewater Phi Kappa Phi Academic Honor Society
- Wisconsin Math Council
- Volunteer experience- Hurricane Katrina Relief: March 23, 2008- March 30, 2008 with Habitat for Human

### References

- Bob Soldner, Director of School Management Services Team at the DPI (608) 266-7475
- Leigh Froelich, Math Teacher at Fort Atkinson High School (920) 563-7811 x2050
- Dan Malacara, Director of Budget/Finance Operations Office at UW-Ext (608) 263-7941



# Marshall High School

This Certifies That  
Fernesto Salbana Jr.

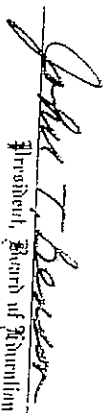
has completed the Course of Study prescribed  
for the Marshall High School and is  
therefore entitled to this

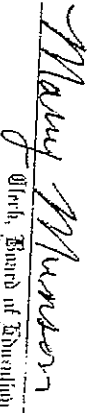
**Diploma**

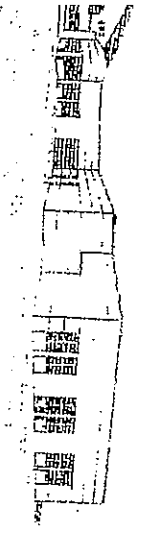
Given at Marshall, in the State of Wisconsin,  
June 5, 2005.

  
Superintendent

  
Principal

  
President, Board of Education

  
Member, Board of Education





University of Wisconsin - Whitewater  
 800 West Main Street  
 Whitewater, WI 53190  
 United States

Official Transcript

Name: Erin Galana Jr  
 Student ID: 1616882  
 SSN: 459-81-5076

Raisey Seid M  
 Daniel Dalebeck, F

Print Date : 2009-04-09

Transfer Credit from Milwaukee School of Engineering  
 Applied toward Education - Undergr Program

2006 Fall Term

Course	Description	Attempted	Earned Grade	Points
BIOLOGY 999	BIOLOGY ELECTIVES	2.60	2.60	0.00
CHEM 999	CHEM ELECTIVES	2.60	2.60	0.00
CHEM 999A	CHEM ELECTIVES	2.60	2.60	0.00
ENGLISH 90W	FUNDAMENTALS OF ENGL - WAIVER	2.00	2.00	0.00
ENGLISH 101	FRESHMAN ENGLISH	2.00	2.00	0.00
ENGLISH 372	TECHNICAL/SCIENTIFIC WRITG	2.00	2.00	0.00
MATH 254	CALC/ANALYTIC GEOMETRY II	5.20	5.20	0.00
MATH 280	DISCRETE MATHEMATICS	2.60	2.60	0.00
MATH 355	MATRICES/LINEAR ALGEBRA	2.00	2.00	0.00
MATH 361	DIFFERENTIAL EQUATIONS	2.00	2.00	0.00
MATH 999A	MATH ELECTIVES	2.00	2.00	0.00
MISC 999	MISC ELECTIVE - GR	2.60	2.60	0.00
PHYSICS 999	PHYSICS ELECTIVES	2.60	2.60	0.00
Course Trans GPA: 0.000				30.80
Transfer Totals				30.80

2006 Fall Term

Course	Description	Attempted	Earned Grade	Points
MATH 152W	ELEMENTARY FUNCTIONS	5.00	5.00	0.00
MATH 253EX	CALC/ANALYTIC GEOMETRY I - EXAM	5.00	5.00	0.00
MATH 141W	BEGINNING SPANISH - WAIVER	0.00	0.00	0.00
MATH 142W	BEGINNING SPANISH - WAIVER	0.00	0.00	0.00
MATH 251W	INTERMEDIATE SPANISH - WAIVER	5.00	5.00	0.00
Test Trans GPA: 0.000				Transfer Totals: 5.00
Beginning of Undergraduate Record				5.00

2006 Fall Term

Course	Description	Attempted	Earned Grade	Points
ENGLISH 90W	FUNDAMENTALS OF ENGL - WAIVER	2.00	2.00	0.00
MATH 40M	PRE - ALGEBRA - WAIVER	0.00	0.00	0.00
MATH 40W	PRE - ALGEBRA - WAIVER	0.00	0.00	0.00
MATH 41W	BEGINNING ALGEBRA - WAIVER	0.00	0.00	0.00
MATH 41W	BEGINNING ALGEBRA - WAIVER	0.00	0.00	0.00
MATH	INTERMEDIATE ALGEBRA - WAIVER	0.00	0.00	0.00

2007 Spring Term

Course	Description	Attempted	Earned	Points
MATH 353	COLLEGE GEOMETRY	5.00	5.00	0.00
MATH 452	INTRO TO ABSTRACT ALGEBRA	3.00	3.00	0.00
SPANISH 252	INTERMEDIATE SPANISH	4.00	4.00	0.00
SPANISH 252	INTERMEDIATE SPANISH	4.00	4.00	0.00
PERH 192	PERS RTRH & FITNESS LIFE	1.00	1.00	0.00
REQ DESIGNATION	Gen Ed Physical Education	13.00	13.00	0.00
TERM GPA	4.000	TERM TOTALS:	28.00	6
CUM GPA: 4.000				CUM TOTALS: 28.00

University of Wisconsin - Milwaukee  
 800 West Main Street  
 Milwaukee, WI 53190  
 United States

Official Transcript

Name : Ernle Saldaña Jr  
 Student ID : 1616882  
 SSN : 459-81-3076

Raised Seal M  
*Daniel Edelbeck*  
 Daniel Edelbeck, F

Term Honors

2007 Fall Term

Course	Description	Attempted	Earned Grade	Points
EDFNDPRC 210	INTRO TO EDUCATION & TEACHING	3.00	3.00 A	12.000
EDFOUND 212	EDUCATIONAL PSYCHOLOGY	3.00	3.00 A	12.000
EDFOUND 243	FOUND OF ED IN EUR SOC	3.00	3:00 A	12.000
REQ DESIGNATION :	Gen Ed Interdisciplinary & Diversity	3.00	3.00 A	12.000
MATH 375	DEVELOPMENT OF MATHEMATIC	3.00	3.00 A	12.000
MATH 453	ABSTRACT ALGEBRA	3.00	3.00 A	12.000
MATH 431	ADV SPANISH LANG STUDY	3.00	3.00 A	12.000
REQ DESIGNATION :	Gen Ed Humanities	3.00	3.00 A	12.000
TERM GPA :		18.00	18.00	72.000
CUM GPA :		46.00	81.80	184.000
Term Honors				

2008 Spring Term

Course	Description	Attempted	Earned Grade	Points
GENED 390	WORLD OF IDEAS	3.00	3.00 A	12.000
REQ DESIGNATION :	Gen Ed Humanities	3.00	3.00 A	12.000
MATH 301	INTRO ANALYSIS	3.00	3.00 A	12.000
MATH 359	MATH MODELING & STATS	3.00	3.00 A	12.000
MATH 310	SPANISH PHONETICS	3.00	3.00 A	12.000
SPANISH 322	ADV SPANISH LANG STUDY	3.00	3.00 A	12.000
REQ DESIGNATION :	Gen Ed Humanities	3.00	3.00 A	12.000
SPCEDD 205	PSYCH EXCEPTIONAL CHILD	3.00	3.00 A	12.000
TERM GPA :		18.00	18.00	72.000
CUM GPA :		64.00	99.80	256.000
Term Honors				

2008 Fall Term

Course	Description	Attempted	Earned Grade	Points

Course	Description	Attempted	Earned Grade	Points
FIELD 402	DIR TEACH ALP PLACE MIDDLE	2.00	2.1	
Course Topic(s) :	ALTERNATIVE MID SCH MATH			
FIELD 492	FIELD STUDY	3.00	3.1	
Course Topic(s) :	MATHEMATICS			

Course	Description	Attempted	Earned Grade	Points
EDFOUND 425	MEAS & EVAL IN SEC SCHOOL	3.00	3.1	
MATH 411	PROBABILITY THEORY	3.00	3.1	
SECDECD 428	TEACH MATH SECONDARY SCI	3.00	3.1	
SECDECD 466	LITERACY STRATS/TCHRS	3.00	3.1	
SPANISH 334	SPAN-AMERICAN READINGS II	3.00	3.1	
TERM GPA :		3.466	20.00	20.000
CUM GPA :		3.899	84.00	119.000
Term Honors				

2009 Spring Term

Course	Description	Attempted	Earned Grade	Points
FIELD 414	DIRECTED TCHNG SECONDARY	12.00		
Course Topic(s) :	MATH			
TERM GPA :		0.000	0.00	0.000
CUM GPA :		3.899	84.00	119.000
Undergraduate Career Totals				
CUM GPA :		3.899	84.00	119.000
Non-Course Milestones				
MISCONSIN HUMAN RELATIONS CODE REQUIREMENTS - Requirement				
Milestone Status: Completed				
- Completed				
End of Transcript				

# Mary C. Scaperlanda

6630 W. Lloyd St.  
Milwaukee, WI 53213  
Phone: 512-630-6617  
maryscaperlanda@gmail.com

**Profile:** Highly motivated teacher with a broad base of skills and interests. Desires employment as a mathematics and/or Spanish teacher at the middle and/or high school level. Flexibility and sensitivity to diversity grant easy adaptation to any work environment.

## Education:

Saint Mary's College, Notre Dame, Indiana  
Bachelor of Arts (May 2006)  
*Summa Cum Laude*

Major: Mathematics  
Minors: Secondary Education and Spanish  
Cumulative GPA: 3.81 / 4.0 basis

## Teaching Experiences and Training:

### Teaching/Administration:

- Teaching Spanish I and Religious Studies at CEO Leadership Academy (2009-present).
- Taught mathematics and Spanish at St. Francis School in Austin, TX. Courses include Algebra II, Geometry, Pre-Algebra, Spanish I, Introduction to Sign Language, and Swing Dancing (Fall 2006–Spring 2009).
- Mathematics Coordinator at St. Francis School, Austin (2008-2009).
- Sixth Grade Coordinator at St. Francis School, Austin (2008-2009).
- Student-taught four sections of tenth grade geometry for fifteen weeks at Mishawaka High School in Mishawaka, Indiana (Spring 2006).

### Education classes and Professional Development:

- Assessment and Curriculum Training, Laurie Friedrich (Fall 2009-Spring 2010).
- Toulmin Model: A Model for Writing and Argument, Melissa Kaplan (Fall 2009-Spring 2010).
- Attended the EdConference in Portland, Maine (Summer 2008).
- Attended Teachers Teaching with Technology Conference (Summer 2008).
- Attended TAAPS Conference (January 2009).
- College education classes include Teaching in a Multicultural Society, Educational Technology, Curriculum and Assessment in Middle School/High School, Educational Psychology: Exceptional Learners in Middle School/High School, Educational Adolescent Psychology, Instructional Strategy and Classroom Management in Middle School/High School, Teaching Mathematics at the Junior High/Middle School/High School level.

### Certifications and Training:

- Previously held Indiana teacher license in secondary mathematics (Spring 2006–Spring 2008).
- Trained in both first aid and CPR techniques.

### Coaching:

- Head volleyball coach, St. Francis Middle School (2008).
- Assistant volleyball coach, St. Francis Middle School (2006-2007).
- Head ultimate Frisbee coach, St. Francis Middle School (2007-2009).
- Assistant soccer coach, St. Francis Middle School (2007-2008).

### Other Work Experience:

Resident Advisor for first-year and senior sections at Saint Mary's College (2003-2006).  
Manager at the Village of Port Edwards Public Pool, Port Edwards, WI (2003-2005).

### Activities and Honors:

Private Schools Interscholastic Association mathematics coach, St. Francis School (2006-2008).  
Received the *Lumen Christi* Medal for the Class of 2006 at Saint Mary's College (May 2006).  
Inducted member of *Pi Mu Epsilon*, a mathematics honor society (February 2005).  
Selected to compete in Math Modeling Competition (2004-2006). Received Honorable Mention.





**Saint Mary's College**  
**NOTRE DAME, INDIANA**

*The Nation's Premier Catholic Women's College*

Date of Birth: 26 Dec 1999

Student ID: 989901284

STUDENT	NAME	DATE OF BIRTH	STUDENT ID	PROGRAM	COURSE	GRADE	PTS	REMARKS
1	WATH, MARY	26 DEC 1999	989901284	MAJOR	ENGLISH	B	3	
2	WATH, MARY	26 DEC 1999	989901284	MAJOR	HISTORY	B	3	
3	WATH, MARY	26 DEC 1999	989901284	MAJOR	PHYSICS	B	3	
4	WATH, MARY	26 DEC 1999	989901284	MAJOR	CHEMISTRY	B	3	
5	WATH, MARY	26 DEC 1999	989901284	MAJOR	BIOLOGY	B	3	
6	WATH, MARY	26 DEC 1999	989901284	MAJOR	MATH	B	3	
7	WATH, MARY	26 DEC 1999	989901284	MAJOR	ARTS	B	3	
8	WATH, MARY	26 DEC 1999	989901284	MAJOR	EDUCATION	B	3	
9	WATH, MARY	26 DEC 1999	989901284	MAJOR	COMMUNICATIONS	B	3	
10	WATH, MARY	26 DEC 1999	989901284	MAJOR	COMPUTER SCIENCE	B	3	
11	WATH, MARY	26 DEC 1999	989901284	MAJOR	PSYCHOLOGY	B	3	
12	WATH, MARY	26 DEC 1999	989901284	MAJOR	SOCIAL SCIENCES	B	3	
13	WATH, MARY	26 DEC 1999	989901284	MAJOR	RELIGIOUS STUDIES	B	3	
14	WATH, MARY	26 DEC 1999	989901284	MAJOR	WORLD LANGUAGES	B	3	
15	WATH, MARY	26 DEC 1999	989901284	MAJOR	THEATRE	B	3	
16	WATH, MARY	26 DEC 1999	989901284	MAJOR	MUSIC	B	3	
17	WATH, MARY	26 DEC 1999	989901284	MAJOR	FINANCE	B	3	
18	WATH, MARY	26 DEC 1999	989901284	MAJOR	MARKETING	B	3	
19	WATH, MARY	26 DEC 1999	989901284	MAJOR	MANAGEMENT	B	3	
20	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL STUDIES	B	3	
21	WATH, MARY	26 DEC 1999	989901284	MAJOR	POLITICAL SCIENCE	B	3	
22	WATH, MARY	26 DEC 1999	989901284	MAJOR	INTERNATIONAL RELATIONS	B	3	
23	WATH, MARY	26 DEC 1999	989901284	MAJOR	ENVIRONMENTAL STUDIES	B	3	
24	WATH, MARY	26 DEC 1999	989901284	MAJOR	ENERGY STUDIES	B	3	
25	WATH, MARY	26 DEC 1999	989901284	MAJOR	GLOBAL STUDIES	B	3	
26	WATH, MARY	26 DEC 1999	989901284	MAJOR	DEVELOPMENT STUDIES	B	3	
27	WATH, MARY	26 DEC 1999	989901284	MAJOR	COMMUNITY DEVELOPMENT	B	3	
28	WATH, MARY	26 DEC 1999	989901284	MAJOR	NON-PROFIT MANAGEMENT	B	3	
29	WATH, MARY	26 DEC 1999	989901284	MAJOR	HEALTH CARE ADMINISTRATION	B	3	
30	WATH, MARY	26 DEC 1999	989901284	MAJOR	RECREATION MANAGEMENT	B	3	
31	WATH, MARY	26 DEC 1999	989901284	MAJOR	SPORTS MANAGEMENT	B	3	
32	WATH, MARY	26 DEC 1999	989901284	MAJOR	EVENT MANAGEMENT	B	3	
33	WATH, MARY	26 DEC 1999	989901284	MAJOR	CONSUMER SERVICES	B	3	
34	WATH, MARY	26 DEC 1999	989901284	MAJOR	RETAIL MANAGEMENT	B	3	
35	WATH, MARY	26 DEC 1999	989901284	MAJOR	LOGISTICS	B	3	
36	WATH, MARY	26 DEC 1999	989901284	MAJOR	OPERATIONS MANAGEMENT	B	3	
37	WATH, MARY	26 DEC 1999	989901284	MAJOR	QUALITY MANAGEMENT	B	3	
38	WATH, MARY	26 DEC 1999	989901284	MAJOR	PROJECT MANAGEMENT	B	3	
39	WATH, MARY	26 DEC 1999	989901284	MAJOR	SYSTEMS ANALYSIS	B	3	
40	WATH, MARY	26 DEC 1999	989901284	MAJOR	INFORMATION SYSTEMS	B	3	
41	WATH, MARY	26 DEC 1999	989901284	MAJOR	SOFTWARE DEVELOPMENT	B	3	
42	WATH, MARY	26 DEC 1999	989901284	MAJOR	NETWORKING	B	3	
43	WATH, MARY	26 DEC 1999	989901284	MAJOR	SECURITY	B	3	
44	WATH, MARY	26 DEC 1999	989901284	MAJOR	COMPUTER FORENSICS	B	3	
45	WATH, MARY	26 DEC 1999	989901284	MAJOR	DATA ANALYSIS	B	3	
46	WATH, MARY	26 DEC 1999	989901284	MAJOR	STATISTICS	B	3	
47	WATH, MARY	26 DEC 1999	989901284	MAJOR	RESEARCH METHODS	B	3	
48	WATH, MARY	26 DEC 1999	989901284	MAJOR	ETHICS	B	3	
49	WATH, MARY	26 DEC 1999	989901284	MAJOR	PHILOSOPHY	B	3	
50	WATH, MARY	26 DEC 1999	989901284	MAJOR	LOGIC	B	3	
51	WATH, MARY	26 DEC 1999	989901284	MAJOR	FOUNDATIONAL COURSES	B	3	
52	WATH, MARY	26 DEC 1999	989901284	MAJOR	GENERAL EDUCATION	B	3	
53	WATH, MARY	26 DEC 1999	989901284	MAJOR	LIBERAL ARTS	B	3	
54	WATH, MARY	26 DEC 1999	989901284	MAJOR	WIDER WORLD	B	3	
55	WATH, MARY	26 DEC 1999	989901284	MAJOR	GLOBAL PERSPECTIVES	B	3	
56	WATH, MARY	26 DEC 1999	989901284	MAJOR	CROSS-CULTURAL STUDIES	B	3	
57	WATH, MARY	26 DEC 1999	989901284	MAJOR	INTERNATIONAL LAW	B	3	
58	WATH, MARY	26 DEC 1999	989901284	MAJOR	CONSTITUTIONAL LAW	B	3	
59	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL WRITING	B	3	
60	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL REASONING	B	3	
61	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL ANALYSIS	B	3	
62	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL RESEARCH	B	3	
63	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL COMMUNICATIONS	B	3	
64	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL PROFESSION	B	3	
65	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL ETHICS	B	3	
66	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL HISTORY	B	3	
67	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL THEORY	B	3	
68	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL PHILOSOPHY	B	3	
69	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL SOCIOLOGY	B	3	
70	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL ANTHROPOLOGY	B	3	
71	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL LINGUISTICS	B	3	
72	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL PSYCHOLOGY	B	3	
73	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL MEDICINE	B	3	
74	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL SCIENCE	B	3	
75	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL TECHNOLOGY	B	3	
76	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL INNOVATION	B	3	
77	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL REFORM	B	3	
78	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL EDUCATION	B	3	
79	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL PRACTICE	B	3	
80	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL CAREERS	B	3	
81	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL NETWORKING	B	3	
82	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL MENTORING	B	3	
83	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL COACHING	B	3	
84	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL SUPPORT	B	3	
85	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL ASSISTANCE	B	3	
86	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL SERVICES	B	3	
87	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL CONSULTING	B	3	
88	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL ANALYSIS	B	3	
89	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL RESEARCH	B	3	
90	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL WRITING	B	3	
91	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL REASONING	B	3	
92	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL ANALYSIS	B	3	
93	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL RESEARCH	B	3	
94	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL WRITING	B	3	
95	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL REASONING	B	3	
96	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL ANALYSIS	B	3	
97	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL RESEARCH	B	3	
98	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL WRITING	B	3	
99	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL REASONING	B	3	
100	WATH, MARY	26 DEC 1999	989901284	MAJOR	LEGAL ANALYSIS	B	3	

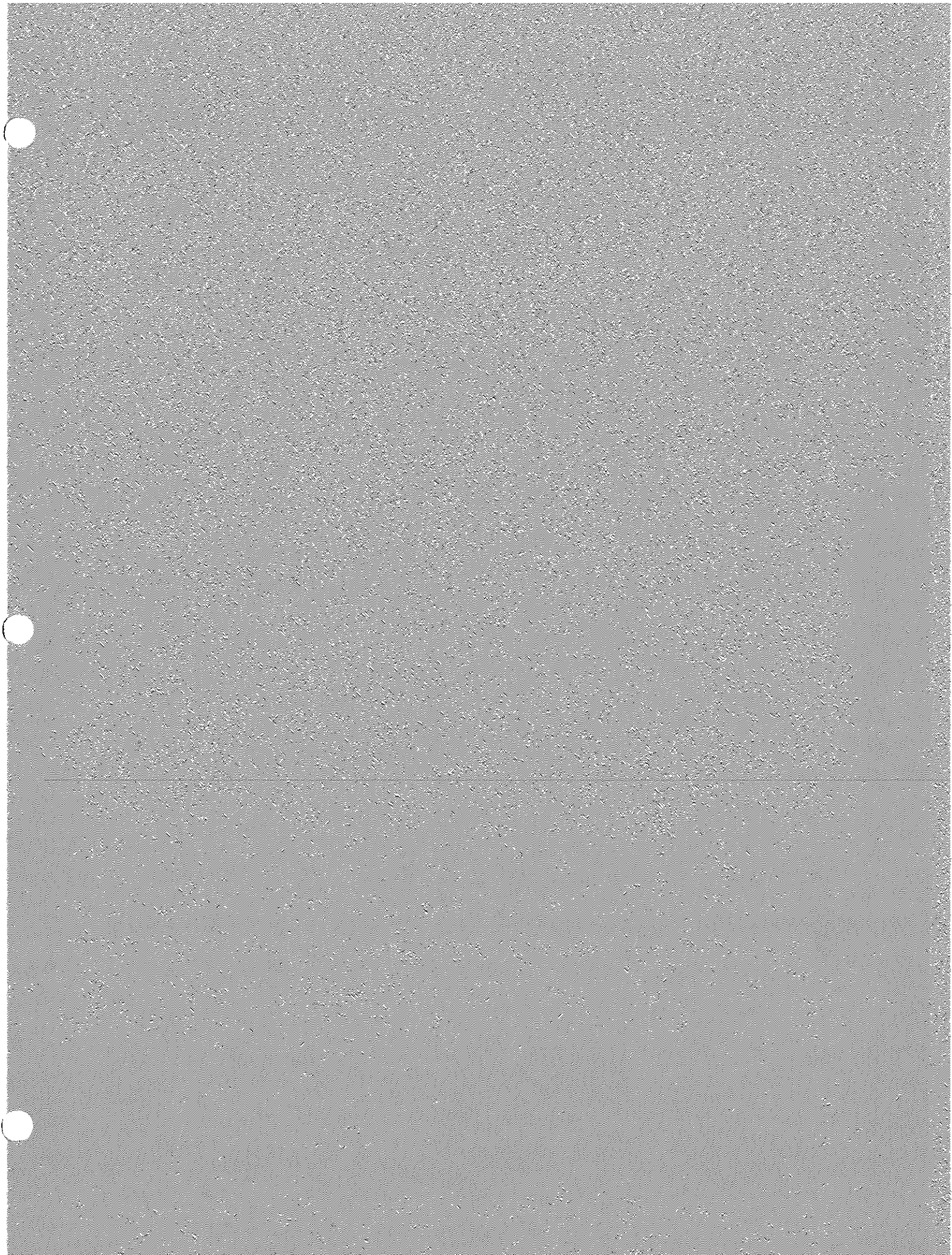
OFFICIAL TRANSCRIPT (DEGR)  
 Date Issued: 28-JAN-2010  
 Page: 2

An official transcript is printed on security paper and does not require a raised seal.



*Shirley A. Klehner*  
 Registrar





**Samantha R. Sosnay**  
**2806 N 70 Street**  
**Milwaukee, WI 53210**  
**(414) 241-4397**  
**samanthasosnay@yahoo.com**

**OBJECTIVE:** To obtain a meaningful position utilizing my skills as a counseling professional.

**EDUCATION:**

University of Wisconsin-Milwaukee  
**MS - Educational Psychology**, December 2007  
Concentration in School Counseling  
Cum. GPA: 3.821

University of Wisconsin-Parkside  
**BA - Major: Sociology**, December 2003  
**Minor: Criminal Justice**, December 2003  
Certificate in Conflict Analysis and Resolution  
Cum. GPA: 3.53

**EXPERIENCE:**

**CEO Leadership Academy**

**Dean of Students, September 2009-Present**

- Counsel students on an academic, social, emotional, and behavioral level.
- Discipline students that are not embracing the culture of CEO Leadership Academy.
- Test students through the means of standardized tests: ACT PLAN/EXPLORE and the WKCE.
- Organize school events: Honor Roll Field Trips, Academic Pep Rally, Breakfast of Champions, Junior Prom, Holiday Dances, Literacy Night.
- Create Individual Student Action Plans for children with special needs.
- Help guide students as they begin applying both to college and for financial aid and scholarships.
- Collaborate with the teaching staff to help create a better learning environment for the students.
- Program student schedules for fall and spring semester.
- Recruit upcoming 8<sup>th</sup> grade students from local middle schools for the next school year.
- Communicate with parents daily regarding their children's academic, behavioral, and social/emotional needs.

**Catapult Learning**

**School Counselor, January 2008-June 2009**

- Placement at CEO Leadership Academy for the 2008-09 school year  
(Duties-See below)

**CEO Leadership Academy (Grades 9-12)**

**School Counselor, January 2008-June 2009**

- Met with students individually regarding personal/social, academic, and career issues.
- Helped guide students as they began applying both to college and for financial aid.
- Ran different counseling groups: grief/loss, anger management, stress and relaxation, healthy relationships, and a support group for victims of abuse.
- Conducted Learning Assessments for those struggling academically.
- Participated in school activities in order to form close relationships with staff and students.
- Created Individual Student Action Plans for children with special needs.

**Marquette University High School (Grades 9-12)**

**School Counselor, April 2008-June 2008**

- Conducted Learning Assessments for those struggling academically.

**Our Lady Queen of Peace (Grades K-8)  
School Counselor, March 2008-June 2008**

- Met with students who are in need of extra support.
- Observed students in classroom settings.
- Ran classroom guidance lessons at the elementary level.

**South Milwaukee High School  
Practicum Student, Fall 2007**

- Met individually with students to further their academic, social and personal growth and development.
- Facilitated anger management group in a positive and productive atmosphere which produced positive results for the students.
- Established meaningful rapport with students, colleagues and parents.
- Constructed a horizontal network of communication between students, staff and parents to ensure that all parties worked together for the benefit of the students.
- Instructed an anger management lesson in a classroom setting.
- Provided a significant learning opportunity for the students by bringing in a guest speaker from In-Health Wisconsin to speak on depression.
- Changed schedules for students to assist them in reaching their academic aspirations.
- Participated in 504 and CST meetings.

**Indian Community School  
Practicum Student, Spring 2007**

- Met individually with students to further their academic, social and personal growth and development.
- Co-facilitated a fourth grade girls group which focused on the importance of self-esteem.
- Participated as a member of the FAST (Families and Schools Together) team.
- Conducted a classroom guidance lesson for first graders on put-ups and put-downs.
- Attended a self-injury program to increase my awareness of the potential effects and ramifications of this growing issue.
- Built meaningful relationships with students, staff, and colleagues.
- Assisted 8<sup>th</sup> graders in determining potential careers during their Career Exploration Class.
- Collaborated with colleagues in addressing specific student concerns.

**Osco Drug/CVS Pharmacy, July 1997 - August 2008  
Shift Supervisor**

- Mediated conflicts between management and staff.
- Handled customer complaints.
- Provided excellent customer service in the retail industry.
- Utilized organizational skills to prioritize multiple responsibilities.
- Had both opening and closing responsibilities.
- Handled money and daily deposits.

**University of Wisconsin-Parkside, 2003 - Present  
Assistant Women's Soccer Coach**

- Conduct practice sessions
- Resolve problems between coaches and players.
- Make out-of-state travel arrangements.
- Organize a variety of annual fund-raising events.
- Created a booster club.

**Kenosha Red Stars Soccer Club, Fall 2007 - Present**

- Coach a U-11 coed team.
- Organize weekly practices and training sessions.
- Prepare and carry out game plans.

**Brookfield Central High School, Spring 2008  
Junior Varsity Head Coach**

- Created and conducted daily practice sessions.



- Acted as a role model for the high school girls.
- Motivated players to perform at a high level.
- Answered questions about college education and soccer.

**ADDITIONAL SKILLS:**

Microsoft Office

**VOLUNTEER WORK:**

- Youth soccer coach and academy coach for the Kenosha Red Star Soccer Club, 2003 - 2007.
- Camp counselor, Fabiano's Future Stars Soccer Camps, July, 2004 - 2006

**AFFILIATIONS:**

Member Wisconsin School Counselor's Association, 2005 - Present.

**ACTIVITIES:**

- Team Member and Captain, Division II Women's Soccer Team, UW-Parkside, 1999 - 2002.
- Camp counselor at Concordia University-Wisconsin Soccer Academy, 2007 and 2008.

**AWARDS:**

- Dean's List, 1999 - 2003.
- Academic All-Conference, 2000 - 2003.
- All-Conference soccer player, 2002.

**REFERENCES:**

Available Upon Request

Academic Transcript

NAME: SOSNAY, SAMANTHA R

STUDENT ID: A000126525

SSN: 895111136

TO: SOSNAY, SAMANTHA R  
51111 BISCAYNE AVE #7  
RACINE WI 53406

DUED TO STUDENT

DEGREE(S) CONFERRED: BA SOCIOLOGY 2003/12/21  
DEGREE(S) CONFERRED: MINOR CRIMINAL JUSTICE 2003/12/21  
DEGREE(S) CONFERRED: AWARDS CUM LAUDE 2003/12/21  
DEGREE(S) CONFERRED: CERT CONFLICT ANALYSIS/RESOLUTION CERTIFICA 2003/12/21

TERM UNITS GRD RGD OPTS RET LEV  
FALL 1999

CRMJ *101 002	INTRO CRIMINAL JUSTICE	3.00	A	12.00	N	U
ENGL 0100 072	FUNDAMENTALS OF ENGLISH	3.00	B+	9.99	N	U
CEQU *110 001	INTRO TO ASTRONOMY	3.00	W	0.00	N	U
GNEB 0101 002	UNIVERSITY SEMINAR	2.00	A	8.00	N	U
PHED 0491 F004	VS FLD EXP: WOMENS SOCCER	1.00	A	4.00	N	U
SOCA *101 074	INTRO TO SOCIOLOGY	3.00	A	12.00	N	U

SEM GPA UG GPA: 3.83 UNITS ATTEMPTED: 12.00 EARNED: 12.00

\*\*\*\*\* DEAN'S LIST

CUM GPA UG GPA: 3.83 UNITS ATTEMPTED: 12.00 EARNED: 12.00

\*\*\*\*\* GOOD STANDING

SPRING 2000

ENGL 0101 004	COMPOSITION AND READING	3.00	A	12.00	N	U
GEOG *110 001	INTRO GEOG WORLD REGIONS	3.00	A	12.00	N	U
MATH 0114 001	COLLEGE ALGEBRA II/TRIG	5.00	A	20.00	N	U
PHED 0310 001	INTRO SPORT MANAGEMENT	2.00	A	8.00	N	U
PHED 0490 M01	CROSS TRAINING	1.00	A	4.00	N	U
POLS *100 001	AMERICAN POLITICS	3.00	B-	8.01	N	U

SEM GPA UG GPA: 3.76 UNITS ATTEMPTED: 17.00 EARNED: 17.00

\*\*\*\*\* DEAN'S LIST

CUM GPA UG GPA: 3.79 UNITS ATTEMPTED: 29.00 EARNED: 29.00

\*\*\*\*\* GOOD STANDING

FALL 2000

ENGL *167 003	INTRO TO LITERATURE	3.00	A-	11.00	N	U
HIST *102 001	U.S. RECONSTRUCTION TIME	3.00	C-	5.00	N	U
MUS *206 001	JAZZ APPRECIATION (DV)	3.00	B	9.00	N	U
PHED 0491 F004	VS FLD EXP: WOMENS SOCCER	1.00	A	4.00	N	U
SOCA *202 001	CULTURAL ANTHROPOLOGY	3.00	B+	9.99	N	U
SOCA *206 001	AMER MINORITY GROUPS (DV)	3.00	A	12.00	N	U

SEM GPA UG GPA: 3.18 UNITS ATTEMPTED: 16.00 EARNED: 16.00

CUM GPA UG GPA: 3.57 UNITS ATTEMPTED: 45.00 EARNED: 45.00

\*\*\*\*\* GOOD STANDING


SPRING 2001

BIOS *104 001	ECOLOGY-SCIENCE SURVIVAL	3.00	B-	8.01	N	U
ECON *101 002	THE AMERICAN ECONOMY	3.00	B+	9.99	N	U
PHED 0191 M03	CROSS TRAINING	1.00	A	4.00	N	U
PHIL *101 003	INTRO TO PHILOSOPHY	3.00	B-	8.01	N	U
SOCA *213 001	GENDER AND SOCIETY	3.00	A	12.00	N	U
SOCA 0233 001	CRIMINOLOGY	3.00	B+	9.99	N	U

SEM GPA UG GPA: 3.25 UNITS ATTEMPTED: 16.00 EARNED: 16.00

UNIVERSITY OF WISCONSIN-PARKSIDE

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*[Signature]*

Academic Transcript

NAME : SOSNAY SAMANTHA R

STUDENT ID: A000126525

SSN: 895111136

TERM	UNITS	GRD	RGD	OPES	RET	EVV
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CUM GPA UG GPA: 3.49 UNITS ATTEMPTED: 61.00 EARNED: 61.00  
 \*\*\*\*\* GOOD STANDING

FALL 2001

GSCI 105 001	FOUNDATIONS OF SCIENCE I	3.00	B	9.00	N	U
MUS 101 003	FUNDAMENTALS OF MUSIC	3.00	A-	11.01	N	U
PHED 0491 004	VS FLD EXP: WOMENS SOCCER	1.00	A	4.00	N	U
SOCA 0234 001	JUVENILE DELINQ/JUSTICE	3.00	B	9.00	N	U
SOCA 0250 002	STATISTICS FOR SOC SCI	4.00	A-	14.68	N	U

SEM GPA UG GPA: 3.40 UNITS ATTEMPTED: 14.00 EARNED: 14.00  
 CUM GPA UG GPA: 3.47 UNITS ATTEMPTED: 75.00 EARNED: 75.00  
 \*\*\*\*\* GOOD STANDING

SPRING 2002

PHED 270 001	LIFETIME WELLNESS	2.00	A	8.00	N	U
PHED 271 001	SUPER CIRCUIT LAB	1.00	A	4.00	N	U
PHED 0191 003	CROSS TRAINING I	1.00	A	4.00	N	U
SOCA 0216 001	SUBSTANCE USE AND ABUSE	3.00	B+	9.99	N	U
SOCA 0295 001	SOCIAL SCI RSCH MTHD	2.00	A	8.00	N	U
SOCA 0300 001	FOCUS GROUPS	2.00	A	8.00	N	U
SOCA 0301 001	INTRO SOCIOLOGICAL THEORY	3.00	B+	9.99	N	U
SOCA 0331 001	DEVIAANT BEHAVIOR	3.00	B+	9.99	N	U

SEM GPA UG GPA: 3.64 UNITS ATTEMPTED: 17.00 EARNED: 17.00

\*\*\*\*\* DEAN'S LIST

CUM GPA UG GPA: 3.50 UNITS ATTEMPTED: 92.00 EARNED: 92.00

\*\*\*\*\* GOOD STANDING

FALL 2002

COMM 0285 001	INTRO TO CONFLICT MANAGMT	3.00	B	9.00	N	U
GSCI 102 001	SCIENCE & PSEUDOSCIENCE	3.00	B	9.00	N	U
PHED 0491 004	VS FLD EXP: WOMENS SOCCER	1.00	A	4.00	N	U
SOCA 0330 001	SPORT IN SOCIETY	3.00	A-	11.01	N	U
SOCA 0332 001	SOCIOLOGY MENTAL ILLNESS	3.00	A	12.00	N	U
SOCA 0363 002	CORRECTIONS	3.00	A-	11.01	N	U

SEM GPA UG GPA: 3.50 UNITS ATTEMPTED: 16.00 EARNED: 16.00

\*\*\*\*\* DEAN'S LIST

CUM GPA UG GPA: 3.50 UNITS ATTEMPTED: 108.00 EARNED: 108.00

\*\*\*\*\* GOOD STANDING

SPRING 2003

COMM 0385 001	CONSTRUCTIVE DIALOGUE	3.00	A	12.00	N	U
COMM 0485 001	DESIGNING CONFLICT INTERVN	3.00	A	12.00	N	U
PHED 0171 001	SUPER CIRCUIT	1.00	A	4.00	N	U
SOCA 0352 001	LAW & SOCIAL CHANGE	3.00	A-	11.01	N	U
SOCA 0368 001	VICTIMOLOGY	3.00	B	9.00	N	U

SEM GPA UG GPA: 3.69 UNITS ATTEMPTED: 13.00 EARNED: 13.00

\*\*\*\*\* DEAN'S LIST

CUM GPA UG GPA: 3.52 UNITS ATTEMPTED: 121.00 EARNED: 121.00

\*\*\*\*\* GOOD STANDING

FALL 2003

This officially sealed and signed transcript is printed on security paper with the name of the university embossed in white type across the face of the document. A BLACK ON WHITE OR A COLOR PHOTOGRAPHY SHOULD NOT BE ACCEPTED UNLESS IT IS PROTECTED BY A SEAL (NOT REQUIRED).

*[Signature]*

Director of Post Registrar

# University of Wisconsin-Parkside

FEBRUARY 07, 2004

PAGE:

3

## Academic Transcript

NAME: SOSNAY, SAMANTHA R

STUDENT ID: A000126525

SSN: 395111136

TERM	UNITS	GRD	RGD	OPTS	RET	SLV	
COMM 0370 001	3.00	B			9.00	N	U
CRMJ 0490 001	3.00	A-			11.01	N	U
HPEA 0171 001	1.00	A			4.00	N	U
HPEA 0322 001	3.00	A			12.00	N	U
HPEA 0499T006	2.00	A			8.00	N	U

SEM GPA UG GPA: 3.66 UNITS ATTEMPTED: 12.00 EARNED: 12.00

DEAN'S LIST

CUM GPA UG GPA: 3.53 UNITS ATTEMPTED: 133.00 EARNED: 133.00

GOOD STANDING

END OF TRANSCRIPT

UNIVERSITY OF WISCONSIN-PARKSIDE  
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Richard [Signature]  
Registrar

Name Sosnay, Samantha Robin  
 Campus ID 990-69-7267

UW - MILWAUKEE  
 GRADUATE ACADEMIC RECORD  
 UNOFFICIAL TRANSCRIPT/CAMPUS COPY

Requested By SRSOSNAY

Issued 31-MAR-2008  
 Page 1

Advisor(s) Thomas Baskin

BA 2003-12-21 UW Parkside Kenosha WI

---Academic History---

Program : Education Graduate  
 Educational Psychology MS  
 Concentration: School Counseling

Term	Course	Grade	Credits	GPA	Cumulative GPA	Cumulative Credits	Final Grade
Summer 2005	UWM Credit						
	Essentials Counseling Practice	A	3.00	12.00	12.00	12.00	
	Term GPA: 4.000			3.00			
	GPA Credit: 3.00						
	Cum GPA: 4.000			3.00			
	Cum Totals: 3.00						
2005-08-30	No Action						
Fall 2005	UWM Credit						
	Introduction to Counseling	A-	3.00	11.01	11.01	11.01	
	ED PSY 624	B+	3.00	9.99	9.99	11.01	
	Term GPA: 3.500			6.00			
	GPA Credit: 6.00						
	Cum GPA: 3.667			9.00		137.01	
	Cum Totals: 9.00						
2006-01-04	No Action						
Spring 2006	UWM Credit						
	Multicultural Counseling	A	3.00	12.00	12.00	12.00	
	ED PSY 640	A	3.00	12.00	12.00	12.00	
	COUNS 710	B+	3.00	9.99	9.99	149.01	
	Term GPA: 3.777			9.00			
	GPA Credit: 9.00						
	Cum GPA: 3.722			18.00			
	Cum Totals: 18.00						
2006-05-31	No Action						
Summer 2006	UWM Credit						
	Appraisal/Clin Decision-Making	A	3.00	12.00	12.00	12.00	
	COUNS 820	A-	3.00	11.01	11.01	12.00	
	COUNS 816	A	3.00	12.00	12.00	12.00	
	COUNS 711	A	3.00	35.01	35.01	159.00	
	Term GPA: 3.890			27.00			
	GPA Credit: 27.00						
	Cum GPA: 3.778			27.00			
	Cum Totals: 27.00						
2006-08-29	No Action						
Fall 2006	UWM Credit						
	Counseling in the Schools	A	3.00	12.00	12.00	12.00	
	COUNS 810			12.00		114.00	
	Term GPA: 4.000			3.00			
	GPA Credit: 3.00						
	Cum GPA: 3.800			30.00			
	Cum Totals: 30.00						
2007-01-03	No Action						
UW-Milwaukee	UWM Credit						
	Group Counseling Theory	A	3.00	12.00	12.00	12.00	
	COUNS 800			12.00		126.00	
	Term GPA: 4.000			3.00			
	GPA Credit: 3.00						
	Cum GPA: 3.818			33.00			
	Cum Totals: 33.00						
2007-01-29	No Action						
Spring 2007	UWM Credit						
	Survey of Exceptional Educ	A-	3.00	11.01	11.01	11.01	
	EXCEDUC 600	S	3.00	0.00	0.00	11.01	
	COUNS 774			11.01		11.01	
	Term GPA: 3.670			3.00			
	GPA Credit: 3.00						
	Cum GPA: 3.806			36.00		137.01	
	Cum Totals: 36.00						
2007-05-30	No Action						
Summer 2007	UWM Credit						
	Family Syst Thry/Rsrch/Practce	A	3.00	12.00	12.00	12.00	
	COUNS 904			12.00		149.01	
	Term GPA: 4.000			3.00			
	GPA Credit: 3.00						
	Cum GPA: 3.821			39.00			
	Cum Totals: 39.00						
2007-08-28	No Action						
Fall 2007	UWM Credit						
	Supervised Pract 2-Schl Couns	S	3.00	0.00	0.00	0.00	
	COUNS 968	B+	3.00	9.99	9.99	9.99	
	ED PSY 720			9.99		9.99	
	Term GPA: 3.330			3.00			
	GPA Credit: 3.00						
	Cum GPA: 3.786			42.00		159.00	
	Cum Totals: 42.00						
2008-01-02	No Action						
Master of Science	Educational Psychology MS						
	Concentration: School Counseling						
	Conferred 2007-12-16						
Effective: 12-16-2007							
-- Wisconsin Department of Public Instruction approved program completed							
-- for certification as School Counselor							

Name Sossay,Samantha Robin  
Campus ID 990-69-7267

UW - MILWAUKEE  
GRADUATE ACADEMIC RECORD

Requested By SRSOSNAY

Issued 31-MAR-2008  
Page 2

Summary

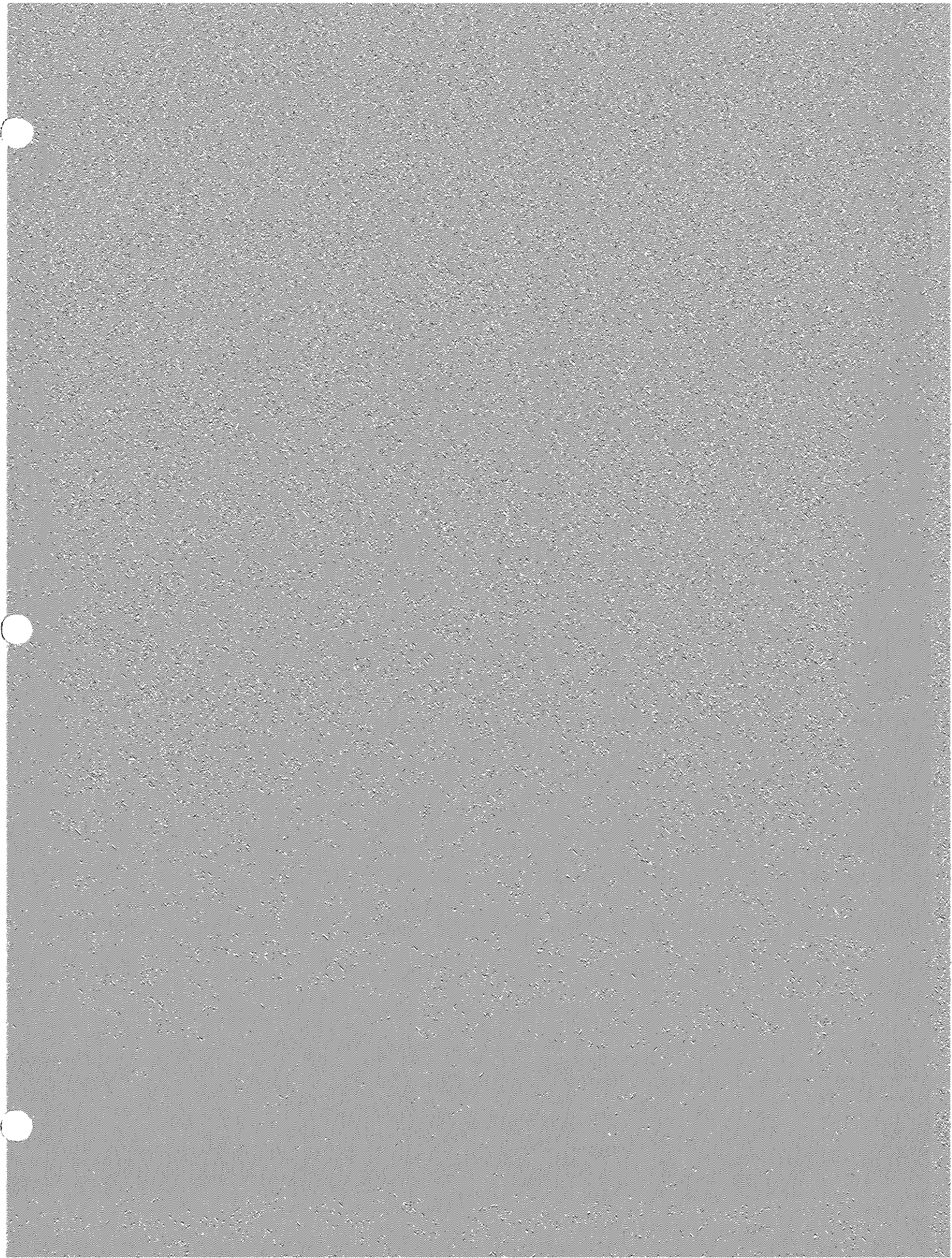
CUM GPA CREDITS	42.000
CUM GRADE POINTS	159.000
GRADUATE GPA	3.786

Sossay,Samantha Robin  
2806 N 70th St  
Milwaukee WI 53210-1223  
SRSOSNAY@UWM.EDU

THIS IS NOT AN OFFICIAL UNIVERSITY TRANSCRIPT

----End Of File----





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# Scott Weigel

1210 W. Riverview Dr. ■ Glendale, WI 53209 ■ 414.217.8430 ■ sw@wi.rr.com

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## DPI Certified High School, Social Studies Teacher (9-12)

Enthusiastic and experienced high school teacher seeking a full-time social studies position.

---

### Core Competencies

- Classroom Management
  - Creative Lesson Planning
  - Curriculum Development
  - Instructional Best-Practices
  - Integration of Technology in Classroom
  - Learner Assessment
  - Differentiated Instruction
- 

### Experience

Clergy for Educational Options (CEO) Leadership Academy 3222 W. Brown St. Milwaukee, WI  
**High School Social, Studies Teacher (9-12)**, Fall 2004 to Present

Machon Ben Mordechai Jewish School 5200 W. Center St. Milwaukee, WI  
**High School, Secular Teacher (9-12)**, Fall 2003 to Spring 2004 (School Closed)

Riverside High School 1615 E. Locust St Milwaukee Wisconsin  
**High School, Student Teacher (9-12)**, Fall 2002 to Spring 2003

### Key Contributions:

- Founding member of CEO who helped in the development of CEO's mission, vision, rules, & procedures.
  - Designed and implemented social studies curriculum for World History, U.S. History, U.S. Government, Economics, Sociology, and Cultural Diversity.
  - Served on school committees dealing with curriculum, assessment, and the implementation of data-driven instruction.
- 

### Education & Credentials

University of Wisconsin Milwaukee — Milwaukee, WI  
MA in History, 2009

University of Wisconsin Milwaukee — Milwaukee, WI  
BS in Social Studies, Secondary Education, 2003

Wisconsin Department of Public Instruction Certifications valid from 2008 - 2013:

- History (9-12)
- Political Science (9-12)
- Sociology (9-12)
- Broad Field Social Studies (9-12)



THE FACE OF THIS DOCUMENT HAS A COLORED BACKGROUND ON WHITE PAPER

UNIVERSITY OF WISCONSIN  
MADISON, WISCONSIN 53706

OFFICIAL GRADUATE ACADEMIC RECORD

Applicant: **Wojciechowski Alan**  
 SSN: **312-80-0581**  
 BA: **2001-05-18** UW-Madison **Madison, WI**

Academic History  
 Program: **Latin & Science Graduate**  
 2003-08-28 **History MA**  
 2006-04-20 **History MA**

Fall 2003  
 HIST 590 **UW Credit**  
 Collier Capstone **Completed in Global History**  
 HIST 712 **UW Credit**  
 HIST 800 **Completed in Global History**  
 Global Topics **Completed in Global History**  
 Term GPA: **3.750** GPA Credit: **8.00**  
 Cum GPA: **3.750** Cum Totals: **9.00**

Spring 2004  
 HIST 716 **UW Credit**  
 ED POL 750 **Research Methods in Local Hist**  
 HIST 800 **History of American Education**  
 Term GPA: **3.000** GPA Credit: **6.00**  
 Cum GPA: **3.750** Cum Totals: **15.00**

Fall 2004  
 HIST 845 **UW Credit**  
 HIST 840 **Senior Honors American Urban Problems**  
 Global Topics **Completed in Global History**  
 Term GPA: **3.330** GPA Credit: **6.00**  
 Cum GPA: **3.619** Cum Totals: **21.00**

Spring 2005  
 SPRING 2005 **UW Credit**  
 Term GPA: **3.000** GPA Credit: **0.00**  
 Cum GPA: **3.079** Cum Totals: **21.00**

Fall 2007  
 HIST 845 **UW Credit**  
 HIST 840 **Senior Honors American Urban Problems**  
 Term GPA: **0.000** GPA Credit: **0.00**  
 Cum GPA: **3.079** Cum Totals: **21.00**

Spring 2008  
 HIST 845 **UW Credit**  
 HIST 840 **Senior Honors American Urban Problems**  
 Term GPA: **3.000** GPA Credit: **3.00**  
 Cum GPA: **3.060** Cum Totals: **24.00**

Fall 2008  
 HIST 845 **UW Credit**  
 HIST 840 **Senior Honors American Urban Problems**  
 Term GPA: **3.000** GPA Credit: **3.00**  
 Cum GPA: **3.763** Cum Totals: **27.00**

Spring 2009  
 HIST 845 **UW Credit**  
 HIST 840 **Senior Honors American Urban Problems**  
 Term GPA: **3.000** GPA Credit: **3.00**  
 Cum GPA: **3.763** Cum Totals: **30.00**

Spring 2010  
 HIST 845 **UW Credit**  
 HIST 840 **Senior Honors American Urban Problems**  
 Term GPA: **3.000** GPA Credit: **3.00**  
 Cum GPA: **3.763** Cum Totals: **33.00**

Spring 2011  
 HIST 845 **UW Credit**  
 HIST 840 **Senior Honors American Urban Problems**  
 Term GPA: **3.000** GPA Credit: **3.00**  
 Cum GPA: **3.763** Cum Totals: **36.00**

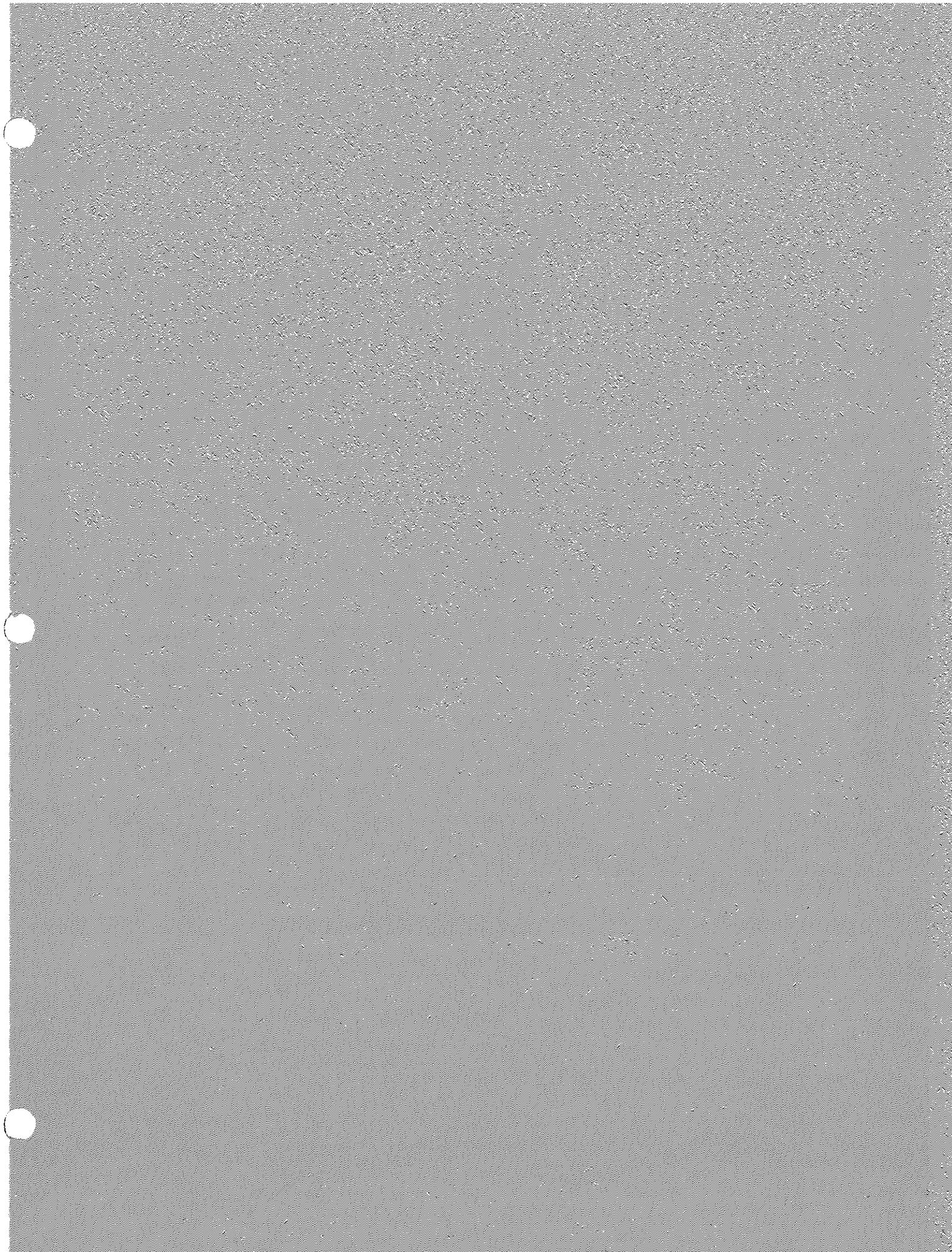


ISSUED TO STUDENT

DIRECTOR OF GRADUATE STUDENT SERVICES  
 PAISED SEAL NOT REQUIRED

UNIVERSITY OF WISCONSIN - MILWAUKEE GRADUATE TRANSCRIPT  
 THE FACE OF THIS DOCUMENT HAS A COLORED BACKGROUND ON WHITE PAPER

OFFICIAL TRANSCRIPT ONLY IF DIRECTOR OF GRADUATE STUDENT SERVICES SIGNATURE IS AFFIXED



# Heather M. Westen

1650 Valley Ridge Drive □ Brookfield, WI 53005  
Cell: (262) 923-0911 □ Home: (262) 789-9226  
[hmwesten@uwm.edu](mailto:hmwesten@uwm.edu) □ [hmwesten@yahoo.com](mailto:hmwesten@yahoo.com)

## Objective:

I plan to work full time in a high school English classroom. Any grade would be fine, and I love teaching literature.

## Education:

Bachelor of Science in Secondary Education, emphasis in English May 2009  
Graduated Magna Cum Laude  
University of Wisconsin-Milwaukee  
Cumulative GPA: 3.589

## Work Experience:

High School English Teacher August 2009-Present  
CEO Leadership Academy  
3222 West Brown Street, Milwaukee, WI 53208  
9<sup>th</sup> grade general English (three sections)  
11<sup>th</sup> and 12<sup>th</sup> grade American Poetry (one section)  
-create authentic and effective lesson plans/projects/tests/quizzes  
-graded papers/projects/tests/quizzes  
-helped organize events with parents, staff, and students  
-helped organize graduation ceremony

After-School Camp Instructor Fall 2007- Spring 2008  
Maryland Avenue Montessori School, Milwaukee, WI  
-Instructed the following lessons:  
-Gym  
-Science  
-Arts and Crafts  
-Presented new ideas to teach during activity rotations  
-Participated in activities, ages 4-11  
-Watched the children for their safety  
-Commanded rotations of groups  
-Instilled discipline/conflict management  
-Cleaned up after children had left

Dairy Queen Shift Leader Summer 2001- Summer 2008  
Dairy Queen Brazier, Brookfield, WI  
-Trained fellow employees  
-Supervised  
-Cashier  
-Prepared food/cleaned  
-Opened store in the morning/closed store at night  
-Assisted customers



Heather M. Westen  
hmwesten@yahoo.com

Bookseller Summer 2006- Spring 2007  
Borders Bookstore, Music, Movies, and Café, Milwaukee, WI  
-Customer service/Information desk  
-Cash registers  
-Re-shelving materials  
-Finding materials for patrons  
-Cleaned

Librarian Fall 2005-Spring 2006  
Elm Grove Public Library, Elm Grove, WI  
-Checked library materials in and out  
-Re-shelved library materials  
-Calling patrons for notification  
-Cleaned up child areas after hours

Related Skills:  
-Organization  
-Discuss literature and make it relatable  
-Computer and SmartBoard experience  
-Full-time classroom experience

**Other Experiences:**

Tutoring: Spring 2007  
-Peer Tutored through English 440 at Riverside High School, Milwaukee, WI  
-Tutored freshmen English  
-Tutored junior AP English  
-Helped students map out story/essay ideas  
-Worked with fellow students to tutor in pairs

**Student Teaching:**

Washington High School of Information Technology Spring 2009  
2525 North Sherman Blvd., Milwaukee, WI 53210  
11<sup>th</sup> grade Honors American Authors  
12<sup>th</sup> grade College Summit Preparatory Classes  
-created authentic and effective lesson plans/projects/tests/quizzes  
-graded papers/projects/tests/quizzes  
-chaperoned field trips/senior prom

Northwest Secondary School Fall 2008  
5496 North 72<sup>nd</sup> Street, Milwaukee, WI 53218  
8<sup>th</sup> grade general English  
-prepared and delivered authentic lesson plans  
-graded papers

Name: Westen, Heather Marie  
 Campus ID: 980-64-8746  
 Birthdate: 25-DEC-1985  
 Brookfield Central High School  
 Units: ENGL5 SPAN3 AMTH1 GEOM1 ALG2 CHEM1 PHYS1 BIOL2 HISS4 OELE2  
 Education Undergraduate / Education / English: Early Adolescence - Adolescence

UW - MILWAUKEE UNDERGRADUATE  
 ACADEMIC RECORD/CREDIT EVALUATION  
 CAMPUS COPY  
 WI Percentile: 75  
 H/SS: 4  
 O/ELE: 2

Requested By: HMWESTEN  
 Adviser(s): Andrea Azanian, Thomas Scott  
 JUN-2004  
 25-JAN-2010 Page 1

---Academic History---  
 Program: Education Undergraduate  
 2004-04-20 Education - Intended  
 2004-06-08 Education - Intended  
 English 6-12  
 2004-09-04 Education - Intended  
 English: Early Adolescence - Adolescence  
 2007-11-06 Education  
 English: Early Adolescence - Adolescence

2006-01-04 No Action  
 UWM Credit  
 Introduction to Ocean Sciences 11.01  
 Strategies-Academic Writing 12.00  
 Beginning Guitar 12.00  
 Intro to Amer Gov't & Politics 8.01  
 Intro to Creative Writing 12.00  
 Term GPA: 3.688  
 GPA Credit: 15.00  
 Cum GPA: 3.611  
 Cum Totals: 41.00  
 Progress Credit: 15.00  
 Cum Totals(Degree): 41.00

2007-01-03 No Action  
 UWM Credit  
 American Writers to 1900 11.01  
 Grammar and Usage 9.00  
 American Popular Music 6.99  
 Yoga I 1.00  
 Yoga II 4.00  
 Intro to Teaching-Collog/Field 9.99  
 Intro to English Studies 11.01  
 Term GPA: 3.294  
 GPA Credit: 17.00  
 Cum GPA: 3.518  
 Cum Totals: 58.00  
 Progress Credit: 17.00  
 Cum Totals(Degree): 58.00

---Test Credit---  
 External  
 AP General Biology (1-2)  
 UWM Course  
 TRAN-NO -  
 Term  
 Fall 2004  
 0.00

2005-01-06 No Action  
 UWM Credit  
 Theatre Production  
 Survey of Zoology  
 Grade changed from F to B+  
 Classical Mythology  
 West Great Lake Am Indn Life (D)  
 College Writing and Research  
 GPA Credit: 14.00  
 Cum GPA: 3.786  
 Cum Totals: 26.00  
 Progress Credit: 14.00  
 Cum Totals(Degree): 26.00  
 Deans Honor List

2006-05-31 No Action  
 UWM Credit  
 2006-06-13  
 Term GPA: 0.000  
 GPA Credit: 0.00  
 Cum GPA: 3.518  
 Cum Totals: 58.00  
 Progress Credit: 0.00  
 Cum Totals(Degree): 58.00

2005-06-03 Deans Honor List  
 UWM Credit  
 Classical Mythology  
 West Great Lake Am Indn Life (D)  
 College Writing and Research  
 GPA Credit: 14.00  
 Cum GPA: 3.786  
 Cum Totals: 26.00  
 Progress Credit: 14.00  
 Cum Totals(Degree): 26.00

2006-05-31 No Action  
 UWM Credit  
 2006-06-13  
 Term GPA: 0.000  
 GPA Credit: 0.00  
 Cum GPA: 3.518  
 Cum Totals: 58.00  
 Progress Credit: 0.00  
 Cum Totals(Degree): 58.00

2007-01-03 No Action  
 UWM Credit  
 The Development of Poetry  
 The International Prose Poem  
 Survey of Irish Literature  
 Intro to English Linguistics  
 Advanced Writing Workshop  
 GPA Credit: 15.00  
 Cum GPA: 3.466  
 Cum Totals: 73.00  
 Progress Credit: 15.00  
 Cum Totals(Degree): 73.00

Spring 2005  
 THR BA 109 Theatre Production  
 BIO SCI 100 Survey of Zoology  
 05-17-2005  
 Grade changed from F to B+  
 CLASSIC 170 Classical Mythology  
 ETHNIC 203 West Great Lake Am Indn Life (D)  
 ENGLISH 102 College Writing and Research  
 Term GPA: 3.786  
 Cum GPA: 3.578  
 Cum Totals: 26.00  
 Progress Credit: 14.00  
 Cum Totals(Degree): 26.00

Summer 2006  
 WITHDRAW  
 Term GPA: 0.000  
 GPA Credit: 0.00  
 Cum GPA: 3.518  
 Cum Totals: 58.00  
 Progress Credit: 0.00  
 Cum Totals(Degree): 58.00

Fall 2006  
 ED POL 375 Cultural Foundations of Educ  
 ENGLISH 361 The Development of Poetry  
 Course Topic(s):  
 ENGLISH 306 The International Prose Poem  
 ENGLISH 400 Survey of Irish Literature  
 ENGLISH 430 Intro to English Linguistics  
 ENGLISH 430 Advanced Writing Workshop  
 Term GPA: 3.266  
 Cum GPA: 3.466  
 Cum Totals: 73.00  
 Progress Credit: 15.00  
 Cum Totals(Degree): 73.00

Term	Course	UWM Credit	Current Topics	Grade	UWM Credit	Current Topics	Grade	UWM Credit	Current Topics	Grade		
Spring 2007	CURRINS 579	UWM Credit	Current Topics	A	1.00	4.00	A	1.00	Fidwtk-Secondary Reading 6-12	3.00	CR	0.00
	ENGLISH 440	UWM Credit	Pedagogy of Writing Conference	A	3.00	12.00	A	3.00	English	2.00	A	8.00
	ENGLISH 378	UWM Credit	Intro Peer Tutoring & Practice	B	3.00	9.00	B	3.00	Student Teaching-Grades 7 & 8	3.00	A	12.00
	ENGLISH 403	UWM Credit	Shakespeare	A	3.00	12.00	A	3.00	EA-A English	2.00	A	8.00
	CURRINS 650	UWM Credit	Survey-Crmt Litry&Clt Theory	B	3.00	9.00	B	3.00	Inclusion-Secondary Ed/HU,A,FL	3.00	B+	9.99
	Term GPA: 3.625	GPA Credit: 16.00	Survey-Modern English Grammar	A	3.00	12.00	A	3.00	Co-Op Strat Pre/Early Adolscnt	3.00		
	Cum GPA: 3.495	Cum Totals: 89.00	Reading Interests of Adolescent						Teaching of English			
			Progress Credit: 16.00						Grade changed from NR to B+			
			Cum Totals(Degree): 89.00						Term GPA: 3.799			37.99
									Cum Totals: 129.00			462.03
									Cum GPA: 3.582			

2007-05-30 No Action

Term	Course	UWM Credit	Current Topics	Grade	UWM Credit	Current Topics	Grade	UWM Credit	Current Topics	Grade		
Fall 2007	ENGLISH 523	UWM Credit	Study U.S. Latino/a Lit (D)	A	3.00	12.00	A	3.00	Student Teaching In English	6.00	A-	22.02
	ENGLISH 377	UWM Credit	The Architecture of Cult Ident	A	3.00	12.00	A	3.00	Student Teaching from NR to A-	6.00	A-	22.02
	ENGLISH 504	UWM Credit	Srv Afric-Am Lit,1930-Prst (D)	B	3.00	9.00	B	3.00	Student Teaching In English			
	ED PSY 330	UWM Credit	Studies In Lit, 1660-1800	B+	3.00	9.99	B+	3.00	Grade changed from NR to A-			
	ED PSY 320	UWM Credit	18th Cent Experimental Fiction	A-	3.00	11.01	A-	3.00	Term GPA: 3.670			44.04
	Term GPA: 3.600	GPA Credit: 15.00	Intro to Learning, Development						Cum GPA: 3.589			506.07
	Cum GPA: 3.510	Cum Totals: 104.00	Classroom Appraisal/Evaluation						Progress Credit: 12.00			
			Progress Credit: 15.00						Cum Totals: 141.00			
			Cum Totals(Degree): 104.00						Progress Credit: 144.00			

2008-01-02 No Action

Term	Course	UWM Credit	Current Topics	Grade	UWM Credit	Current Topics	Grade	UWM Credit	Current Topics	Grade		
Spring 2008	DANCE 323	UWM Credit	Body Conditioning:Plates Mthd	A	3.00	12.00	A	3.00	English: Early Adolescence - Adolescence			
	CURRINS 657	UWM Credit	App to Tang Texts Secndry Sch	A-	3.00	11.01	A-	3.00	Degree GPA 3.589			
	Grade changed from NR to A-								Effective: 05-17-2009			
	PSYCH 101	UWM Credit	Introduction to Psychology	A	3.00	12.00	A	3.00	-- Wisconsin Department of Public Instruction approved program completed to			
	CURRINS 545	UWM Credit	Rdg-Contnt Areas-Mid/Jr/Sr High	A	3.00	12.00	A	3.00	-- teach English, Early Adolescence through Adolescence			
	CURRINS 310	UWM Credit	Curric Pre/Early Adolescent	A	3.00	12.00	A	3.00				
	Term GPA: 3.934	GPA Credit: 15.00										
	Cum GPA: 3.563	Cum Totals: 119.00										
			Progress Credit: 15.00									
			Cum Totals(Degree): 119.00									

2008-05-28 Deans Honor List

CUM GPA CREDITS 141.000  
 CUM DEGREE CREDITS 144.000  
 CUM GRADE POINTS 506.070  
 UNDERGRAD GPA 3.589

---Test Results---  
 ACT COMP 2003-10-01 23  
 ACT ENGL 2003-10-01 26  
 ACT MATH 2003-10-01 22  
 ACT READ 2003-10-01 25

Name Westen, Heather Marie  
Campus ID 990-64-8746

UW - MILWAUKEE UNDERGRADUATE  
ACADEMIC RECORD/CREDIT EVALUATION

Requested By HMWESTEN

25-JAN-2010  
Page 3

ACT	SCIRE	2003-10-01	20
EPT3	ENGL	2004-03-26	450
EPT3	READ	2004-03-26	430
	Placement:	English 101	Level: 2
MATH	CALG	2004-03-26	470
MATH	EALG	2004-03-26	580
MATH	IALG	2004-03-26	490
MATH	TRIG	2004-03-26	500
	Placement:	Math 105, 106, 175	Level: 20
PPSTM	TOTAL	2006-11-09	180
	Placement:	PPST Math Satisfied	Level: 20
PPSTR	TOTAL	2006-11-09	171
	Placement:	PPST Reading Not Satisfied	Level: 10
PPSTW	TOTAL	2006-11-09	175
	Placement:	PPST Writing Satisfied	Level: 20
PPSTR	TOTAL	2007-01-19	171
PPSTR	TOTAL	2007-05-03	0
	Placement:	PPST Reading Waived	Level: 30
PRAX2	10041	2008-03-15	164
	Placement:	English Satisfied	Level: 20

----Milestones----

3 units of a single foreign language

----Student Exceptions----

30-JUN-2008

Waive Currius 322 and 325.

Westen, Heather Marie  
1650 Valley Ridge Dr  
Brookfield WI 53005-5583  
262/789-9226  
HMWESTEN@UWM.EDU

THIS IS NOT AN OFFICIAL UNIVERSITY TRANSCRIPT

IF COURSES IN PROGRESS INCLUDE ANY REPEAT OF PREVIOUS COURSEWORK, STATED  
GPA MAY NOT BE ACCURATE

---End Of File---

# Section 3



R

## 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)

df 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.)

df 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.)

df 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.)

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

df 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.

df 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.)

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

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

Continued

Certification, continued

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

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

df 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.

df 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.

df 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.

df 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.)

df 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.**

DENISE L. PITCHFORD  
Applicant Legal Name

*Denise L. Pitchford*  
Applicant Signature

March 20, 2010  
Date

**Certification Checklist**

- Completed
- Signed
- Dated

*S*

# CEO Leadership Academy

Parent/Student Handbook



3222 W. Brown Street  
Milwaukee, WI 53208  
(414) 873-4014

Website: [www.ceoleadershipacd.org](http://www.ceoleadershipacd.org)

## **INTRODUCTION**

### **Purpose of Handbook**

This handbook has been designed for the purpose of supplying parents with pertinent information concerning policies and procedures for CEO Leadership Academy. It will not answer all questions concerning the Academy program and the policies that have been established by the Administration and approved by the Academy Board. It will, however, bring to the surface and identify many of the problems involved in the operation of the Academy and provide a basis for intelligent discussion. Its consistent use should lead to the systematic development of a more adequate Parent/Student Guide and Statement of Policy.

The handbook format lends itself to additions and correction for keeping the handbook current. We welcome your ideas and/or comments for purposes of disseminating relevant information to you.

Working for the children of CEO,

Denise Pitchford  
Executive Director of Education

### **Vision Statement**

CEO Leadership Academy's vision is to produce responsible leaders through academic mastery, community focused education and the fostering of lifelong learning in any environment.

**Mission Statement**

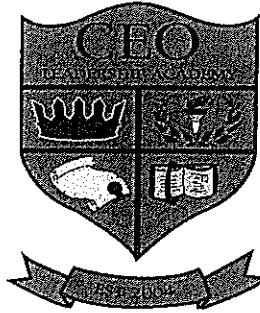
The mission of CEO Leadership Academy is to nurture scholars capable of transforming their world, by sending them to and through college.

**Academy Colors**

Purple and Gold

**Academy Mascot**

Kings



The CEO Crown for Royalty

The Torch of Wisdom

The First Degree of Many you will receive

Increasing Knowledge

## CEO LEADERSHIP ACADEMY

### Fee Schedule Non-Choice Students 2009-2010

Cost to Educate	\$6,442.00	
Cost to Parent	\$3,600.00	10 Month Schedule
*Additional funds raised by Board of Directors		Due 5th of each month
		Late Fee— \$25
NSF Fee (Returned Check)	\$35.00	
Lock Rental Fee	\$5.00	Per Year
*If student loses the lock during the school year, the cost to replace the lock is an additional \$5.00		

### LUNCH PROGRAM

The Academy offers a hot lunch program for students who desire the service. Students may also bring cold lunch. Hot lunch prices are as follows:

Regular	\$ 1.00	Adult	\$ 2.50	Staff	\$ 2.50
Senior Citizen	\$ 1.25			Milk	\$ .25

\*The Academy does offer the Free and Reduced Lunch plan with the completion of the proper paperwork.



## FINANCIAL SUSPENSION

It is important that parents/guardians remember that the *CEO Leadership Academy* relies on the **punctual payment of tuition in order to sustain an effective educational program**. The Academy administration has therefore deemed it necessary to develop and adhere to a specific policy regarding tuition. Any tuition account that reaches **arrears of two months** will automatically place the student in a financial suspension status. This means that the child will be suspended from the Academy until the account has been brought up to a current status. A 5% gross, per month late, fee will be assessed to all delinquent accounts.

## REGISTRATION

Registration forms must be completed at the Academy. Students transferring from another school should present a report card and fill out a CEO Leadership Academy application. When a child enters the Academy for the first time, the following documents are required:

## IMMUNIZATIONS

Wisconsin law requires the following immunizations for all school children. All medical records must be completed by September 1<sup>st</sup>. The following immunizations need to be completed by Grades 9 – 12: 4 DTP, DTAP or TD3, 4 Polio4, 2 MMR1, 3 HepB.

## RIGHTS OF PARENTS AND STUDENTS

Enrollment at CEO Leadership Academy is a privilege and not a right, which may be forfeited at any time when a student does not adhere to the standards and regulations of the Academy. The Academy may request the withdrawal of any student at any time, which, in the opinion of the administration, does not fit into the spirit of the institution.

### Parents...

are always welcome to visit the Academy for observation or as a volunteer as long as there is no disruption of the Academy program.

are always welcome to make suggestions or voice opinion by way of the Parent Teacher Association, Suggestion Box, or to the Dean of Education.

are always welcome to speak with their child's teacher concerning student progress or the need for improvement. You are encouraged to do so by scheduling a conference with the teacher.

are always welcome to attend any student assembly.

## Homework

All students will be issued an assignment notebook to keep track of all assignments. Students have homework generally every night; parent/guardians should remember to ask about homework and encourage students to get all work in on time. In addition, we ask that parents/guardians do the following:

- provide students with quiet, well lit place to work.
- arrange all vacations to insure that students do not miss school.
- call students at school only in the event of an emergency
- ensure that students are ready for school each day with clean clothing, books, notebook, assignment book, pen, and homework.

## Communication

Parents and students are responsible for communicating the student's schedule with one another. The main office is not able to keep track of where students are outside of their scheduled classes. Students are expected to inform their parents anytime they will be delayed or kept late at school. Parents can expect that anytime a student is held after school by a member of the staff, the staff member will provide a written verification if and only if requested by the parent.

Additionally, **the main office staff cannot remove students from class to receive phone calls from parents. If parents have an emergency situation, they must reveal the emergency to the Administrative Assistant.** The office staff will be responsible for contacting the student in the event the emergency is verified. If not verified, students will not be removed from class. If parents have a message to get to their child, the main office will attempt to e-mail the message to his/her instructor. We make no guarantee, and assume no responsibility, for non emergency messages parents wish to relay to their son/daughter. This is not a function of the school's main office.

## Community Service (“...community focused education...”)

CEO Leadership Academy encourages all of our students to give back to the community through community service. To that end we recommend the following amount of service for 9<sup>th</sup> and 10<sup>th</sup> grade levels required for 11<sup>th</sup> and 12<sup>th</sup> grade levels. Hours are applied to the students' transcript each school year they are completed. They are not cumulative from year to year. 9<sup>th</sup> – 20 Hours; 10<sup>th</sup> – 25 Hours; 11<sup>th</sup> – 30 Hours; 12<sup>th</sup> – 40 Hours.

1<sup>st</sup> and 3<sup>rd</sup> Wednesdays are early dismissal days for this purpose. Students are able to find their own community service or they can receive assistance in doing so. The community service Wednesdays will begin the 1<sup>st</sup> Wednesday in October. Students will receive paperwork to take

to their site for documentation of hours. A staff member will follow up at the site to ensure that the student is representing both you and CEO Leadership Academy in the most professional way.

Some examples of community service sites would be: schools, daycares, libraries, churches, hospitals, etc.

All students who will be participating in community service must have a signed **Authorization for Student Participation in Off-Campus Community Service** on file prior to service. All off-campus community service, independent of an approved CEO Leadership Academy club/organization, will take place only at a school or other non-profit organization unless approved by Administrator.

## Students ...

### GRADING POLICY

#### Grade Schedule:

CEO Leadership Academy has adopted the following grading period timeline:

- CEO Leadership Academy operates on a 36 - week school year. There are two semesters per year; each semester is 18 weeks long.
- Students will receive reports every four weeks of the semester.
- Parents will receive a student's Report Card at Parent - Teacher conferences, scheduled for the 9th and 18th week of each semester. In between parents will receive progress reports.
- Students receive credits at the end of each semester for classes they have passed.

CEO Leadership Academy has adopted the following grading scale:

A     100 – 96	D-    65 - 60
A-    95 – 90	F     50 - 0
B     89 – 87	I     Incomplete
B-    86 – 80	NG   No Grade
C     79 - 70	
D     69 – 66	

### Four Year Education Plan

<i>SUBJECTS</i>	<i>UNITS OF CREDIT</i>
<b>ENGLISH</b> <ul style="list-style-type: none"> <li>• English 9</li> <li>• English 10</li> <li>• English 11</li> <li>• English 12</li> </ul>	4.0 Credits
<b>SOCIAL STUDIES</b> <ul style="list-style-type: none"> <li>• World History</li> <li>• US History</li> <li>• Government/Economics</li> </ul>	3.0 Credits
<b>SCIENCE</b> <ul style="list-style-type: none"> <li>• Integrated Science</li> <li>• Biology</li> <li>• Physics</li> <li>• Chemistry</li> </ul>	3.0 Credits
<b>MATHEMATICS</b> <ul style="list-style-type: none"> <li>• Algebra 1</li> <li>• Geometry</li> <li>• Algebra 2</li> <li>• Pre – Calculus</li> </ul>	3.0 Credits

<b>FOREIGN LANGUAGE</b>	
<ul style="list-style-type: none"> <li>• Spanish 1</li> <li>• Spanish 2</li> </ul>	2.0 Credits
<b>PHYSICAL EDUCATION</b>	1.5 Credits
<b>HEALTH EDUCATION</b>	0.5 Credits
<b>ELECTIVES</b>	
<ul style="list-style-type: none"> <li>• Enrichment</li> <li>• Finance</li> <li>• College Success</li> <li>• The Senior Project</li> <li>• Technology</li> <li>• Web Design</li> <li>• Choir</li> <li>• Current Events</li> <li>• Drawing and Painting</li> <li>• Essential Skill Development</li> <li>• Sociology</li> </ul>	4.0 Credits
<b>Total Credits Required for Graduation</b>	<b>21 Credits</b>

## **PROMOTION AND GRADUATION POLICY**

There are four areas in which students must meet requirements to be promoted to the next grade level or to graduate: academics, community service, fitness, and discipline.

### **REPORTING PROGRESS TO PARENTS**

Parent/teacher conferences are scheduled on time per quarter throughout the school year. Progress reports will be mailed to the parent/guardian 4 times a year. Semester report cards can be picked up at parent-teacher conferences.

#### **Course Failures:**

Any student lacking credits at the end of the semester, in any area, will be expected to enroll in make-up classes in order to make credits up and stay on track for promotion and graduation. Any student failing classes at the end of second semester, will be expected to make the class(es) up at a summer school program approved by the Administration of CEO Leadership Academy. The cost of any make up course work is the responsibility of the student and his/her parents.

### **TEXTBOOKS**

Textbooks are the property of CEO Leadership Academy and students will be charged for lost or damaged textbooks. Students are directly responsible for the care and return of textbooks issued to them. In order to avoid the loss of a textbook, students are to write their name inside the front cover of each book and keep them properly covered during the school year. When a lost or damaged textbook that is beyond further use is paid for, the teacher will issue a new one. If, at a later date, a lost textbook is found and is found in good condition, this money will be refunded. Fines may be assessed for any damage to textbooks.

### **ACADEMIC TESTING**

Teacher constructed assessments are given as needed. Students can expect assessments to be administered in all academic and elective areas. Nine weeks and semester examinations will be administered on a scheduled basis to distribute the pupil test load. Other assessments such as weekly, chapter, and/or unit assessments will be given as deemed necessary by the teacher.

### **TRANSCRIPTS**

Students who want copies of their transcripts sent to a college or other agency should make their request by completing the proper forms in the academy office. While enrolled at CEO Leadership Academy, the first transcript will be free of charge. Additional transcripts will cost \$3.00. All transcripts for scholarships are also free of charge. A transcript copy is marked "Official Copy" only at the time of its authorized release to another institution or student approved recipient, excluding parents/guardians.

### **EMERGENCIES**

The school attempts to provide an environment in which children are safe from accidents. If a minor accident does occur, first aid will be administered. If a child becomes ill and it is necessary for him/her to be sent home, the parent or guardian will be contacted. Parents/guardians will be contacted immediately for major emergencies.

An emergency medical card and authorization form is required to be completed by each parent/guardian at the beginning of the school year. Parents must give two other names and phone numbers of relatives/neighbors who the school may contact, in the event the child's parents cannot be reached.

### **CHANGE OF ADDRESS OR TELEPHONE NUMBER**

Students who change their home address or telephone number are required to report this information to the attendance office and/or Dean of Student's office as soon as the change is known so that records may be corrected in case of an emergency.

### **EARLY DISMISSALS**

CEO Leadership Academy is very concerned about student safety and well-being, early dismissal from school is an important issue. In all instances of early dismissal, the following precautions will be taken to insure students' safety.

Administration may release students before the end of a school day only upon presentation of a written or face-to-face (no telephone calls) request from the student's parent or guardian or for emergency reasons.

Students may be released only to a parent or guardian whose signature is on file in the school office or to a properly identified person, authorized in writing by the parent or guardian to act on his/her behalf.

### **LEAVING THE ACADEMY**

Students are only permitted to leave the academy during academy hours with a parent/guardian or a parents' designee. Parent/guardians must sign in at the office when entering the academy. Parents must also sign their child out when leaving the academy for any reason. Students are not allowed to meet parents/guardians outside. The parent/guardian must come in to the main office and sign their child out.

### **TRANSPORTATION:**

Transportation to the Academy is a privilege not a right. CEO Leadership Academy has made it possible for students who are in need of transportation to receive bus tickets. Parents must fill out a transportation request for students no later than September 18<sup>th</sup>, 2009 in the office. Request must be in writing on the Academy form. Students who live more than 1.5 miles from the Academy will be issued tickets. Students who abuse the ticket policy (giving tickets away,

taking tickets and receiving a ride, etc.) will lose the right to receive bus tickets from the Academy.

### **PROHIBITED ITEMS AND ACTIVITIES**

Students should not bring recreational or educational toys, candy, gum, music or tapes to the Academy unless it is requested in writing by a teacher or it is announced by the administrator as a part of an Academy activity.

**Cell Phones** are permitted in the Academy if turned into the office daily. If a cell phone is confiscated from a student, it **will not be returned until the end of the school year** to a parent or guardian. No excuses. Please encourage your students to follow this policy – it will be **strongly enforced**.

Any paraphernalia or literature that is associated with drug or alcohol use, gang activity or sexual activity is expressly prohibited. This includes t-shirts, bandanas, drawings, etc. The administration of CEO Leadership Academy reserves the right to search, at their discretion, all lockers, handbags, purses, lunch boxes, etc. A student's person may be searched by a staff member of the same gender in the presence of another staff member of the same gender.

Inappropriate communication, particularly between students of different genders will not be allowed.

### **LOST AND FOUND**

Articles left in the Academy building or its grounds will be taken to the lost and found area. Students may check in the office regarding lost items. Items left and unclaimed for more than 5 days will be discarded at the end of the week.

### **DISCIPLINE POLICY**

Enrollment at CEO Leadership Academy is a privilege and not a right, which may be forfeited anytime a student does not adhere to the standards, rules and regulations of the Academy. The Academy may request the withdrawal of any student at anytime, who in the opinion of the administration does not fit into the spirit of the institution, regardless of whether or not he/she adheres to the specific rules of the CEO Leadership Academy.

This is not a corrective institution; consequently, we ask that a child not be enrolled with the idea that we will reform him. We are here to work with the home, but are not at this time equipped to handle behavioral problems that require special attention.

Complaining is not tolerated. If your child does come home complaining about a policy or a disciplinary measure that has been utilized, please follow this procedure:

Give the staff the benefit of the doubt.

Realize that your child's reporting is emotionally biased and may not include all the information.



Realize that the Academy has reasons for all rules and that they are enforced without partiality.

Support the administration and call the Academy for all the facts.

Young people should learn respect and obedience early in life. The ability to follow directions makes learning easier and faster. Knowing what is expected of them and knowing what will happen if the expectations are not met is an important aspect of education. Having the proper atmosphere in class will make the Academy a happier, more effective learning place. The following is an outline of the disciplinary procedure used at CEO Leadership Academy.

**Disruption of Academy/Disorderly Conduct:** any disruptions of classroom activities, or the operation of the academy or the educational process. Any engagement in any act that is potentially harmful to the health, welfare and safety of the student himself, or other students or staff.

**Failure to serve academy discipline:** Failure to serve an in school suspension, misbehavior while serving school discipline, failure to report for an assigned detention, and walking out of the Director of Education or Dean of Student's office while discussing or receiving discipline will not be tolerated. The student may be required to serve the original consequence in addition to further disciplinary action.

## CEO LEADERSHIP ACADEMY RULES

The following list of rules has been agreed upon by the staff to be implemented as part of our Academy-wide discipline plan. These established rules must be adhered to by the student population. A documented pattern of disregard can be reason for expulsion.

### Non-Negotiables

Academy of Non-Negotiable - a rule that if broken will lead to a student's swift and immediate expulsion from CEO Leadership Academy.

1. Student(s) who bring drugs and/or alcohol into or in the vicinity of the Academy and/or are convicted of selling drugs.
2. Students who bring and/or use weapons in to or in the vicinity of the Academy.
3. Students who blatantly disrespect, use profanity towards, or threaten a staff member.
4. Students who engage in fighting and/or a physical altercation in or within a two mile radius of the Academy.
5. Students who bully or harass other students at the Academy.

**Insubordination/Defiance:** Refusing to comply with reasonable requests, orders and directions of teachers, substitute teachers, teacher aides, administrators or other authorized personnel during any period of time when the student is properly under the authority of the academy personnel. Insubordination includes but is not limited to: disobedience or disrespect toward any staff member, not serving assigned detentions, not following academy rules or proper procedures, not

following assigned schedule/being in unauthorized area, chronically tardy to the Academy, or class repeated misbehavior after warning.

### **Expectations**

1. Attend the Academy daily, come on time, and be on time for class.
2. Wear the uniform daily, no hats are to be worn in the Academy, no outer clothing will be worn in the building.
3. Be prepared to work everyday. Do all homework assignments.
4. Respect the building. No graffiti or defacing any part of the Academy or School Property.
5. Absolutely no use of profanity in the Academy or disrespectful tone will be tolerated.
6. Respect each other.
7. No electronic devices are allowed in the class.

\*All students will follow all rules set forth by the Academy whether written or stated.

### **CONSEQUENCES**

CEO Leadership Academy has adopted the following disciplinary consequences for habitual violations of Academy expectations:

1. Conference with teacher and student
2. Phone call to parent/guardian with student present
3. Pending suspension with parent conference (demerit)
4. Suspension (demerit)
5. Suspension (demerit)
6. Suspension (demerit) w/ expulsion

### **SUSPENSION**

The Director of Education, Assistant Principal, or the Dean of Students reserves the right to suspend a student for a disciplinary infraction and/or consistent or serious disregard of school policy. The suspension will last until a parental conference can be arranged. Suspension lengths are determined by the Dean of Students. These range from one day to three days – depending on the severity of an act. Any student who is suspended is prohibited from participation in any academy activity on or off campus. The student is prohibited from being on academy property until a conference has been held with the parent/guardian. Suspensions are either in-school or out-of-school depending on the offense. Any student suspended will automatically be placed on probation until the end of the academic school year.

A student may be suspended up to three school days for engaging in alleged behaviors which are outlined in the CEO Leadership Academy Rules section. A parent conference shall be with the appropriate administrator prior to the student returning to his/her regular class schedule. Students are prohibited from being on the school premises or any CEO Leadership Academy

properties or academy related activities on or off academy property without prior written permission of an administrator.

**Repeat Offenses:** Repeated failure to comply with academy rules and regulations or directions may result in an expulsion of teachers, student teachers, teacher aids, administrator or other authorized academy personnel. Repeated violations may result in increased severity of the consequence per occurrence.

### **Expulsion**

Expulsion is the legal termination of a student's privilege to attend school. Under Wisconsin state law, that student is required to attend another school until he/she reaches eighteen years of age or when his/her high school class graduates. Only the Director of Education of CEO Leadership Academy has the right to expel a student. Official transcripts will be released only after all outstanding financial obligations (missing books, trips, etc.) has been met and all academy property (books, etc.) have been returned. Any student expelled or withdrawn may not be on CEO Leadership Academy property or be present at academy functions without the permission of the Director of Education or Dean of Students. Students expelled from CEO Leadership Academy may be allowed to return after one year with approval from the Director of Education.

### **Expulsion Procedures**

If a student is facing an expulsion hearing, the parents/guardians shall be notified in writing at least five days before the hearing is to take place. The parents/guardians shall be notified of the nature and extent of the charges filed against the student and given the right to be represented by a person of their choice. The hearing committee composition shall be of persons who are impartial and objective. The hearing committee makes a recommendation to the Director of Education. The recommendation will be to :

- A. Not expel (with other disciplinary suggestions accompanying the recommendation)
- B. Allow the student to voluntarily withdraw from school in lieu of expulsion
- C. Expel

Before the hearing is held the parent/guardian and student are informed of the possible recommendations that the committee has the authority to make. Once the hearing is in progress, the student may not have the right to voluntarily withdraw, in lieu of expulsion unless that is the recommendation of the committee.

If the decision to expel the student is made, the parent/guardian is notified by the Dean of Education in writing. Within ten (10) calendar days after the hearing, the action that will be taken against the student. The right to appeal the decision of the Director of Education is made known to the parent/guardian.

**Appeals** The parent/guardian of the student may, within five (5) calendar days following notification of the expulsion, appeal the decision of the Director of Education in writing with the rationale for the appeal. The Board of Directors shall review the decision of the Director of Education within 30 days and render a decision on the appeal. The decision of the Director of Education may be enforced while the Board of Directors is reviewing the appeal. The decision of the Board of Directors is final and binding.

### **Other Specific Acts of Misconduct**

**Academic Dishonesty:** At CEO Leadership Academy students must learn that in order to grow academically, they will be judged on their own work. We expect students to honor other people's work by giving credit in the form of reference and/or footnote for any borrowed words, ideas, or opinions, and by including quotation marks when copied exactly. When working on a team project, credit must be given to each person who contributes.

Students must understand that copying the words, ideas, or opinions of someone else without giving credit to that person in the form of footnotes or references is considered PLAGIARISM. Whether deliberate or accidental, plagiarism is a serious and punishable offense. Students must always be responsible for their own work and not engage in any manner of CHEATING.

These types of academic dishonesty will result in loss of credit and /or failure according to the discretion of the teacher. Students will also receive an automatic detention (first offense), or a more severe penalty if cheating continues.

### **Deliberate Plagiarism**

- Copying of a phrase, sentence or a longer passage from a source and passing it off as one's own.
- Summarizing or paraphrasing someone else's ideas without acknowledging that the work is not ones own.
- Buying a term paper and handing it in as your own.
- Cutting and pasting directly from website, or someone else's work.

### **Accidental Plagiarism:**

- Forgetting to place quotation marks around another writer's words.
- Omitting a source citation for another's idea because one is unaware of the need to acknowledge the idea.

### **Cheating:**

- Obtaining a copy of tests or scoring devices.
- Copying another student's answers during a test.
- Providing another student with questions or answers to, or copies of, test questions.
- Having or using notes or other un-permitted materials during tests.
- Duplicating another student's project or work for submission as one's own work.
- Having someone other than the student prepare the student's homework, paper, project, laboratory report or take-home test.
- Permitting another student to copy the student's homework, paper, project, laboratory report or take-home test. Representing as one's own work the product of someone else's creativity.

**\*The consequence for intentional cheating will be an expulsion hearing!**

**Gambling:** Engaging in any gambling activities, such as playing or gambling for money or other stakes.

**Theft:** Attempt to act or act in taking or acquiring of the property of others without their consent.

**Vandalism:** Attempt to act or act in a way that results in the destruction or defacement of academy or private property.

### **CODE OF CONDUCT FOR COMPUTER USE**

Students have the privilege to use computer workstations, the school network, and the Internet for educational purposes in technology skills, information gathering skills and communication skills.

**Student Responsibilities:** In order for CEO Leadership Academy to provide sound educational opportunities via its computer network, each student must use computers and the network responsibly.

Responsible students treat computers, printers, other hardware, and printers carefully. Students will leave a computer working in the same condition as they found it; namely, making no setting changes that alter the computer's appearance or function; treating the mouse, keyboard, printers, and furniture gently, to avoid damage; and keeping the computer, monitor, keyboard, mouse, and furniture clean.

Responsible students use the Internet appropriately. The student exercising the privilege to use the Internet as an educational resource is responsible for all material received. Only those

students with prior experience or instruction shall be authorized to use the Internet. This involves studying the acceptable Use Policy and passing a quiz on its contents with a 100% score.

Students are not allowed to access, use or possess pornographic, gang-related, violent, or illegal material; inappropriate or offensive text via e-mail or other means; or files deemed dangerous to the integrity of the CEO Leadership Academy network system (e.g., viruses, worms, or other harmful programs designed to disrupt or alter computer's functions). In addition, students may not access, use, or possess unauthorized or illegally obtained hardware, software or data. Students are prohibited to be on websites like Facebook, Paxed, My-Space, Black Planet.com, etc.

Students must comply with the following safety rules for Internet use. Students should not give out any personal information such as address, telephone number, parent's work address or telephone number, or any other person's address or telephone number without parental permission. Students should tell their teacher, principal, or parent/guardian immediately if they receive uncomfortable information. Students should never agree to meet or to send pictures to someone they have communicated with on-line.

Responsible students use the school network properly. Students must keep their computer account and password private; if students have a group project, they will arrange with their teacher to create a shared folder for that particular assignment. Students may not alter any network address or identifiers. Students may not download software from computers, destroy or damage another person's files or messages, copy other people's work or attempt unauthorized entry, interfere with or disrupt any computer, network, source or equipment, regardless of who may own, operate or supervise it.

Responsible students maintain the integrity of the private electronic mail system. The student has the responsibility to report all violations of privacy. Students are accountable for all mail sent or received under their user account. Students may not use the network or labs for wasteful or frivolous purposes including but not limited to playing games, using chat programs, listening to music, watching videos unrelated to a school assignment, participating in "chain letters," or engaging in any for-profit commercial activities including advertising or sales. It is the student's responsibility to follow all computer lab rules and obey supervisors of the labs.

Students must check their e-mail account on a regular basis. Teachers often communicate to their students and request assignments via e-mail. Failure to comply with the Code of Conduct for Computer use may result in loss of computer privileges as well as other penalties. Students observing or knowing of any violation of these guidelines or of a security problem on the network/Internet must notify a teacher or the principal.

Students should not expect that files stored on school-based computers or servers will be private. Electronic messages and files stored on school-based computers or stored outside the school using the school's Internet account may be treated like school lockers. All administrators and teachers have access to stored files and e-mail. Administrators and teachers may review files and messages at anytime to maintain the integrity of the system, to ensure that students are acting

responsibly, to conduct the business of the school, and to comply with legal requirements.

**Weapons:**

A weapon is defined as anything that can inflict harm, including, but not limited to a firearm, a stick, brass knuckles, a knife, bullets, or a tool. All weapons are considered contraband. The student who is in possession of contraband will be required to turn it over to a staff member. Faculty and all staff members who have reason to believe they have witnessed the sale, possession, or transfer of weapons shall report this immediately to the Director of Education (or designee). The School determines if sufficient cause exists and, if so, file a disciplinary report and notify the Juvenile officer of the Police department. The Director of Education (or designee), in consultation with the Police department, will determine whether or not to file charges. All contraband will be turned over to the Police department. A student who is charged with possession and/or use of a weapon shall be immediately suspended from school and may face expulsion for the remainder of the school year or longer. A student's locker is school property and may be searched by school officials.

**Student Substance Abuse:**

The Board of Directors of CEO Leadership Academy views the use of illegal substances as a significant impediment to student learning which may require a variety of responses. The Board believes that parents and students should be able to expect a school environment free of illegal substances, which is conducive to teaching and learning. The purpose of this policy is to facilitate the achievement of an environment free of illegal substances. For purposes of this policy, the school environment is defined as the physical area attendant to school-sponsored or related activities whether or not such area is school property (including but not limited to, school building and lands, and the site of any school-sponsored or related activities), and means of transportation to or from the area of activity. The school administration is authorized to suspend and/or recommend expulsion in cases of gross disobedience or misconduct. Gross disobedience or misconduct shall include, but not be limited to:

1. the sale of any illegal substance
2. the distribution of any illegal substance
3. the possession of any illegal substance
4. consumption of or the exhibiting of evidence or any indications of having consumed any illegal substance whether consumed on or off the school premises
5. participation in a plan to sell, distribute, possess, or consume any illegal substances as defined in this policy

The provisions of this policy shall be in force at all school-sponsored events whether the event is on school grounds, off school grounds, or on school-sponsored transportation.

The term "Illegal substance" as used herein is defined to include:

1. all alcoholic liquor
2. all controlled substances under the Controlled Substances Act except when prescribed for the student by a licensed physician
3. all prescription drugs, when such prescription drug is sold, distributed, possessed, and/or

consumed by the student in a manner inconsistent with the prescription and/or the prescribed purpose (including situations where a student sells, or distributes his/her prescription drugs to another and/or where a student sells, distributes, possesses or consumes another individual's prescription drugs)

4. cannabis under the Cannabis Control Act
5. any "look-alike" substance
6. any drug paraphernalia (the term "drug paraphernalia," as used herein, is defined to include, but is not limited to, devices, which are used or are peculiar for use to ingest, inhale or inject cannabis or controlled substances into the body. Also, included are all devices which are used or are peculiar for use in growing, processing, storing or concealing cannabis or controlled substances.) and
7. any anabolic steroid

**Sexual Harassment:** At CEO Leadership Academy we understand sexual harassment to be a form of sexual discrimination that occurs when one person subjects another person to unwanted sexual attention, coerces him or her into sexual activity, and/or punishes his/her refusal. Sexual harassment may be manifested verbally (which includes, but is not limited to, propositions, innuendoes, and/or subtle pressure for sexual activity) and/or physically (which includes, but is not limited to, touching, patting, pinching, brushing against another's body, physical assault, rape, or subtle pressure for sexual activity). The accusation of sexual harassment is a serious one, and all cases will be given immediate, individual attention with the strictest confidentiality imposed. A student should contact his/her Dean of Students and/or the Director of Education if they encounter this problem.

**Verbal Harassment:** There shall be no verbal harassment at CEO Leadership Academy. Verbal harassment includes threats, gestures, or verbal attacks on a person. Including attacks directed at one's racial, ethnic, or religious background; sexual preference, physical or mental disability, appearance, as well as any form of obscene language, swearing, slander, name-calling, or slur. Our Academy is a place where every one must be comfortable.

## **MATERIAL FEES**

A fee may be charged for materials such as: workbooks, science materials, etc. A fee statement is sent home with each child early in the school year when fees are due.

**Damage to property:** an attempt to cause damage to either academy property or private property, through improper use or otherwise, on academy premises or during academy activities conducted on or off academy grounds.

## **LOCKS AND LOCKERS**

Lockers are assigned to students at the beginning of the school year. Students are responsible for the locker and its content. Students will be assigned individual lockers. Students should not let anyone know their locker combinations or share a locker with other students unless cleared by the Academy administration. The person the locker is issued to will be responsible for its content.



School lockers are the property of CEO Leadership Academy. At no time does CEO Leadership Academy relinquish its exclusive control of lockers provided for the convenience of students. **Inspections of lockers may be conducted by academy authorities for any reason at any time, without notice, without student consent, and without a search warrant.** Lockers are subject to inspection at any time and should be kept clean and presentable. If the lock is lost or damaged, or if the locker is damaged, the student will be required to pay for the lock or damage. This includes locks used in physical education classes.

Lockers are academy property and students are expected to follow the directions given by academy personnel concerning the use of lockers and the protection of personal property. Items of value should not be stored in lockers. Lockers are provided as a convenience only; therefore, the care of valuables is a personal responsibility and not that of the Academy. The Academy cannot guarantee the security of the contents of the lockers.

### **Parents Visits and Conferences**

Parents are encouraged to visit the Academy and discuss with teachers their child's progress. A call to the Academy office to arrange a conference would be expected so as to prevent any conflict in the teacher's daily schedule. Teachers may also wish to schedule a special conference with parents for the purpose of discussing any special problems that the child may have. These conferences may be at times other than the regularly-scheduled conference days.

Parents are also encouraged to visit classes during the Academy year. We ask your cooperation in arranging visits so they do not conflict with the administration of tests or on Friday afternoons. Children are not permitted to bring other children as visitors without permission. Short visits to observe a particular activity are more satisfactory to all concerned than long periods of observation.

### **CEO Leadership Academy Dress Code**

CEO Leadership Academy Faculty and Staff will strictly enforce the dress code. Warnings are not issued because the expectations for dress code compliance are clearly spelled out.

**It is mandatory that students wear the Academy uniform.** At the time of enrollment all information regarding the purchase of uniforms will be provided. It is the **expectation** of the Academy that all students will begin the academic school year with the correct uniform. Students will be asked to return home immediately to correct any discrepancy. Students showing up to the Academy without the proper uniform will be asked to go home and make corrections. The office will attempt to call the parent/guardian, but non contact will not be an excuse for the Academy not to send a student home to correct his/her uniform and return to school.

**Young Women:** CEO purchased black polo shirt, or other Academy approved uniform shirts. College and/or University t-shirts, jerseys, or sweatshirts are allowed to be worn on College Friday (They are to be worn with khakis). Beige or Tan colored uniform khakis (pants must

**have belt loops, they may not be tan colored jeans and they must fit as a uniform pant-no tight, stretch material, or tan colored denim is permitted, black shoes-tennis shoes are acceptable (all black, no colored symbols or trims).**

**Young Men:**

**CEO purchased black polo shirt, or other Academy approved shirts. College and/or University t-shirts, jerseys, or sweatshirts are allowed to be worn on College Friday (They are to be worn with khakis). Beige or Tan colored uniform khakis (pants must have belt loops and must be worn with a belt. The pants are not for fashion and must fit the student — there is no SAGGING—it will result in a uniform violation) black shoes, tennis shoes are acceptable (all black, no colored symbols or trim).**

- Shirts **must** be tucked in your pants from 7:50 am until 3:51am. This includes lunch.
- Students **may not** wear anything underneath their school shirts except a black or white short sleeve t-shirt. The t-shirt may not include **any** writing and can not be trimmed in any color. The t-shirt must be all white or all black.
- Nothing may be worn over the polo shirts except the Academy sweatshirt with the Academy crest. If sweatshirts are worn over the top of the school shirt, the collar of the school shirt must be visible.
- Coat, non-academy crest sweatshirts, or any outerwear are not permitted to be worn in the Academy or taken anywhere in the building and must be left in the locker all day.
- No grills, partial grills, or other teeth ornaments are acceptable
- Piercing outside of ear piercing are not acceptable.
- Any clothing or jewelry that is determined by a staff member to be distracting to the learning process is not permitted.

## **ATTENDANCE POLICY**

The responsibility for regular Academy attendance rests on the student's parent(s) or guardian(s). It is expected that children will be in the Academy every day that is scheduled throughout the year, to assure academic success. Any student with absences of more than 30 days of school, in any year, for any reason, will be required to attend summer school in order to be promoted to the next grade or to graduate. The summer school course cost will be the responsibility of the parent/guardian.

It is the responsibility of the parent to contact the Academy office to report an absence. When reporting an absence parents should call the Academy office at 414-873-4014 and speak to the administrative assistant. Calls should be made to the office between 7:30 AM and 8:30 AM.

## ABSENCES

Excessive absences affect a student's grades and could place his/her promotion in jeopardy. **It is vital that family vacations be planned to coincide with Academy vacations.** The following policies regarding student absenteeism will be in effect:

Sickness for less than three days requires only a written excuse from home. Absences for more than three days requires a doctor's verification. Exceptions to this will be childhood diseases. Parents should send a note the day the child returns, even if the child was sent home from the Academy sick.

Absence due to death in the immediate family will be excused.

"Special Excuses" are excused by approval of the administration for reasons such as doctors' appointments or extended illnesses.

When it becomes necessary for the parent to take a child out of class for doctors' appointments or other reasons, the release of the child must be made through the office. The student should bring a note from home to the office, and the office will issue a pass to leave the Academy. If the student returns later during the day, he/she reports to the office again to sign in.

Absences other than for sickness or emergencies will not be excused, and missed work will not be able to be made up.

Any special circumstances must be brought to the administration's attention in advance and are subject to their approval.

When a student fails to bring a written excuse of his absence from home or goes on a vacation or business trip without pre-arrangements with the administration, the absence is unexcused. Tests and quizzes missed during unexcused absences cannot be made up and will result in a grade of zero. All absences are recorded on the report card whether excused or unexcused.

**\*\*Excessive Absence cases will be reported to the Academy social worker, eventually resulting in a report to the City of Milwaukee.**

## TRUANCY/UNEXCUSED ABSENCE

Truancy is defined as absence from class or school for any portion of a period or day without proper permission from home and school. Any willful or premeditated violation of the state's compulsory attendance laws or regulations governing school attendance on the part of the student or parent/guardian is regarded as truancy.

## CURRENT MEDICATION POLICY PROCEDURE

Parents of children at CEO Leadership Academy **must** give any substance used for medication to the secretary or teacher immediately upon arriving at the Academy. These medicines are to be properly labeled.

Notify the administrator, by filling out a parental request for administration of drugs form.

If the student is to take a prescribed drug, it is required that, in addition to the parental consent required above, written instruction from the physician, dentist, or podiatrist (who prescribed the drugs) must be provided.

All drugs, except those needing refrigeration will be stored in the Academy office. They must be in properly labeled bottles which include the name of the student, the name of the physician, the name of the drug, and the dosage to be given.

The Dean of Education will provide written authorization to the teacher and Academy secretary to allow them to administer the medications.

- a. No one will be **required** to administer drugs.
- b. State law states that persons authorized by the administrator to administer drugs are immune from civil liability for their acts or omissions unless there is a high degree of negligence.
- c. The Academy administrator will annually be asked to provide either written or oral instruction in the administration of drugs.

The above procedures will annually be reviewed by the administrator.

## COMMUNICABLE DISEASE

Parents of students diagnosed as having a communicable disease must notify the CEO Leadership Academy Administration office within 24 hours of diagnosis. The Academy will make a decision on a case by case basis as to whether the student will be permitted to attend classes or Academy activities. The decision will be based upon consultation with the attending physician, and an dependent physician and; an attorney selected by the Academy; and appropriate Public Health officials. The final decision will be made by the Administrator/Dean of Education. Should the student be allowed to attend, periodic observations will be made and the decision may be rescinded if necessary.

### **Other factors in making the determination are:**

The behavior, neurological development and physical condition of the student.

The level of exposure and interaction with other students.

The severity of the affect of the disease upon the student and others.

**As a matter of policy, CEO Leadership Academy will adhere to the following guidelines:**

Medical records of all students shall remain confidential except as may be required by law. Care will be taken to limit disclosure of medical information to those personnel who have a "need to know" in order to properly care for the student and limit or control the spread of the disease.

### **INCLEMENT WEATHER**

CEO Leadership Academy will automatically close when Milwaukee Public Schools close due to inclement weather. Any additional closings will be broadcasted on the major television networks channels 4, 6, and 12.

### **ACADEMY HOURS**

Academy begins each morning at 7:50 AM sharp. Students should not arrive before 7:30 AM unless by special permission. Academy is dismissed every day at 3:51 PM. All students not under the direct supervision of an adult must be picked up no later than 4:00 PM. Academy doors will be locked at 4:00 PM. Students waiting to be picked up must wait in the front of the building. It is imperative for orderly operation of the Academy that all parents fully cooperate with the arrival and pick-up times.

### **TARDIES**

Promptness in life is an extremely important trait to be developed. The following procedures will be used to aid the student in the development of this habit. If a student is tardy for more than one hour, he is considered absent for a half day. Unavoidable delays such as car trouble, traffic jams, etc. will be excused and work missed may be made up. All other tardiness (oversleeping, etc) will be unexcused. Students tardy between classes will receive deposits. Test and quizzes missed during unexcused tardiness cannot be made up and will result in a grade of zero, unless arrangements have been made prior with the teacher. Because of the added work and pressure caused by student absenteeism and tardiness, the full support and cooperation of parents in this area will be greatly appreciated. All tardiness will be recorded on the report card.

When a student is tardy to the Academy, he/she will report to the office. **A tardy will only be marked excused if a parent has had contact with the office prior to or at the time of arrival.** A pattern of tardiness on the part of the student will be brought to the attention of the parents. If the problem continues, the parent and administration will meet to discuss the situation and possible solutions.

### **RE-ENROLLMENT**

Students **must** re-enroll **each** Academy year. No student who has been expelled will be readmitted to CEO Leadership Academy until two full semesters have elapsed.

## WITHDRAWAL POLICY

Students must be formally withdrawn from CEO Leadership Academy before any records will be transferred to another school. The office should be notified three days in advance of the withdrawal and a withdrawal form filled out. Students must return all Academy-owned materials to the teacher who checked out these items. The parents are responsible for full payment of all charges through the calendar month that the withdrawal is made. Records will not be released, and transcripts will not be sent until payments are all made in full.

### **Policy on students who have been expelled:**

Students who have been expelled may not return or visit CEO Leadership Academy or attend activities for one year after the date of expulsion, unless accompanied by their parent.

The administration reserves the right to ask any returning student to leave the Academy, when they feel in their judgment that the student's presence is detrimental to the well-being and attitudes of the other students.

### **Suspected Child Abuse and Neglect**

In the arena of education we (the staff of CEO) are concerned with the child as a whole. Providing help for a student **suspected** of child abuse, neglect, or the threat of abuse or neglect is compatible with sound educational practices.

Because of the extensive amount of time school personnel spend with children, we are in a unique position to identify and refer children who may demonstrate abuse or neglect, thus providing support and aid in preventing future instances, intervention which may help to eliminate the cycle of abuse or neglect.

### **Investigative Agencies**

According to Wisconsin Statute 489.981 (3) (c) the county Department of Social Services is charged with the responsibility of receiving and investigating referrals of children alleged to be abused, neglected, or dependent. In most counties a specialized Child Protective Service Unit has been set up for this purpose. Law enforcement agencies are also mandated to receive and investigate reports.

### **Confidentiality**

CEO Academy policy regarding confidentiality of records shall pertain to reporting child abuse and neglect. Records must be given to investigating agencies in relation to referrals of children alleged to be abused, neglected, or dependent. In most counties a specialized Child Protective Service Unit has been set up for this purpose. Law enforcement agencies are also mandated to receive and investigate reports.

**Definitions:**

**Child:** any person under eighteen (18) years of age.

**Abuse:** any injury, physical or sexual, inflicted upon a child, by other than accidental means, by any person.

**Sexual Abuse:** refers to sexual intercourse or sex contact (Wisconsin Statue 948.02).

**Emotional Treatment:** harm to a child's psychological or intellectual functioning which is exhibited by severe anxiety, depression, withdrawal or outward aggressive behavior, or a combination of those behaviors, which is caused by the child's parent, guardian, legal custodian or other person exercising temporary or permanent control over the child and for which the child's parent, guardian, or legal custodian has failed to obtain the treatment necessary to remedy the harm (Wisconsin Statue 48.981(d)).

**Neglect:** failure, refusal, or inability on the part of a parent, guardian, legal custodian or other person exercising, temporary or permanent control over a child, for reasons other than poverty, to provide necessary care, food, clothing, medical or dental care or shelter, so as to endanger the physical health of the child (Wisconsin State 48.981 (d))

**PARENT/STUDENT HANDBOOK  
ACKNOWLEDGEMENT FORM**

The Parent/Student Handbook is intended to serve as a resource to students, parents, and staff. This document defines rights and responsibilities of each member of the academy community and provides general information regarding academy policies, practices, and procedures. The handbook is not an all inclusive document and may be altered periodically.

Please review this information so that there is a shared understanding of the academy's expectations for student behavior and resulting consequences, as well as, the general practices of the academy.

Please remove this page and return the signed and completed form as instructed by the academy administration. If you have any questions relating to the Parent/Student Handbook or Code of Conduct, please contact the academy administration.

I received a copy of the CEO Leadership Academy Parent/Student Handbook. I understand that I/my child will be responsible for adhering to the rules and procedures as outlined in this document.

I am aware of the responsibility for reading and understanding the contents of the document.

Student Name (Please Print) \_\_\_\_\_

Grade \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

**PLEASE COMPLETE AND RETURN THIS PAGE TO THE ACADEMY**



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# CEO Leadership Academy

## Special Education Policies and Procedures

## **SPECIAL EDUCATION POLICIES AND PROCEDURES**

### **Preface**

As a condition of funding under the Individuals with Disabilities Education Act (IDEA), local educational agencies are required to establish written policies and procedures for implementing federal special education laws. In addition, Wisconsin law requires local educational agencies to establish written policies and procedures for implementing state and federal special education requirements. Recognizing that students with disabilities qualifying for services under the Individuals with Disabilities Education Act (IDEA) have specific rights guaranteed in state and federal law, CEO makes a commitment to protect those rights, to fully implement federal and state special education laws and regulations and to ensure that each student qualifying for services under IDEA receives a Free Appropriate Public Education. The state special education statutes, subchapter V, chapter 115, Wis. Stats., incorporate the statutory provisions of Part B of the IDEA. Local educational agencies in Wisconsin must also comply with IDEA's regulations. Recognizing that some students will not qualify under IDEA but will have a disability that qualifies them for protection and equal access to FAPE under Section 504 of the Rehabilitation Act, CEO commits to providing a 504 Plan, called an IEP/ 504 Plan, that utilizes most of the same processes as an IEP (Individual Education Program) under IDEA. We believe that such an individualized educational planning will guarantee 504 students their rights under Section 504. For purposes of funding and accountability, and to comply with state and federal regulations, students at CEO served under IDEA and students served under Section 504 will be separately accounted for. Furthermore, CEO commits to ensuring that students with disabilities under both IDEA and Section 504 have equal access to all programs and services available to students without disabilities at CEO, including non-academic and extra-curricular services and programs.

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## Methods of Ensuring a Free and Appropriate Education

If a public agency, other than an educational agency, fails to meet its obligation under federal or state law or under state policy or interagency agreement to provide or pay for any services that are also considered special education and related services that are necessary for ensuring a free appropriate public education to a child, the local educational agency provides or pays for these services to the child in a timely manner.

Many students who struggled to learn in other school settings will receive the supports and personalization they need to succeed at CEO. Yet, some students will continue to struggle severely, in spite of the additional supports, personalized instruction, and coordinated approaches used with all students. CEO recognizes that these students will require additional supports and planning to ensure successful learning and growth.

As a local education agency, CEO has a legal requirement to provide FAPE, or a "free, appropriate public education" to all students with disabilities, whether they are protected by IDEA or under Section 504. If a student is found to be eligible for services under IDEA because he or she both meets Wisconsin's special education criteria and requires special education services to receive FAPE, the student will be identified as a "student/child needing services under IDEA" or as a "child/student under IDEA." This section of the application describes specifically how CEO will fully implement all legal requirements of the Individuals with Disabilities Education Act.

If a student is found ineligible for services under IDEA, CEO will determine if he or she meets federal criteria for protection under Section 504. CEO will develop a 504 Plan/IEP which identifies accommodations the Academy will provide to ensure FAPE and equal access to educational and other CEO programming. If a student is not eligible under either 504 or IDEA, CEO will provide additional personalized supports using a team-developed Personal Education Plan, or PEP. The PEP is described more fully in the section on Educational Programming.

### **Section 504**

Section 504 of the Rehabilitation Act of 1973 (Section 504 or "504") is a federal law is designed to eliminate discrimination on the basis of disability in any program or activity receiving Federal financial assistance. In public K-12 education, Section 504 protects the rights of a student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. The phrase "physical or mental impairment" meaning any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological: musculoskeletal, special sense organs: respiratory, including speech organs: cardiovascular: reproductive, digestive, genito-urinary: hemic and lymphatic; skin: and endocrine: or any mental or psychological

disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. The phrase "major life activities" means functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.

With respect to public preschool, elementary, secondary, or adult educational services, Section 504 protects the rights of students who are of the same age range as those to whom the state is required to provide a free appropriate public education under IDEA. In Wisconsin, this is from birth through 21. No child who is protected under Section 504 shall, on the basis of handicap or disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives or benefits from Federal financial assistance.

For students at CEO who qualify as a protected person under Section 504 but who do not meet the criteria for Wisconsin's definitions of "child with a disability" under the Individuals with Disabilities Education Act (IDEA). CEO's policies guarantee that appropriate and effective accommodations and modifications are provided so that EVERY student, regardless of disability, has equal access to learning.

At CEO, students protected under Section 504 participate in the same referral, evaluation, and team decision process as those referred for possible special education needs under IDEA. If the IEP Team determines, after analysis of evaluative data that a student does NOT meet the criteria for services under IDEA, the Team immediately proceeds to a determination of whether or not the student qualifies as a person protected by Section 504.

If the IEP Team determines that a student does, in fact meet the criteria under Section 504, the IEP Team then proceeds to develop a 504 Plan/IEP for the student noting on it that the student is protected under 504. This 504 Plan/IEP will include accommodations, adaptations, modifications, assistive technology, or other changes necessary to ensure that the student receives FAPE and has equal access to the educational and other programs at CEO. 504 Plan/IEPs typically note specific adaptations to curriculum and instruction, specific strategies for meeting student needs, accommodations to be provided, the location and duration of any necessary special services, and specific supports necessary for the individual child to receive FAPE.

### **IDEA: Protecting the Rights of Children Eligible for Special Education Services Under the Individuals with Disabilities Education Act (IDEA)**

The Individuals with Disabilities Education Act, IDEA, protects the rights of children with disabilities who qualify under specific criteria established in Chapter 115 of Wisconsin law. The IEP Team uses these definitions and the data and information collected through the evaluation and referral process, to determine whether or not a student can be served under IDEA. IDEA services are provided only when a child both meets state eligibility criteria under IDEA and has a need for special education in order to receive a free, appropriate public education, FAPE.

This section details CEO's policies and procedures for ensuring the provision of FAPE to children who qualify under IDEA, as in need of special education services. As a charter school, CEO has the same status and responsibilities as an LEA, or Local Education Agency: in Wisconsin. LEAs are typically school districts. In the following sections, where specific responsibilities are designated to the LEA, CEO assumes those responsibilities in full.

### **Definitions**

Whenever the term "CEO" is used it is referring to the independent charter school known as "CEO Leadership Academy."

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

- "Assistive technology device" means 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.
- "Assertive technology service" means 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:
  - o Evaluating the needs of the child. including a functional evaluation of the child in the child's customary environment:
  - o Purchasing, leasing or otherwise providing for the acquisition of assistive technology devices by children:
  - o Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing of assistive technology devices:
  - o Coordinating and using other therapies, interventions or services with assistive technology devices, such as those associated with existing education and rehabilitative plans and program:
  - o Training or technical assistance for the child or, if appropriate, the child's family; and
  - o 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.
- "Business day" means Monday through Friday, except for federal and state holidays unless holidays are specifically included in the designation of business day.
- "Child" or "student" means any person enrolled at CEO, from birth 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 caring institution" means a child welfare agency licensed under 48.60 Wis. Stats.
  
- "Child with a disability under IDEA" means a child who, by reason of any of the following, as defined in Wisconsin statute, qualifies for special education and related services under the Individuals with Disabilities Education Act:
  - o Cognitive disabilities;
  - o Hearing impairments;
  - o Speech or language impairments;
  - o Visual impairments;
  - o Emotional disturbance;
  - o Orthopedic impairments;
  - o Autism;
  - o Traumatic brain injury;
  - o Other health impairments; and/or
  - o Learning disabilities.
  
- "Child with a disability under IDEA" may at the discretion of CEO 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. If CEO determines 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 under IDEA." Instead, if the child meets the definition of "impairment" under Section 504 of the Rehabilitation Act, the child will receive the accommodations or services necessary to protect his or her right to FAPE under Section 504. The child will be identified as a "child with a disability under 504."
  
- "Consent" means:
  - o 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;
  - o 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
  - o The parent also understand 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" means 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)].
- "Day" means calendar day unless otherwise indicated as business day or school day.
- "Destruction" is used in the section on confidentiality in these policies, means physical destruction or removal of personal identifiers from information so the information is no longer personally identifiable.
- "Division" means the Division for Learning Support: Equity and Advocacy in the Department of Public Instruction.
- "District," except as otherwise provided, means CEO or 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 I secured correctional facility, as defined in § 938-0109). Wis. Stats., or a Type I prison, as defined in § 301.01(5). Wis. Stats.
- "DPI" means the Wisconsin Department of Public Instruction. the SEA, State Education Agency.
- "Education records" means the type of records covered under the definition of "education records" set forth in the regulations implementing the Family Educational Rights and Privacy Act of 1974.
- "Evaluation" means procedures used to determine whether a child has a disability under IDEA and the nature and extent of the special education and related services the child needs.
- "Expulsion" means permanent or long-term removal of a student from school, Under §120.13(1)(c). Wis. Stats.. a pupil may be expelled from school if the school board finds the pupil guilty of:
  - o repeated refusal or neglect to obey the rules;
  - o threatening to destroy school property by explosion;
  - o engaging in conduct at school that endangered the property, health or safety of others: or
  - o engaging in conduct while not at school or under the school's supervision or endangering the property health or safety of any employee or school board member of the district in which the student is enrolled.

o Conduct that endangers a person or property includes making a threat to the health or safety of a person or making a threat to damage property.

The board must be satisfied that the interest of the school demands the pupil's expulsion. Prior to the expulsion the school board must hold a hearing. There are special requirements relating to a pupil who brings a firearm to school and special requirements regarding provision of services to children with disabilities under IDEA.

- "Extended school year service" means special education and related services that are provided to a child with a disability under IDEA and meet the standards of the State of Wisconsin. These services are provided beyond the normal school year of CEO, in accordance with the child's IEP.
- "Free appropriate public education" or "FAPE" means 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 IEP. "FAPE" is also used in reference to the right of children with disabilities under Section 504 to receive equal access to education.
- "Firearm" means a weapon as defined in the Gun Free Schools Act. The Gun-Free Schools Act requires a local educational agency to have a policy in effect requiring the expulsion for a period of not less than one year of any student who brings a firearm to school: the Act does not require a district to expel all such students without exception. The Act allows the district's chief administering officer to modify the expulsion requirement of the Act for a student on a case-by-case basis. Sections 120.13(c)2m. and (e)2., Wis. Stats., require a school board to commence a hearing and expel a pupil from school for not less than a year for possessing a firearm at school or while under the supervision of a school authority. Section 120.13(1)(g), provides that a school board may modify this requirement on a case-by-case basis. A school board must modify this requirement if necessary to comply with special education requirements. For example, the school board must modify the expulsion requirement if the IEP team determines that the conduct subject to expulsion is a manifestation of the child's disability.
- "General curriculum" means the same curriculum as for non-disabled children.
- "Hearing officer" means an independent examiner appointed to conduct hearings under 115.80, Wis. Stats.
- "Illegal drug" means a controlled substance but does not include such a substance that is legally possessed or used under the supervision of a licensed

healthcare professional or that is legally possessed or used under any other authority under that Act or under any other provision of federal law.

- "Include" means the items named are not all of the possible items that are covered whether like or unlike the ones named.
- "Independent educational evaluation" means 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" or IEP means a written statement for a child with a disability that is developed, reviewed and revised in accordance with § 115.787, Wis. Stats.
- "Individualized Education Program Team" or IEP Team means a group of people as defined in § 115.787, Wis. Stats. that work together to plan and implement the individual education program for a child with a disability under IDEA.
- "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 CEO, referrals to agencies that provide assistance to individuals with disabilities and employment by the public agency and assistance in making outside employment available.
- **"Parents"** means 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 Subch. VIII of Ch. 48, under § 767.45 to 767.51, by final order of judgment of an Indian tribal court of competent jurisdiction or by final order of 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 guardianships or legal

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custody or by other court order: their 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 interest 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 a 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" means 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 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. CEO 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" means a state or local agency other than CEO 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, means any agency or institution that collects, maintains or use personal-identifiable information, or from which information is obtained, under the Individuals with Disabilities Education Act.
- "Personally identifiable" means that information 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.
- "Private school children with disabilities"— are children with disabilities enrolled by their parents in private schools or facilities.
- "Qualified" means a person has met the Department of Public Instruction-approved or recognized certification, licensing, registration, or other comparable 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, 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:
  - o identification of children with hearing loss;
  - o determination of the range, nature, and degree of hearing loss including referral for medical or other professional attention for the habilitation of hearing;
  - o provision of **habilitative** activities such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation and speech conservation;
  - o creation of administration of programs for prevention of hearing loss;
  - o counseling and guidance of pupils, parents and teachers regarding hearing loss; and
  - o 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" means services provided by qualified social workers, psychologists, guidance counselors or other qualified personnel.
  
- "Early identification and assessment of disabilities in children" means the implementation of a formal plan for identifying a disability as early as possible in a child's life.
  
- "Medical services" means 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:
  - o improving, developing or restoring functions impaired or lost through illness, injury, or deprivation;
  - o improving ability to perform tasks for independent functioning if functions are impaired or lost; and
  - o preventing, through early intervention, initial or further impairment or loss of functions.

- "Orientation and mobility services" means 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:
  - o 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);
  - o 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;
  - o teaching students to understand and use remaining vision and distance low vision aids, as appropriate; and
  - o other concepts, techniques, and tools, as determined appropriate.
  
- "Parent counseling and training" means assisting parents in understanding the special needs of their child, 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 IEP.
  
- "Physical therapy" means services provided by a qualified physical therapist.
  
- "Psychological services" includes:
  - o administering psychological and educational tests" and other assessment procedures;
  - o interpreting assessment results;
  - o obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
  - o consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interview, and behavioral evaluation;
  - o planning and managing a program of "psychological services" including psychological counseling for children and parents; and
  - o assisting in developing positive behavioral intervention strategies.
  
- "Recreation" includes:
  - o assessment of leisure functions;
  - o therapeutic recreation services;
  - o recreation programs in schools and community agencies; and
  - o leisure education.
  
- "Transportation" includes:
  - o travel to and from school and between schools;
  - o travel in and around school buildings; and

o 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" means any day, including a partial day, that children are in attendance at the 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" means 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" means specially-designed instruction at no cost to the parent, to meet the unique needs of a child with a disability under IDEA, including:
  - o instruction conducted in the classroom, in the home, in the hospitals and institutions, and in other settings;
  - o instruction in physical education;
  - o 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;
  - o 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 under IDEA;
  - o special physical education, adaptive physical education, movement education and motor development; and
  - o 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 under IDEA.
- "Specially-designed instruction" means adapting content, methodology or delivery of instruction:
  - o to address the unique needs of an eligible child under IDEA that results from the child's disability and
  - o 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.
- "Suspension" means absences from school imposed by the school administration for noncompliance with school district policy or rules; for threatening to destroy school property; or for endangering the property, health, or safety of those at school as in § 120.12 (1) (b), Wis. Stats. State law permits suspensions from school for up to five school days. State law also permits suspensions of up to 15 school days when a notice of expulsion hearing has been

sent. When initiating a suspension of a child with a disability under IDEA, a local educational agency must consider whether the suspension would result in a change of educational placement. A suspension of more than ten consecutive school days results in a change of educational placement. A shorter suspension that is part of a pattern of removals totaling more than 10 cumulative days during the school year also may result in a change of educational placement. Students with disabilities under IDEA have additional rights related to discipline and suspension.

- "Section 504" or "504" refers to the civil rights legislation entitled Section 504 of the Rehabilitation Act, which prohibits discrimination against individuals with disabilities in all programs receiving federal funding.
- "504 Plan/IEP" means an individualized, written plan, developed by a Family Care Coordination Team that identifies the specific services, accommodations, modifications, or changes necessary for a child with a disability under Section 504 to receive FAPE.
- "Substantial evidence" means beyond a preponderance of the evidence.
- "Supplementary aids and services" means 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" means a coordinated set of activities for a student with a disability under IDEA that is:
  - o 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:
  - o based on the individual student's needs, taking into account the student's preferences and interests: and
  - o includes:
    - 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.



- "Travel training" means providing instruction, as appropriate, to children with significant cognitive disabilities and any other children with disabilities who require this instruction to:
  - o Enable them to develop an awareness of the environment in which they live and
  - o 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" means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment or for additional preparation for a career requiring other than a baccalaureate or advanced degree.
  
- "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. The term "dangerous weapon" means a weapon, device, instrument, material, or substance animate or inanimate, that is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2 inches in length.

### **Admission of Students with Disabilities**

CEO does not discriminate against students, including on the basis of disability or special education needs. Under state law, a charter school functions as an LEA (local education agency), with all the responsibilities under IDEA and Section 504 that are assigned to LEAs. CEO recruits and admits students with disabilities under its standard admissions policies, including the family activity requirements. These requirements are described in detail in the Handbook (Parent/Student) as well as in the Educational Program section.

### **Public Information**

CEO regularly publicizes information about its special education procedures and services. Further, CEO makes available to any person, upon request, all documents relating to CEO's eligibility for state and federal special education funds. Any state or federal aid that is made available to CEO for special education and related services is used by CEO to comply with the requirements of special education law.

If CEO 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 CEO until the Department of Public Instruction is satisfied CEO is complying with that requirement, CEO gives public notice of pending state actions.

### **Child Find**

CEO identifies, locates and evaluates all children with disabilities regardless of the severity of their disability, who are in need of special education and related services, including children attending private schools, children who are not yet three years of age, and highly mobile children such as migrant and homeless children and children who are suspected of being a child with a disability even though they are advancing from grade to grade.

CEO locates, identifies, and evaluates all private school children with disabilities, including religious-school children residing in the jurisdiction of CEO. The activities undertaken to carry out this responsibility for private school children with disabilities are comparable to activities undertaken for children with disabilities in CEO. CEO consults with appropriate representatives of private school children with disabilities on how to locate, identify, and evaluate private school children with disabilities. CEO ensures the confidentiality of data collected and used to meet the requirements of child identification are protected pursuant to the confidentiality requirements of the law.

### **The IEP Process**

The IEP process forms the central foundation for ensuring FAPE and serving students with disabilities under both IDEA and Section 504. CEO follows the procedures recommended by the Wisconsin DPI for identifying, evaluating, and planning for students with disabilities under IDEA. CEO uses a similar process for referral, evaluation, and identification of students with disabilities under Section 504, but is not required by law to follow the IDEA process for these students. Once identified as such by their IEP Team, students with disabilities under 504 are provided with a 504 Plan/IEP, identifying necessary accommodations and supports, rather than an IEP as under IDEA.

### **Referral**

CEO accepts and processes referrals of children suspected to have a disability. CEO has written procedures for accepting and processing referrals. Family members are encouraged to make a referral if they believe a child might have a disability. School personnel who reasonably believe a child has a disability are required to make a referral.

Prior to submitting a referral, the school personnel required to make referrals inform the parents of their intent to make a referral. If the LEA to whom the referral is made is the district the child is attending under the Full-time Open Enrollment law, CEO provides the name of the child and related information to the LEA of residence. Wherever CEO receives a referral for a resident child attending school in another LEA under the Full-time Open Enrollment law, CEO provides the name of the child and related information to the LEA of attendance.

CEO accepts written referrals. Each referral includes the name of the child and reasons why the person making the referral believes that the child is a child with a disability. CEO

documents and dates the receipt of each referral and has ninety days to complete the evaluation, to determine eligibility for either IDEA or 504 services, to complete either the IEP or the 504 Plan/IEP, and to determine, for students with disabilities under IDEA, the appropriate placement. Before the 90 day timeline expires, CEO will begin providing services according to the IEP or 504 Plan/IEP.

At least annually, the Academy informs parents and persons required by law to make referrals about CEO's referral and evaluation procedures.

### **The IEP Team**

CEO establishes an Individualized Education Program Team, or IEP Team, for each child referred as a child with a disability, including children attending CEO under the Full-time Open Enrollment law.

**PARTICIPANTS.** Initially, before determination of whether the child is a child with a disability under IDEA or under Section 504, the IEP Team for each child consists of all the following:

- the parent(s) of the child;
- an individual, serving as the LEA representative, who is knowledgeable about the availability of and authorized to commit the resources of CEO,
- 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 extensive and recent training 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 CEO,
  - o who is qualified to provide or supervise the provision of special education,
  - o who is knowledgeable about the general curriculum,
  - o who may be another Institute member of the IEP team if the criteria above are met;
- an individual who can interpret the instructional implications of evaluation results, who may otherwise be a team participant;
- when determining the child's educational placement, individuals who are knowledgeable about the child and the placement options;

- at the discretion of the parent or CEO, 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 CEO] who invited the individual to be a member of the IEP;
- Whenever appropriate, the child;
- When transition is being discussed, 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,
- Representatives of CEO's Health and Human Services staff,
- The student's Advisor/Mentor.

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

After a student is determined to be a student with a disability under Section 504, the 504 Plan/IEP Team generally consists of the same individuals identified above.

### **PARENT PARTICIPATION IN IEP TEAM MEETINGS**

Parent/family participation is a cornerstone of CEO's overall programming. CEO takes steps to ensure that one or both of the parents of a child with a disability under both IDEA and 504 are present at each IEP meeting or are afforded the opportunity to participate. The CEO will:

- Notify parents of the meeting early enough to ensure that they will have an opportunity to attend and
- Schedule the meeting at a mutually agreed on time and place, including, if necessary, meeting off the school property.
- Encourages the parent to bring along others, including parent or child advocates, who can support and assist them in participating as fully as possible in the processes of the IEP Team.

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 the other individuals on the IEP Team who have knowledge of 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 CEO 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 CEO will invite the student; and
- identifies any other agency that will be invited to send a representative.

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

CEO conducts meetings without a parent in attendance if unable to convince the parents that they should attend. In this case, CEO 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.

CEO takes whatever action is necessary to ensure that the parents understand the proceedings at the IEP Team meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. CEO ensures that the IEP Team members understand their rights, including the right to reconvene the IEP Team if needed. CEO gives the parent a copy of the child's IEP at no cost to the parent.

At the beginning of any meeting to address the evaluation, IEP, or placement, CEO 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 Academy staff determines at any point during the process of evaluation, development of the IEP, or placement, that additional time is needed to permit meaningful parent participation, CEO provides it.

### **INDIVIDUALIZED EDUCATION PROGRAM TEAM DUTIES**

The individualized education program team (IEP Team) does all of the following:

- evaluates the child to determine the child's eligibility or continued eligibility for special education and related services under IDEA, and the educational needs of the child; or the educational and school accommodation needs for a child identified as a child with a disability under Section 504;
- if the child being evaluated is a non-resident child attending CEO under the Full-time Open Enrollment law as part of its initial evaluation of the child and as part of any reevaluation of the child, CEO's IEP Team collaborates with appropriate personnel designated by the school board of the child's school district of residence;
- develops an IEP or, if appropriate, a 504 Plan/IEP for the child;
- develops the IEP or 504 Plan/IEP in collaboration with appropriate personnel designated by the school board of the school district in which the child resides, if a non-resident child is attending CEO under the Full-time Open Enrollment law; and
- determines the special education placement for the child, including a preschool child, in conformity with the least restrictive environment policies of CEO.

### **TIMELINE**

CEO 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 CEO informs the child's parents of the need and reasons for the extension in writing. CEO 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, CEO 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. CEO 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.

### **Evaluation/ Reevaluation**

As part of an initial evaluation of a child and as part of any reevaluation of a child, the IEP Team and other qualified professionals, as determined by CEO:

- Reviews existing evaluation data on the child, including evaluations and information provided by the child's parents, family members, previous interventions, in the effects of those interventions, current classroom based assessments and observations, and observations by teachers and other school personnel, 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:
  - o Whether the child has a particular category of disability in line with state determination of disability under IDEA or, in the case of a reevaluation, whether the child continues to have such a disability under IDEA,
  - o the present levels of performance and educational needs of the child,
  - o Whether the child needs special education and related services, or in the case of the reevaluation, whether the child continues to need special education and related services,
  - o 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 IEP and to participate, as appropriate, in the general curriculum.

CEO 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. CEO requires consent for all children.

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

CEO obtains informed consent from the child's parents 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.

If the child being evaluated is a nonresident child attending CEO under the full-time open enrollment law as part of its initial evaluation of the child, and as part of any reevaluation of the child, CEO's IEP Team collaborates with appropriate personnel designated by the school board of the child's school district of residence.

**IEP TEAM DETERMINATION OF ELIGIBILITY OR CONTINUING ELIGIBILITY (INITIAL AND REEVALUATION)**

Each IEP Team participant who administers test, assessments, or other evaluation materials as

part of an evaluation or reevaluation, prepares and makes available to all team participants at the IEP meeting the written summary of the findings that will assist with program planning. Following a review of existing data and administration of assessments and other evaluation materials (if any), the IEP 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 IEP team does not determine that the child is a child with a disability solely because the child has received inappropriate 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, the local educational agency 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. The local educational agency ensures that information obtained from all of these sources is documented and carefully considered.

In conducting reading evaluations, the IEP Team:

- Evaluates a child in accordance with the law before determining that the child is no longer a child with a disability eligible for IDEA services;
- reevaluates if the child in accordance with the law if CEO and determines that conditions warrant the reevaluation or if the parent or teacher of the child requests a full reevaluation, but at least once every three years.

CEO obtains informed consent from the child's parents before administering new tests and other evaluations. The Institute proceeds without consent only if CEO has taken reasonable measures to obtain the consent and the child's parents have failed to respond. Reasonable measures are the same measures as are required for conducting an IEP meeting without a parent in attendance.

If the IEP Team finds no additional information is needed to determine whether a child continues to qualify for services under IDEA, CEO so notifies the child's parents of that finding and the reasons for it, and informs the parent of their right to request an assessment or evaluation to determine whether the child continues to have a disability. CEO conducts such an assessment if the parent requests it.

### **EVALUATION REPORT:**

If the IEP Team determines the child is or continues to be eligible for special education services under state and federal law, the team prepares an evaluation report that includes documentation of the determination of eligibility. CEO asks each team participant if he or she wants a copy of the evaluation report. CEO also asks team participants if they want or need additional time before the team proceeds to develop the qualifying child's IEP.

If any IEP Team participant requests a copy of the evaluation report at any point in the process of developing the IEP or considering the child's educational placement, CEO gives a copy of the report to each team member before continuing process. If no team



participant requests a copy of evaluation report, CEO gives a copy to the child's parents with the notice of placement.

If the IEP team determines the child does not qualify as a child with a disability under IDEA using state special education law, the team then considers whether the child meets the criteria for protection and services under Section 504 of the Rehabilitation Act. The team prepares an evaluation report which identifies the educational needs of the child and indicates whether the child qualifies for services and protection under Section 504.

CEO provides a copy of evaluation report and determination of eligibility, either under IDEA for under Section 504, and a clear explanation of the decision regarding eligibility, to the child's parents as the official notice regarding eligibility.

### **EVALUATION SAFEGUARDS:**

When CEO evaluates a child it:

- Insures materials and procedures used for assessment of the child with limited English proficiency are selected and administered so that they measure the extent to which the child has a disability and need 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 IEP team:

- Does not use any single procedure as the sole criteria for determining whether you child is a child with a disability, or for determining inappropriate educational program for the child;
- Uses a variety of assessment tools and strategies together relevant functional and developmental information, including information provided by the child's parents, that may assist in determining whether the child is a child with a disability and in determining the content of the child's IEP, including information related to enabling the child to be involved in and progress in the general curriculum or, for preschool children, to produce the in appropriate activities;
- Uses technically sound instruments that assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors; and
- Ensures all of the following:
  - o Tests and other evaluation materials used to assess the 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;
- o any standardized tests given to the child have been validated with a specific purpose for which they are used, administered by trained and knowledgeable personnel, and are administered in accordance with any instructions provided by the producer of such tests;
  - o The child is assessed in all areas of suspected disability; and
  - o Assessment tools and strategies that provide relevant information that directly assist persons in determining the educational needs of the child are used.

CEO gathers relevant functional and developmental information about the child using a variety of assessment tools and strategies, including information provided by the parent and information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child, to participate in appropriate activities), that may assist in determining whether the child is a child with a disability who qualifies for special education under IDEA definitions or under Section 504, and for determining the content of the child's IEP or 504 Plan/IEP.

If an assessment is not conducted under standard conditions, CEO includes in the evaluation report the description of the extent to which it varied from standard conditions (for example, 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 they are commonly linked to the disability category in which the child has been classified.

CEO ensures tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those designed to provide a single general intelligence quotient.

CEO ensures tests are selected and administered so that, if the 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 that 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 intends to measure.

An evaluation conducted by an IEP Team 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 specified under s115.782 (2) (a), Stats., when conducting tests and using other evaluation materials in determining a child's eligibility for services under IDEA or Section 504.

**ADDITIONAL REQUIREMENTS FOR LEARNING DISABILITIES:**

For evaluation of the child suspected of having a learning disability, the following additional requirements are met:

- The determination of whether the child suspected of having a specific learning disability is the child with a disability eligible for services under IDEA is made by the child's parents as part of the team of qualified professionals that includes:
  - o the child's regular teacher; or
  - o if the child does not have the regular teacher, the regular classroom teacher qualified to teach a child of the same age; or
  - o for child of less than school-age, and an individual qualified by the Department of Public Instruction to teach a child of that age.
  
- At least one member of the IEP team other than the child's regular teacher must observe the child's academic performance in the regular classroom setting. In the case of a child of less than school-age or who is out of school, the team member observes the child in an environment appropriate for a child of that age.
  
- The child must be observed in the child's learning environment (including the regular classroom setting) to document the child's academic performance and behavior in the areas of difficulty.

In determining whether a child has a specific learning disability, the IEP team must decide to:

- use information from an observation in routine classroom instruction and monitoring of the child's performance that was done before the child was referred for an evaluation; or
  
  - have at least one member of the child's IEP team conduct an observation of the child's academic performance in the regular classroom after the child has been referred for an evaluation and parental consent is obtained; or
  
  - in the case of a child of less than school age or out of school, an IEP team member must observe the child in an environment appropriate for a child of that age.
- 
- The IEP team evaluation report includes a statement of:
    - o whether the child has a specific learning disability,
    - o the basis for making that determination,
    - o the relevant behavior noted during observation of the child,
    - o the relationship of that behavior to the child's academic functioning,
    - o educationally relevant medical findings, if any,
    - o whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services, and

o the determination of the team concerning the effects of environmental, cultural, for economic disadvantage.

- Each IEP Team member certifies, in writing, whether the report reflects his/her conclusions. If the evaluation report does not reflect the IEP Team participant's conclusions, the participant submits a separate report stating his or her conclusions.

### **Determination of Eligibility under IDEA**

Following a review of existing data in administration of tests and other evaluation materials, the IEP Team determines whether the child is or continues to be a child with a disability under IDEA as defined in Wisconsin statute. For a child who does not otherwise meet the IDEA eligibility criteria under state law, the IEP Team will 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 the child is a child with a disability under IDEA, and determining the educational needs of the child, CEO draws upon information from a variety of sources, including aptitude and achievement tests, parent and family input, teacher input and recommendations, physical condition, social and cultural background, and adaptive behavior. CEO insures that information obtained from all of the sources is documented and carefully considered.

A child shall be identified as a child qualified to receive services under IDEA if the IEP Team has determined from an evaluation conducted under Wisconsin statutes, that the child has an impairment described in PI 11 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 an IEP Team, the 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 would allow the child to access the general education curriculum and meet educational standards that apply to all children.
- Additions or modifications, if any, that the child needs which are not provided through the general education curriculum, including replacement content, expanded core curriculum, or other supports.

### **Areas of Impairment under IDEA**

The IEP Team shall use the definitions of disability eligibility provided in state statute in their determination of eligibility for special education services under IDEA.

**COGNITIVE DISABILITY.** Cognitive disability means significantly subaverage 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 subd. 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.

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. Health 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.

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.

Cognitive disabilities typically manifest before age 18. An etiology should be determined when possible, so that the IEP team can use this information for program planning.

**ORTHOPEDIC IMPAIRMENT.** Orthopedic impairment means 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 a 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.

**VISUAL IMPAIRMENT.** Visual impairment means even after correction 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) 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.

(b) An ophthalmologist or optometrist finds at least one of the following:

1. Central visual acuity of 20/70 or less in the better eye after conventional correction.
2. Reduced visual field to 50 degrees or less in the better eye.
3. Other ocular pathologies that are permanent and irremediable.
4. Cortical visual impairment.
5. A degenerative condition that is likely to result in a significant loss of vision in the future.

(c) 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.

**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 under ch. 459, Stats., shall be one of the components for an initial evaluation of a child with a suspected hearing impairment.

**SPEECH OR LANGUAGE IMPAIRMENT.** Speech or language impairment means 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 a speech or language impairment if the child meets the definition above and meets any of the following criteria:

1. The child's conversational intelligibility is significantly affected and the child displays at least one of the following:

- a. 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.
- b. Demonstrates consistent errors in speech sound production beyond the time when 90% of typically developing children have acquired the sound.

2. 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.

3. 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.

4. The child exhibits behaviors characteristic of a fluency disorder.

5. 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:

- a. Performance on norm referenced measures that is at least 1.75 standard deviations below the mean for chronological age.
- b. Performance in activities is impaired as documented by informal assessment such as language sampling, observations in structured and unstructured settings, interviews, or checklists.
- c. The child's receptive or expressive language interferes with oral communication or his or her primary mode of communication. When technically adequate norm referenced language measures are not appropriate as determined by the IEP team to provide evidence of a deficit of 1.75 standard deviations below the mean in the area of oral communication, then 2 measurement procedures shall be used to document a significant difference from what would be expected given consideration to chronological age, developmental level, and method of communication such as oral, manual, and augmentative. These procedures may include additional language samples, criterion referenced instruments, observations in natural environments and parent reports.
- d. The IEP team may not identify a child who exhibits any of the following as having a speech or language impairment:

1. Mild, transitory or developmentally appropriate speech or language difficulties that children experience at various times and to various degrees.
2. 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.

3. Speech or language difficulties resulting from dialectical differences or from learning English as a second language, unless the child has a language impairment in his or her native language.

4. Difficulties with auditory processing without a concomitant documented oral speech or language impairment.

5. A tongue thrust which exists in the absence of a concomitant impairment in speech sound production.

6. Elective or selective mutism or school phobia without a documented oral speech or language impairment.

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

1. Formal measures using normative data or informal measures using criterion referenced data.
2. Some form of speech or language measures such as developmental checklists, intelligibility ratio, language sample analysis, minimal core competency.
3. Information about the child's oral communication in natural environments.
4. 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 a speech or language impairment and the need for speech or language services.

**SPECIFIC LEARNING DISABILITY.** Specific learning disability, pursuant to s. 115.76 (5) (a) 10., Stats., means 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 in accordance with s. 115.792, Stats. The IEP team may identify a child as having a specific learning disability if all of the following are true:

1. **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:

- a. Oral expression.
- b. Listening comprehension.
- c. Written expression.
- d. Basic reading skill.
- e. Reading comprehension.
- f. Mathematical calculation.
- g. Mathematical reasoning.

2. **Significant discrepancy.** Upon initial identification, a significant discrepancy exists between the child's academic achievement in any of the areas under subd. 1. a. to g. 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:

- a. 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.
- b. If the IEP team makes such a determination under subd. 2. a., 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 under subd. 1. a. to g. using other empirical evidence.
- c. 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 under subd. 2. (intro.), the child's performance in any of the areas in subd. 1. a. to g. is variable, and the IEP team determines that the child meets all other criteria under subs. 1. and 3., the IEP team may consider that a significant discrepancy exists.

**3. Information processing deficit.** The child has an information processing deficit that is linked to the child's classroom achievement delays under subd. 1. and to the significant discrepancy under subd. 2. 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 or any of the reasons specified under s. 115.782 (3) (a), Stats.. or any of the impairments under s. 115.76 (5). Stats., except s. 115.76 (5) (a) 10.

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 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 for specific learning disability and continues to demonstrate a need for special education, including specially designed instruction, is a child with a disability under this section, unless the provision under par. (c) 1. now applies. 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.

**EMOTIONAL BEHAVIORAL DISABILITY.** Emotional behavioral disability 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 definition above and meets all of the following:

1. The child demonstrates severe, chronic and frequent behavior that is not the result of situational anxiety, stress or conflict.
2. The child's behavior described under par. (a) occurs in school and in at least one other setting.
3. The child displays any of the following:

- a. Inability to develop or maintain satisfactory interpersonal relationships.
- b. Inappropriate affective or behavior response to a normal situation.
- c. Pervasive unhappiness, depression or anxiety.
- d. Physical symptoms, pains or fears associated with personal or school problems.
- e. Inability to learn that cannot be explained by intellectual, sensory or health factors.
- f. Extreme withdrawal from social interactions.
- g. Extreme aggressiveness for a long period of time.
- h. 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.

**AUTISM.** Autism means 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, as defined above.

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 under this paragraph, the criteria under subd. 1. and 2. and one or more criteria under subd. 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. The child may have difficulty displaying a range of interests or imaginative activities or both. The child may exhibit stereotyped body movements.

**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 under this section.

The results of standardized and 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 assessment, achievement assessment, observation, work

samples, and neuropsychological assessment data, shall be considered to identify a child who exhibits total or partial functional disability or psychosocial impairment in one or more of the areas described under par. (a). Before a child may be identified under this subsection, available medical information from a licensed physician shall be considered.

**OTHER HEALTH IMPAIRMENT.** Other health impairment means 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.

**REGARDING ATTENTION DEFICIT DISORDER:** With respect to the eligibility criteria under s. PI 11.36, Other Health Impairment, 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). (See 18 IDELR 116). As a condition of receipt of federal funds under the Individuals with Disabilities Act (IDEA), the state and local school districts are bound to comply with the federal policy outlined in that memo. (See e.g. *Metropolitan School District of Wayne Township, Marion County, Indiana v. Davila*, 969 F. 2d 485 (7<sup>th</sup> cir. 1992)).

Pursuant to that federal policy memo, 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. For example, pursuant to the federal policy memo, a child with ADD may be eligible for special education and related services under Ch. 115, Stats., if the child meets the eligibility criteria for "other health impaired" or any other impairment enumerated in this section. In addition, 34 CFR 300.7 (c) (9) (i) now specifically lists ADD and attention deficit hyperactivity disorder among the health problems which may result in disability based on other health impairment.

**SIGNIFICANT DEVELOPMENTAL DELAY.** Significant developmental delay means children, ages 3, 4 and 5 years of age or below compulsory school attendance age, who are experiencing significant delays in the areas of physical, cognition, communication, social-emotional or adaptive development. All other suspected impairments under this section shall be considered before identifying a child's primary impairment as significant developmental delay. A child may be identified as having significant developmental delay when delays in development significantly challenge the child in two or more of the following five major life activities:

1. Physical activity in gross motor skills, such as the ability to move around and interact with the environment with appropriate coordination, balance and strength; or fine motor skills, such as manually controlling and manipulating objects such as toys, drawing utensils, and other useful objects in the environment.
2. Cognitive activity, such as the ability to acquire, use and retrieve information as

demonstrated by the level of imitation, discrimination, representation, classification, sequencing, and problem-solving skills often observed in a child's play.

3. Communication activity in expressive language, such as the production of age-appropriate content, form and use of language; or receptive language, such as listening, receiving and understanding language.
4. Emotional activity such as the ability to feel and express emotions, and develop a positive sense of oneself; or social activity, such as interacting with people, developing friendships with peers, and sustaining bonds with family members and other significant adults.
5. Adaptive activity, such as caring for his or her own needs and acquiring independence in age-appropriate eating, toileting, dressing and hygiene tasks.

Documentation of significant developmental delays under par. (c) and their detrimental effect upon the child's daily life shall be based upon qualitative and quantitative measures including all of the following:

1. A developmental and basic health history, including results from vision and hearing screenings and other pertinent information from parents and, if applicable, other caregivers or service providers.
2. Observation of the child in his or her daily living environment such as the child's home, with a parent or caregiver, or an early education or care setting which includes peers who are typically developing. If observation in these settings is not possible, observation in an alternative setting is permitted.
3. Results from norm-referenced instruments shall be used to document significant delays of at least one and one-half standard deviations below the mean in 2 or more of the developmental areas which correspond to the major life activities. If it is clearly not appropriate to use norm-referenced instruments, other instruments, such as criterion referenced measures, shall be used to document the significant delays.

#### **Determination of Eligibility under Section 504**

An IEP Team finding a student ineligible for services under IDEA will then consider whether or not the student meets the federal definition of "impairment" found in Section 504 of the Rehabilitation Act in order to determine if the student is protected under Section 504. Not all students referred for evaluation will meet IDEA criteria; some of these students will instead be determined, by the IEP Team, as protected under Section 504 and will receive services as such.

When a student is determined by the IEP Team to be a protected person under Section 504, CEO will indicate so in the written evaluation report and the IEP Team will then proceed to develop a plan for accommodations such that the student receives FAPE. The plan itself, called a 504 Plan/IEP will be similar in format and scope to the IDEA IEP, although it will not legally be required to meet the stringent criteria of IDEA.

When a student is determined by the IEP Team to meet neither IDEA or 504 criteria, the IEP Team will proceed to develop a Personal Education Plan, or PEP, as described elsewhere in this application document. The PEP is not legally required, but provides both family and school with information on how CEO will modify or supplement its typical services to improve educational outcomes for an individual child who continues to struggle academically, socially, or behaviorally but who do not qualify for services under IDEA or Section 504.

### **IEP Team Meetings: Develop, Review or Revise an IEP (or 504 Plan/IEP)**

At the beginning of each school year, CEO shall have in effect, for each child with a disability as identified under IDEA, an individualized education program or IEP and, for each child with a disability under Section 504, a 504 Plan/IEP. CEO will develop and begin implementation of an IEP for an eligible child within 90 days of receipt of referral. CEO will ensure that an IEP is in effect before special education and related services are provided to children with disabilities and that the IEP is implemented as soon as possible upon development. CEO develops and implements an IEP for every child eligible under IDEA enrolled at the Academy, including children placed in or referred to a private school or facility by CEO.

While Section 504 does not require the same timeline, CEO commits to developing and implementing a 504 Plan/IEP for students protected under Section 504 as soon as possible, such that implementing the plan results in FAPE.

### **IEP Development**

In developing each child's IEP, 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 or most recent evaluation of the child, and the academic, developmental, and functional needs of the child.

The IEP team considers the following special factors:

- the use of positive behavioral interventions and supports, and other strategies, to address that behavior in the case of a child whose behavior impedes the child's learning or that of others;
- the language needs of the child as such needs relate to the child's IEP in the case of a child with limited English proficiency;

- instruction in Braille and the use of Braille in the case of a child who is visually impaired unless the IEP 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;

- the communication needs of the child and, in the case of a child who is hearing impaired, the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level and full range of needs including opportunities for direct instruction in the child's language and communication mode; and

- whether the child requires assistive technology devices and services.

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

The child's regular education teacher, as a member 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 supports and other strategies, supplementary aids and services, program modifications and supports for school personnel.

### IEP Review and Revision

The IEP 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 IEP as appropriate to address:

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

In conducting a review of the child's IEP, the IEP team considers the special factors listed above under the development of the IEP section.

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

If a participating agency, other than the local educational agency, fails to provide transition services described in the IEP, the local educational agency reconvenes the



IEP team to identify alternative strategies to meet the transition objectives for the child set out in the IEP.

### **IEP Content and Forms**

CEO utilizes the Sample IEP Forms developed by the Wisconsin DPI to facilitate full compliance with IDEA. A complete set of these forms can be found in the Parent and Staff Handbooks.

An IEP shall include 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 or, for a preschool child, as appropriate, how the disability affects the child's participation in appropriate activities; 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 do all of the following: advance appropriately toward the annual goals, be involved and progress in the general curriculum in and participate in extracurricular and other nonacademic activities, be educated and participate with other children with disabilities and non-disabled children.

The IEP will also include 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 statewide or local educational agency-wide assessment of pupil achievement that are needed for the child to participate in the assessment.

If the IEP Team determines that a child will not participate in a particular statewide or local educational agency-wide assessment of pupil achievement, or part of such an assessment, a statement of why that assessment is not appropriate for the child and how the child will be assessed through alternative means such as the Wisconsin Alternate Assessment process.

The IEP will also include: the projected date for the beginning of the services and modifications, and the anticipated frequency, location and duration of those services and modifications. The IEP will also include a statement indicating how the child's progress toward annual goals will be measured and 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 such progress toward annual goals and the extent to which that progress is sufficient to enable the child to reach the annual goal by the end of the effective period of the IEP.

In developing, reviewing and revising each child's individualized education program, the IEP Team shall consider 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. In addition, as appropriate, the IEP Team shall consider the results of the child's performance on any general statewide or school assessments.

In the case of a child whose behavior impedes his or her learning or that of others, the IEP team will include specific strategies, including positive behavioral interventions and supports, to address that behavior and teach appropriate behavior.

In the case of a child with limited English proficiency, the IEP team will consider the language needs of the child as such needs relate to the child's individualized education program. In the case of a child who is visually impaired, provide for instruction in Braille and the use of Braille unless the IEP 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.

The IEP Team will consider 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.

The IEP Team will consider whether the child requires assistive technology devices and services. If the IEP Team determines that a child needs a particular device or assistive technology services in order to receive a free appropriate public education, the Team will include a statement to that effect within the IEP document.

The regular education teacher of the child, as a participant on the IEP Team, shall participate in the development of the individualized education program of the child, including the determination of appropriate positive behavioral interventions and strategies and the determination of supplementary aids and services, program modifications and support for school personnel.

CEO shall give a copy of the child's IEP to the child's parents with the notice of placement. CEO ensures that a copy of the child's IEP is accessible to each teacher, related service provider, and other service provider responsible for its implementation and that each teacher and provider responsible for implementing the IEP understands and implements his or her specific responsibilities related to accommodations, adaptations, modifications and supports required by the IEP document. Moreover, CEO provides its staff with adequate on-going professional development to continually improve staff ability to effectively implement all IEPs for students and to participate effectively in the IEP process.

CEO fully implements each child's IEP and assists the child in achieving the goals and objectives or benchmarks listed in the IEP document.

Reviewing the IEP:

The IEP Team will review the child's IEP periodically, and at least annually, to determine whether the annual goals for the child are being achieved. The IEP Team will revise the individualized education program as appropriate to address all of the following:

- a. Any lack of expected progress toward the annual goals and in the general curriculum.
- b. The results of any reevaluations
- c. Additional information about the child provided to or by the child's parents.
- d. The child's anticipated needs.

The regular education teacher of the child, as a participant on the IEP Team, shall participate in the review and revision of the IEP of the child.

The 504/IEP Team will develop a written 504 Plan/IEP that clearly indicates 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 or, for a preschool child, as appropriate, how the disability affects the child's participation in appropriate activities; changes to methods or specific accommodations needed to meet 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 meet each of the child's other educational needs that result from the child's disability; and a statement of the program modifications or supports for school personnel that will be provided so that the child will have equal access to education at CEO and participate in extracurricular and other nonacademic activities, and be educated and participate with other children with disabilities and non-disabled children.

The 504 Plan/IEP will also include a statement of any individual modifications in the administration of any statewide or local educational agency-wide assessment of pupil achievement that are needed for the child to participate in the assessment.

The 504 Plan/IEP will also include: the projected date for the beginning of the accommodations and modifications, and the anticipated frequency, location and duration of any services, accommodations, or modifications necessary to protect the child's right to equal access to education under Section 504. CEO will utilize a modified version of DPI's Sample IEP Forms to provide a 504 Plan/IEP to students with disabilities under Section 504.

The 504 Plan/IEP will be reviewed and revised, as needed, by the IEP Team at least annually.

## **Placement and Least Restrictive Environment**

CEO shall ensure that an evaluation is conducted before special education and related services are provided to a child with a disability and that an appropriate educational placement is provided to implement a child's IEP. To the maximum extent appropriate, a child with a disability under IDEA, including a child receiving publicly funded special education in a public or private institution or other care facility, is educated with non-disabled children. Special classes, separate schooling or other removal of a child with a disability from the regular educational environment occurs only when the nature or severity of the child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

At CEO, a child with a disability is not removed from education in an age-appropriate classroom solely because of needed modifications in the general education curriculum. The Academy ensures that a continuum of alternative placements is available and is used and that the continuum includes provision of supplementary aids and services in conjunction with regular classroom instruction as well as resource rooms or itinerant instruction. This continuum includes out-of-school and residential care placements where necessary for a child with a disability under IDEA to receive FAPE.

Moreover, CEO ensures that each child with a disability can participate in nonacademic and extracurricular activities and services, including meals and rest periods, to the maximum extent appropriate to the child's individual needs.

## **Related Service Provision**

If a child is suspected to need occupational therapy or physical therapy or both, the IEP team for that child shall include an appropriate therapist.

A school physical therapist must be licensed by the Department of Public Instruction.

(b) Caseload. 1. Except as specified under subds. 2. and 3., the caseload for a full-time school physical therapist employed for a full day. 5 days a week, shall be a minimum of 15 children, a maximum of 30 children and a maximum of 45 children with one or more school physical therapist assistants. The caseload for a part-time school physical therapist may be pro-rated based on these specifications. A caseload may vary from these specifications if approved in the Institutes Special Education Plan as submitted to the Department of Public Instruction. A variance may be approved due to frequency and duration of physical therapy as specified in the child's IEP, travel time for the therapist, number of evaluations, preparation time, and student-related activities.

The school physical therapist shall have medical information from a licensed physician regarding a child before the child receives physical therapy. The school physical therapist may delegate to a school physical therapist assistant only those portions of a child's physical therapy which are consistent with the school physical therapist assistant's

education, training and experience. The school physical therapist shall supervise the physical therapy provided by a school physical therapist assistant. The school physical therapist shall develop a written policy and procedure for written and oral communication to the physical therapist assistant. The policy and procedure shall include a specific description of the supervisory activities undertaken for the school physical therapist assistant and shall include either of the following levels of supervision:

- a. The school physical therapist shall have daily, direct contact on the premises with the school physical therapist assistant.
- b. The school physical therapist shall have direct, face-to-face contact with the school physical therapist assistant at least once every 14 calendar days. Between direct contacts, the physical therapist shall be available by telecommunication. The school physical therapist providing general supervision under this subdivision shall provide an on-site 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 adjust the physical therapy as appropriate.

A full-time school physical therapist may supervise no more than 2 full-time equivalent physical therapist assistant positions which may include no more than 3 physical therapist assistants.

A school physical therapist shall conduct all physical therapy evaluations and reevaluations of a child, participate in the development of the child's IEP, and develop physical therapy treatment plans for the child. A school physical therapist may not be represented by a school physical therapist assistant on an IEP team.

A school physical therapist assistant shall be licensed by the Department of Public Instruction. The school physical therapist assistant providing physical therapy to a child under this section, shall be supervised by a school physical therapist as described above.

The school occupational therapist shall be licensed by the Department of Public Instruction. The caseload for a full-time school occupational therapist employed for a full day, 5 days a week, shall be a minimum of 15 children, a maximum of 30 children, and maximum of 45 children with one or more occupational therapy assistants. The caseload for a part-time school occupational therapist may be pro-rated based on these specifications.

Caseload may vary from the specifications if approved in CEOs Special Education Plan on file with the Department. The following shall be considered in determining whether the variance may be approved: Frequency and duration of occupational therapy as specified in the child's IEP; Travel time; Number of evaluations; Preparation time and Student related activities.

The school occupational therapist shall have medical information regarding a child before the child receives occupational therapy. The school occupational therapist may delegate to

a school occupational therapy assistant only those portions of a child's occupational therapy which are consistent with the school occupational therapy assistant's education, training and experience. The school occupational therapist shall supervise the occupational therapy provided by a school occupational therapy assistant. The school occupational therapist shall develop a written policy and procedure for written and oral communication to the occupational therapist assistant. The policy and procedure shall include a specific description of the supervisory activities undertaken for the school occupational therapist assistant which shall include either of the following levels of supervision:

- a. The school occupational therapist shall have daily, direct contact on the premises with the school occupational therapy assistant.
- b. The school occupational therapist shall have direct, face-to-face contact with the school occupational therapy assistant at least once every 14 calendar days. Between direct contacts, the occupational therapist shall be available by telecommunication. The school occupational therapist providing general supervision under this subdivision shall provide an on-site reevaluation 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 school occupational therapist may supervise no more than 2 full-time equivalent occupational therapy assistant positions which may include no more than 3 occupational therapy assistants.

A school occupational therapist shall conduct all occupational therapy evaluations and reevaluations of a child, participate in the development of the child's IEP, and develop occupational therapy treatment plans for the child. A school occupational therapist may not be represented by a school occupational therapy assistant on an IEP team.

A school occupational therapy assistant shall be licensed by the Department and shall provide occupational therapy to a child under the supervision of a school occupational therapist.

## **OTHER SERVICES**

### **HEARING AIDS**

CEO 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 IEP.

If specially-designed physical education is prescribed in a child's IEP, CEO provides the services directly or makes arrangements for those services to be provided through other public or private programs. CEO ensures that a child with a disability who is enrolled in a separate facility receives appropriate physical education services in compliance with the law.

### **ASSISTIVE TECHNOLOGY**

CEO 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. If a child's IEP Team determines that access to school-purchased assistive technology devices or services in the child's home or in other settings is necessary for the child to receive a free appropriate public education, the devices or services are provided.

### **EXTENDED SCHOOL YEAR**

CEO ensures that extended school year services are available to each child with a disability as necessary to provide a free appropriate public education. Extended school year services are provided when a child's IEP Team determines, on an individual basis, that the services are necessary for the provision of a free appropriate public education to the child. CEO does not limit extended school year services to particular categories of disability, or unilaterally limit the type, amount, or duration of those services.

### **Participation in Assessments**

Children with disabilities under IDEA, including non-resident children attending CEO under the Full-time Open Enrollment law, are included in state-wide and district-wide assessments with appropriate accommodations and modifications, determined by their IEP Team, if necessary. Those children who cannot participate in state-wide or district-wide assessments participate in alternative assessments under the guidelines developed by the Wisconsin Department of Public Instruction (Information Update Bulletins 02.03, 02.07, 03.04, 03.07, 04.01). Needed accommodations and modifications or alternate assessments are identified by the IEP Team and are specified in the child's IEP.

If the IEP Team determines that a child will not participate in a particular statewide or local educational agency-wide assessment of pupil achievement, or part of such an assessment, a statement of why that assessment is not appropriate for the child and how the child will be assessed through alternative means such as the Wisconsin Alternate Assessment process must be included in the IEP document.

Students with disabilities under 504 participate in state-wide and district-wide assessments with appropriate accommodations and modifications, determined by their IEP Team, if necessary.

### **Medicaid and Insurance Benefits**

When CEO 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, CEO 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:
  - o decrease available lifetime coverage or any other insured benefit,
  - o result in the family paying for services that would otherwise be covered by the public insurance program and that are required for the child outside of the time the child is in school,
  - o increase premiums or lead to the discontinuation of insurance or
  - o risk loss of eligibility for home and community-based waivers based on aggregate health-related expenditures.

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

- obtains informed parents 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 or its responsibility to ensure that all required services are provided at no cost to the parents.

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

Except for the circumstances provided for in § 118.51(12)(a)&(b)2 of the Full-time Open Enrollment law, if a non-resident child with a disability is attending CEO under the Full-time Open Enrollment law, CEO provides an educational placement for the child. If tuition charges are required by the placement, CEO pays tuition charges instead of the school district in which the child resides.



## **Transition Planning**

CEO recognizes the importance of appropriate and effective planning for transition from school to adult life for children with disabilities. CEO incorporates best practices and innovative approaches recommended by the Wisconsin Statewide Transition Initiative ([www.vv.wsti.org](http://www.vv.wsti.org)) and uses recommended approaches and materials in its transition planning for individual students. For example, CEO provides the booklet *Opening Doors to Post-Secondary Education and Training*, a DPI publication, to assist students, parents, school counselors and teachers, who participate on IEP teams, to plan post-secondary experiences for students with disabilities. CEO also uses *Overview of Transition Services & Developing IEP's*, a resource to assist with developing IEP's which incorporate transition services, *Suggested Activities Before, During and After the Meeting*, by Ed O'Leary, Ed.D., which suggests activities to be implemented before, during and after the IEP team meeting, and *Transition Services*, by Ed O'Leary, Ed.D. & Wendy Collision, a guide designed to help educators, parents, and other stakeholders understand post-school outcomes, course of study, and coordinated set of activities requirements of IDEA.

Beginning when the child attains the age of 14 (or younger, if appropriate) and annually thereafter until the child is no longer eligible for special education and related services, the IEP will include a statement identifying 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. Beginning when the child attains the age of 16, or earlier if that is determined to be appropriate by the IEP Team, and annually thereafter until the child is no longer eligible for special education and related services, a statement of the needed transition services of the child, including, when appropriate, a statement of the interagency responsibilities or any cooperative arrangements between and among persons. If a participating agency other than CEO fails to provide the transition services described in the IEP, CEO will reconvene the IEP Team to identify alternative strategies to meet the transition objectives of the child set out in the IEP.

## **Transfer Students**

Students who transfer into CEO from another LEA have a right to the same processes (referral, evaluation, eligibility, etc.) and protections as students already enrolled. CEO does not discriminate against students on the basis of disability or special education needs. During the Enrollment Process, parents will be asked about their child's special learning needs and any special services they might have received at other schools. Parents and children will be asked about any existing struggles with learning and, if appropriate, a referral for possible special education needs will be made.

When a student transfers into CEO from another LEA with an existing IEP, or whose parents identify him or her as a child with disabilities under IDEA or Section 504, CEO will proactively contact the prior LEA by telephone within 24 hours of completion of the

enrollment process to secure transfer of existing IEPs or other pupil records. If no phone contact can be made, CEO will initiate a formal, written request for such records by US mail and send it to the former LEA (s) with a return receipt required in order to document the request. If no response has been received from the former LEA within five school days of initial enrollment, CEO will initiate a special education referral process to determine eligibility and needs and to develop an IEP for the child.

CEO will enroll the student pending receipt of documentation and will ensure that an IEP is in effect before special education and related services are provided to children with disabilities and that the IEP is implemented as soon as possible upon receipt from the former LEA.

If a received IEP is incomplete or does not appear to meet the observed needs of a transfer student, CEO will reconvene the IEP Team as soon as possible and decide if additional information or evaluation is necessary, or if a revised IEP must be written, to ensure the child's access to FAPE.

Similarly, CEO commits to obtaining, or developing and implementing a 504 Plan/IEP for students protected under Section 504 as soon as possible, such that implementing the plan results in FAPE.

When a student transfers from CEO to another LEA, CEO will provide a complete IEP packet and educational records, or 504 Plan/IEP and educational records, to the parent of the student with a cover letter, such that the parent, if he or she so chooses, can provide the packet directly and immediately to the new school.

State law requires the transfer within five working days all pupil records relating to a specific pupil if the school district has received written notice from the parent that the pupil intends to enroll in another school or school district, the other school or school district that the pupil has enrolled, or a court that the pupil has been placed in a secured correctional facility, child caring institution or group home.

This requirement applies to Wisconsin public school districts, which are defined to include secured correctional facilities, defined in s. 938.02(15m), secured child caring institutions, defined in s. 938.03(15g), secured group homes, defined in s. 938.02(15p), and adult correctional facility, mental health institute or center for the developmentally disabled that provides an educational program for its residents instead of or in addition to that which is provided by public and private schools. Under this requirement, public schools must transfer records to private schools, but the reverse is not true. [s. 118.125(4)]

All pupil records must be transferred to the new school. Pupil physical health records may be transferred with other behavioral records. Whenever possible, reports from school staff should be limited to basic health information described in the school districts policy concerning pupil physical health records. A report prepared by a school physical therapist, occupational therapist, speech pathologist or nurse that goes beyond basic health

information described in the district's policy on pupil physical health records must be treated as a patient health care record. These records should be sealed and sent to the new school with instructions that they are to be accessed only by a health care provider or person acting under the supervision of a health care provider.

### **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.

The local educational agency notifies parents consistent with the policies in the "Parent Participation in IEP Team Meetings" section of these policies to ensure that parents of children with disabilities have the opportunity to participate in meetings described above. The term "meeting" in this policy does not include informal or unscheduled conversations involving public agency personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that local educational agency personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

The IEP team, which includes the parent, makes decisions on the educational placement of the child. In implementing this policy, the local educational agency uses procedures consistent with the policies described above. If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the local educational agency uses other methods to ensure their participation including individual or conference telephone calls, or video conferencing. A placement decision may be made by the IEP team without the involvement of the parent if the local educational agency is unable to obtain the parent's participation in the decision. In this case, the local educational agency must have a record of its attempt to ensure parent involvement.

**NOTICE.** The local educational agency ensures a child's parents are provided prior written notice a reasonable time before the local educational agency 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; an explanation of why the local educational agency proposed or refused to take action;
- 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, assessment, record or report used as a basis for the proposed or refused action;
- the names of the evaluators, if known, if the notices propose to evaluate or reevaluate the child;
- a description of any other factors relevant to the proposal or refusal; and
- sources for parents to contact to obtain assistance in understanding special education law.

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, the local educational agency 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 that these requirements have been met.

### **PROCEDURAL SAFEGUARDS NOTICE.**

A copy of the procedural safeguards available to the parents of a child with a disability is given to the parents one time a school year, except that a copy is given to the parents:

- upon initial referral or parent request for evaluation;
- upon receipt of the first IDEA State complaint and the first due process complaint; on the date on which the decision is made to make a disciplinary removal that constitutes a change of placement;
- upon request by a parent.

The procedural safeguards notice includes a full explanation of the procedural safeguards available under special education law written so as to be easily understood by the general public and in the native language of the child's parents unless it is clearly not feasible to do so, relating to:

- independent educational evaluation;
- prior written notice;
- parental consent;
- access to educational records;
- opportunity to present and resolve complaints through the due process complaint and State IDEA complaint procedures, including:
  - the time period in which to file a complaint;
  - the opportunity for the agency to resolve the complaint; and
  - the difference between the due process complaint and the State complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.
  - 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);
  - requirements for the unilateral placement by parents of pupils in private schools at public expense;
  - availability of mediation;
  - due process hearings including requirements for disclosure of evaluation results and recommendations;:
  - civil actions, including the time period in which to file those actions; and
  - attorney fees.

## **INDEPENDENT EDUCATIONAL EVALUATIONS.**

A parent may obtain an independent educational evaluation of his or her child. If a parent requests information from the local educational agency about an independent evaluation, the local educational agency provides the parent with information about where an independent evaluation may be obtained and the agency 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 the local educational agency. "Public expense" means the local educational agency either pays for the full cost of the evaluation or ensures the evaluation is otherwise provided at no cost to the parent.

If a parent requests an independent educational evaluation at public expense, the local educational agency, 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 the local educational agency demonstrates in a due

process hearing that the evaluation obtained by the parent did not meet local educational agency criteria.

If a parent requests an independent educational evaluation, the local educational agency may ask for the parent's reason why he or she objects to the public evaluation. However, the local educational agency does not require the explanation and the local educational agency does not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation. A parent is entitled to only one independent educational evaluation at public expense each time the local educational agency conducts an evaluation with which the parent disagrees.

If the local educational agency initiates a hearing and the final decision is that the local educational agency'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 public expense or shares with the local educational agency an evaluation obtained at private expense, the results of the evaluation must be considered by the local educational agency, if it meets agency criteria, in any decision made with respect to the provision of FAPE 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 evaluation and the qualifications of the examiner, is the same as the criteria that the local educational agency uses when it initiates an evaluation to the extent that those criteria are consistent with the parent's right to an independent educational evaluation. Except for the criteria described above, the local educational agency does not impose conditions or timelines related to obtaining an independent educational evaluation at public expense.

### **SURROGATE PARENTS.**

The local educational agency ensures the rights of a child are protected if no parent can be identified; the local educational agency, after reasonable efforts, cannot locate a parent; the child is a ward of the state; or the child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless

Assistance Act. In such instances, the local educational agency assigns an individual to act as a surrogate for the parents. The local educational agency has a method for determining whether a child needs a surrogate parent and for assigning a surrogate parent to the child. In the case of a child who is a ward of the State, the surrogate parent may be appointed by the judge overseeing the child's case.

The local educational agency ensures that a person selected as a surrogate parent is not an employee of the Department of Public Instruction, the local educational agency, or any other

agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child he or she represents; and has knowledge and skills that ensure adequate representation of the child. A person who otherwise qualifies to be a surrogate parent is not an employee of the local educational agency solely because he or she is paid by the local educational agency to serve as a surrogate parent.

For an unaccompanied homeless youth, appropriate staff of emergency shelters, transitional shelters, independent living programs, and street outreach programs may be appointed as temporary surrogate parents until a surrogate parent can be appointed that meets all of the requirements for selection of surrogate parents.

The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child.

The local educational agency makes reasonable efforts to ensure the assignment of a surrogate parent not more than 30 days after it determines that one is needed.

## **MEDIATION.**

When a local educational agency participates in a mediation under Wis. Stat. § 115, the local educational agency:

- keeps discussion that occurs during mediation confidential;
- does not use discussion that occurs during mediation as evidence in any subsequent hearing or civil proceeding;
- does not record a mediation session unless both parties and the mediator agree;
- may be represented by two individuals, unless the parties agree to additional representatives;
- may withdraw from mediation at any time;
- may recess a mediation session to consult advisors, whether or not present, or to consult privately with the mediator;
- assumes responsibility with the parents for additional compensation if the parties agree that the amount of the mediator's compensation should be greater than the Wisconsin Special Education Mediation System schedule allows; and
- assumes responsibility with the parents for the compensation of a mediator who is not on the mediation system roster.

If the parties resolve the dispute or a portion of the dispute through the mediation process, the parties must execute a legally binding agreement. The agreement is reduced to writing, signed by the parties and a copy is given to each party. The agreement states that all discussions that occurred during mediation are confidential and may not be used as evidence in any hearing or civil proceeding. The agreement is legally binding upon the parties and is enforceable in circuit court. The agreement is

signed by a representative of the local educational agency who has the authority to bind the local educational agency.

The Wisconsin Mediation System is voluntary on the part of the parties and the local educational agency does not use it to deny or delay a parent's right to a hearing on the parent's due process complaint, or to deny and other rights afforded under special education law.

### **DUE PROCESS HEARINGS.**

When the local educational agency files a request for a due process hearing, it will provide a copy of the hearing request to the other party, a copy to the DPI and will keep the hearing request confidential.

If the parent or the child's attorney files a written request for a due process hearing, the local educational agency will:

- inform the parent of any free or low cost legal and other relevant services available in the area;
- (unless it has previously sent a written notice to the parent regarding the item in dispute) within 10 days of receiving the hearing request, provide a written response that includes an explanation of why the agency proposed or refused to take the action raised in the hearing request; a description of other options that the IEP team considered and the reasons why those options were rejected; a description of each evaluation procedure, assessment, record, or report the agency used as the basis for the proposed or refused action; and, a description of the other factors that are relevant to the agency's proposed or refused action;
- within 10 days of receiving the request, send a written response that addresses the issues raised in the hearing request; and
- (except when the parents and local educational agency agree in writing to waive a meeting or use mediation) within 15 days of receiving the request and before the hearing is conducted, convene a meeting with the child's parents, a representative of the local educational agency who is authorized to make decisions on behalf of the agency, and the relevant members of the IEP team who have specific knowledge of the facts identified in the hearing request. If the meeting resolves any subject matter of the hearing request, the parents and the local educational agency will execute and sign a legally binding agreement.

When the local educational agency is a party to a due process hearing under Wis. Stat. § 115.80, the local educational agency:

- pays for the cost of the hearing;



- pays for the cost of an independent educational evaluation ordered by the hearing officer;
- discloses to all other parties. at leas', five business days before a hearing conducted (other than an expedited hearing under the provisions of the Individuals with Disabilities Education Act), all evaluations completed by that date and recommendations based upon the local educational agency's evaluations that the local educational agency intends to use at the hearing; and
- except as provided in the "discipline" section of the local educational agency's policies, the local educational agency does not change the educational placement of a child during the pendency of a hearing or judicial proceedings unless the child's parents agree to the change. If the child is applying for initial admission to a public school, the child, with the consent of the parents, is placed in the public school program until all due process proceedings have been completed.

Before filing a civil action under any federal law seeking relief that is also available under state special education law, the local educational agency exhausts the due process hearing procedures to the same extent as would be required had the action been brought under special education law.

#### **TRANSFER OF RIGHTS AT AGE OF MAJORITY.**

When a child with a disability reaches the age of 18, unless he or she has been determined to be incompetent as defined by state law, the local educational agency transfers the rights of parents under the Individuals with Disabilities Education Act and Chapter 115, Wis. Stats., to the individual pupil. The local educational agency provides any required notices to both the parents and the adult pupil. The local educational agency notifies both the parents and the individual pupil of the transfer of rights.

#### **Discipline Procedures**

**AUTHORITY OF SCHOOL PERSONNEL.** School personnel consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the discipline procedures of Individuals with Disabilities Education Act, is appropriate for a child with a disability who violates a code of school conduct.

School personnel are authorized to remove a child with a disability who violates a code of student conduct from the child's current placement to an appropriate interim alternative educational setting (IEAS), another setting, or suspension for not more than ten consecutive school days (to the extent those alternatives are applied to children

without disabilities) consistent with state requirements relating to the suspension of pupils.

State law permits suspensions from school for up to five consecutive school days and for up to 15 consecutive school days when a notice of expulsion hearing has been sent. A child with a disability may be suspended for more than ten consecutive school days only if the conduct is not a manifestation of the child's disability and the requirements provided below are followed.

School personnel are authorized to remove a child with a disability for additional removals of not more than ten consecutive school days, consistent with state requirements, in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement).

If a child with a disability has been removed from his or her placement for 10 school days or less, the local educational agency provides services to the child if the local educational agency also provides services to children without disabilities who have been similarly removed.

For purposes of removals of a child with a disability from the child's current educational placement, a change of placement occurs if the removal is for more than ten consecutive school days or the child is subjected to a series of removals that constitute a pattern because

- the series of removals total more than ten school days in a school year;
- the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of removals; and
- such additional factors as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another.

The local educational agency determines on a case-by-case basis whether a pattern of removals constitutes a change of placement.

After a child with a disability has been removed from the current placement for ten school days in the same school year during any subsequent days of removal the local educational agency must provide services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

If the current removal is for not more than 10 consecutive school days and is not a change of placement, school personnel, in consultation with at least one of the child's teachers, determine the appropriate services.

The local educational agency applies the relevant disciplinary procedures for children without disabilities to the child only if, as a result of the manifestation determination review, the local educational agency determines the behavior of the child with a disability was not a manifestation of the child's disability. The local educational agency applies the relevant disciplinary procedures in the same manner in which they would be applied to children without disabilities.

A child with a disability whose behavior is determined not to be a manifestation of the child's disability continues to be provided education services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

#### **PLACEMENT IN INTERIM ALTERNATIVE EDUCATIONAL SETTINGS.**

School personnel are authorized to remove a child with a disability to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability if:

- the child carries a weapon to or possesses a weapon at school, on school premises, or to or at a school function under the jurisdiction of the state or a local educational agency;
- the child knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency; or
- the child has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or a local educational agency.

The IEP team determines the interim alternative educational setting and the appropriate services to be provided. A child placed in an interim alternative educational setting:

- continues to receive educational services to enable the child to continue to participate in the general curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP; and
- if the behavior is not a manifestation of the child's disability, receives, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur;
- if the behavior is a manifestation of the child's disability, receives either:
  - a functional behavior assessment, unless the local educational agency had conducted a functional behavioral assessment before the behavior that

resulted in the change of placement occurred, and a behavioral intervention plan, or

- if a behavioral intervention plan already has been developed, receives a review of the behavioral intervention plan, and modifications to it, as necessary, to address the behavior.

On the date on which the decision is made to place the child in an interim alternative educational setting or to make a removal that constitutes a change of placement for violating a code of conduct, the local educational agency notifies the parents of that decision and provides the parents a procedural safeguards notice.

When the local educational agency determines that maintaining the current placement of a child with a disability is substantially likely to result in injury to the child or others, the agency may request an expedited due process hearing to change the child's placement to an appropriate interim alternative educational setting for not more than 45 school days. The request for a due process hearing may be repeated if the local educational agency believes that returning the child to the original placement is substantially likely to result in injury to the child or others.

#### **MANIFESTATION DETERMINATION REVIEWS.**

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the local educational agency, the parent, and relevant members of the child's IEP team (as determined by the parent and the local educational agency):

- review all relevant information in the student's file, including the child's IEP;
- any teacher observations; and
- any relevant information provided by the parents.

The conduct is determined to be a manifestation of the child's disability if the local educational agency, the parent, and relevant members of the child's IEP team determine that either:

- the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- the conduct in question was the direct result of the local educational agency's failure to implement the IEP.

If the local educational agency, the parent, and relevant members of the child's IEP team determine the conduct in question was the direct result of the local educational agency's failure to implement the IEP, the local educational agency takes immediate steps to remedy those deficiencies.

If the conduct was a manifestation of the child's disability, the IEP team returns the child to the placement from which the child was removed, unless the child has been placed in an interim alternative educational setting or the parent and local educational agency agree to a change of placement as part of the modification of the behavioral intervention plan, and either:

- conducts a functional behavioral assessment, unless the local educational agency had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implements a behavioral intervention plan for the child; or
- if a behavioral intervention plan already has been developed, the IEP team reviews the behavioral intervention plan, and modifies it, as necessary, to address the behavior.

If the conduct was not a manifestation of the child's disability, the child receives, as appropriate:

- a functional behavioral assessment and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not recur; and
- educational services so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP.

#### **PLACEMENT DURING APPEALS.**

The parent of a child with a disability who disagrees with any decision regarding a disciplinary change in placement or a manifestation determination, or the local educational agency believes that maintaining the current placement is substantially likely to result in injury to the child or others may appeal the decision by requesting a hearing. During such appeal, the child will remain in the placement to which the child was removed pending the decision of the hearing officer or until the expiration of the disciplinary placement, whichever ever occurs first. The parent and the local educational agency may agree to a different placement during the appeal.

Unless the local educational agency and the parents agree in writing to waive the resolution meeting or agree to use the mediation process, the local educational agency conducts a resolution meeting within seven days of receiving notice of the parent's due process complaint.

#### **PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES.**

The local educational agency provides the protections asserted for a child-under the Individuals with Disabilities Education Act-Part B to a child who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated a code of conduct of the local educational agency if the local educational agency had knowledge (as determined in accordance with the provisions below) that the child was a child with a disability before the behavior that precipitated the disciplinary action occurred.

The local educational agency has knowledge that a child is a child with a disability if before the behavior that precipitated the disciplinary action occurred:

- the parent of the child expressed concern in writing to supervisory or administrative personnel of the appropriate educational agency, or a teacher of the child, that the child is in need of special education and related services;
  - the parent of the child requested an IEP team evaluation of the child; or
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- the teacher of the child, or other personnel of the local educational agency, expressed specific concerns about a pattern of behavior demonstrated by the child directly to the director of special education of the agency or to other supervisory personnel of the agency.

The local educational agency does not have knowledge that a child is a child with a disability if:

- the parent of the child has not allowed an IEP team evaluation of the child or has refused special education services; or
- the local educational agency conducted an IEP team evaluation and determined that the child was not a child with a disability.

If the local educational agency does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the local educational agency may subject the child to the same disciplinary measures as measures applied to children without disabilities who engaged in comparable behaviors.

If a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation is conducted in an expedited manner. Until the evaluation is completed, the local educational agency maintains the child in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

If the child is determined to be a child with a disability, taking into consideration information from the local educational agency's evaluation and information provided by

the parents, the local educational agency provides special education and related services in accordance with the Individuals with Disabilities Education Act-Part B and state law, including legal requirements relating to discipline and the provision of a free appropriate public education to children with disabilities.

When the local educational agency reports a crime committed by a child with a disability, it ensures copies of the child's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom it reports the crime. The local educational agency transmits copies of the child's special education and disciplinary records only to the extent that the Family Educational Rights and Privacy Act permits transmission.

### **Confidentiality of Information**

**NOTICE TO PARENTS.** The local educational agency notifies parents before any major child identification, location or evaluation activity. The notice is published or announced in newspapers or other media, or both, with circulation adequate to notify parents of children attending the local educational agency of the activity.

The local educational agency gives notice that is adequate to fully inform parents about the confidentiality of personally-identifiable information requirements in the law, including:

- a description of the extent that the notice is given in the native languages of the various population groups in the local educational agency;
- a description of the children on whom personally-identifiable information is maintained, the types of information sought, the methods the local educational agency intends to use in gathering the information (including the sources from whom information is gathered), and the uses to be made of the information;
- a summary of the policies and procedures that participating agencies must follow regarding storage, disclosure to third parties, retention, and destruction of personally-identifiable information; and
- a description of all of the rights of parents and children regarding this information, including the rights under the Family Educational Rights and Privacy Act of 1974 and the implementing regulations.

**ACCESS RIGHTS.** The local educational agency permits parents to inspect and review any education records relating to their children that are collected, maintained or used by the agency under the Individuals with Disabilities Education Act-Part B. The agency complies with a request without unnecessary delay and before any meeting regarding an IEP, or any due process hearing or resolution session, and in no case more than 45 days after the request has been made.

The right to inspect and review education records includes:

- the right to a response from the participating agency to reasonable requests for explanations and interpretations of the records;
- the right to have copies of the records upon request; and
- the right to have a representative of the parent inspect and review the records.

The local educational agency presumes that the parent has authority to inspect and review records relating to his or her child unless the local educational agency has been advised that the parent does not have authority under state law.

The local educational agency keeps a record of parties obtaining access to education records collected, maintained or used under the Individuals with Disabilities Education Act (except access by parents and authorized employees of the local educational agency), including the name of the party, the date access was given and the purpose for which the party is authorized to use the records.

The local educational agency provides parents on request a list of the types and locations of education records collected, maintained or used by the agency. If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

The local educational agency does not charge a fee for copies of records that are made for parents if the fee effectively prevents the parents from exercising their right to inspect and review those records. The local educational agency does not charge a fee to search for or to retrieve information in educational records.

**AMENDMENT OF RECORDS AT PARENT'S REQUEST.** A parent who believes information in the education records collected, maintained or used under the Individuals with Disabilities Education Act is inaccurate or misleading or violates the privacy or other rights of the child may request the local educational agency to amend the information. The local educational agency decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the local educational agency decides to refuse to amend the information in accordance with the request, it informs the parent of the refusal and advises the parent of the right to an educational records hearing pursuant to the local educational agency's policies.

The local educational agency, on request, provides an opportunity for a hearing to challenge information in education records to ensure it is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child.



The hearing is conducted according to the procedures described in the Family Educational Rights and Privacy Act implementing regulations. If, as a result of the hearing, the local educational agency decides the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it amends the information accordingly and so informs the parent in writing. If, as a result of the hearing, the local educational agency decides the information is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the child, it informs the parent of the right to place in the records it maintains on the child a statement commenting on the information or setting forth any reasons for disagreeing with the decision of the local educational agency.

Any explanation placed in the records of the child under this section is maintained as part of the records of the child as long as the record or contested portion is maintained. If the records of the child or the contested portion are disclosed to any party, the explanation is also disclosed to the party.

**CONSENT.** Parental consent is obtained before personally-identifiable information is disclosed, unless the disclosure is authorized without parental consent under the Family Educational Rights and Privacy Act and Wis. Stat. § 118.125. Parental consent is not required before personally-identifiable information is released to officials of participating agencies for purposes of meeting a requirement of the Individuals with Disabilities Education Act with the following exceptions:

- Parental consent or the consent of an eligible child who has reached the age of majority under state law, is obtained before personally-identifiable information is released to officials of participating agencies providing or paying for transition services.
- If a child is enrolled or is going to enroll in a private school that is not located in the local educational agency of the parent's residence, parental consent is obtained before any personally-identifiable information about the child is released between school officials in the local educational agency where the private school is located and officials in the local educational agency of the parent's residence.

**SAFEGUARDS.** The local educational agency protects the confidentiality of personally-identifiable information at collection, storage, disclosure and destruction stages. One official at the local educational agency assumes responsibility for ensuring the confidentiality of any personally-identifiable information. All persons collecting or using personally-identifiable information receive training or instruction regarding the state's policies and procedures described in the regulations implementing the Individuals with Disabilities Education Act and the Family Educational Rights and Privacy Act. The local educational agency maintains, for public inspection, a current listing of the names and positions of those employees within the agency who may have access to personally-identifiable information.

**DESTRUCTION OF INFORMATION.** The local educational agency informs parents when personally-identifiable information collected, maintained or used under the Individuals with Disabilities Education Act is no longer needed to provide educational services to the child. The information is destroyed at the request of the parents. However, a permanent record of the student's name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Under the regulations for the Family Educational Rights and Privacy Act, the rights of parents regarding education records are transferred to the student at age 18. When the rights accorded to parents under the Individuals with Disabilities Education Act are transferred to a student who reaches the age of majority, the rights regarding educational records in the Individuals with Disabilities Education Act also transfer to the student. However, the local educational agency provides any notice required under the Individuals with Disabilities Education Act to the student and the parents.

## **Educating Children with Disabilities**

Description of relationships with agencies serving children with disabilities, particularly those children not educated on site.

CEO Leadership Academy will utilize agencies for services required to implement the special education program of the school and meet the needs of special education students according to their individualized education programs.

In this regard, we will continue to work with a major provider in the city of Milwaukee. We will continue to contract with this provider, Catapult Learning.

CEO Leadership Academy will be utilizing this provider, Catapult Learning for the following possible needs:

- Title I Services in reading in math
- Study skills/tutoring for students with special needs
- A pull out program for students that have been identified as having special needs
- Professional staff development in the area of differentiated instruction targeting students with special needs
- Teacher coaches to help teachers to better target students with special needs in the classroom

CEO Leadership Academy will also continue to utilize its relationship with Roger's Memorial Hospital. CEO will make use of this provider for the following possible needs:

- A resource for the referral of students who require more private attention in a specific area of need
- Day treatment for students who exemplify the need

At CEO Leadership Academy, we value every single student's learning needs and create opportunities to provide the least restrictive environment for students.



