

**Attachment K:  
Proof of Ownership**



**PROPERTY ASSESSMENT RESULTS**  
**TAX ACCOUNT BALANCE**

**GENERAL INFORMATION**

<b>ADDRESS</b>	2100 THRU 2100 W KILBOURN AV
<b>TAXKEY</b>	389-1892-000-2
<b>OWNER</b>	MILW SCIENCE EDUCATION CONSORTIUM INC
<b>OWNER ADDRESS</b>	2000 W KILBOURN MILWAUKEE, WI 532330000

**ASSESSMENT**

	2007	2006
<b>LAND</b>	\$0	\$0
<b>IMPROVEMENTS</b>	\$0	\$0
<b>TOTAL</b>	\$0	\$0
<b>CURRENT CLASS</b>	EXEMPT	

Assessments reflect the estimated value on January 1st of the indicated year.

**OTHER PROPERTY INFORMATION**

- LAST CONVEYANCE:
  - DATE: 03/05
  - TRANSFER FEE: \$15090.00 (CLICK HERE FOR FEE EXPLANATION)
- STORIES: 0.0
- RESIDENTIAL BUILDING STYLE:
- EXTERIOR WALL TYPE:
- YEAR BUILT: 0000
- DWELLING UNITS: 1 (CLICK HERE FOR DWELLING UNITS EXPLANATION)
- TOTAL SQUARE FEET FLOOR AREA: 0
  - FIRST FLOOR AREA:
  - SECOND FLOOR AREA:
  - THIRD FLOOR AREA:
  - FINISHED ATTIC AREA:
  - FINISHED HALF STORY AREA:
  - BASEMENT LIVING AREA:
- ROOM-COUNTS
  - TOTAL ROOMS: 0
  - BEDROOMS: 0
  - BATHS: 0
  - HALF BATHS: 0
- CENTRAL AIR CONDITIONING: NO
- BASEMENT: NONE
- FIRE PLACE:
- GARAGE TYPE: NONE
- LOT SIZE: 0
- PLAT PAGE: 38907
- ZONING: PD (CLICK HERE FOR ZONING EXPLANATION)  
 (For zoning information contact Milwaukee Development Center at 286-8211.)
- ASSESSMENT NEIGHBORHOOD 6440
- ALDERMANIC DISTRICT: 4

- CENSUS TRACT: 148
- LEGAL DESCRIPTION:  
LEGALS CERT SURVEY MAP NO 6830 IN NE 1/4 & SE 1/4 OF NW 1/4  
DESCRIPTION SEC 30-7-22  
PARCEL 2

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*For more information contact the Assessor's office at 414-286-3651*

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Common Council :: Mayor's Office :: Elected Officials :: Web Policies :: Contact Us

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Attachment L:  
Certificates of Occupancy  
Floor Plans



City of Milwaukee  
Department of  
City Development

## CERTIFICATE OF OCCUPANCY

Location: 2100 W. KILBOURN AV. Issued: August 17, 2006 #721540

Issued to: Milwaukee Academy of Science

Area: Entire second floor and first floor science room

Use: School, elementary or secondary (High school)

**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.

DCD 201 8/99



City of Milwaukee  
Department of  
City Development

## CERTIFICATE OF OCCUPANCY

Location: 2100 W. KILBOURN AV. Issued: August 17, 2006 #705390

Issued to: Milwaukee Academy of Science

Area: Classrooms, cafeteria & common spaces 1st floor center

Use: School, elementary or secondary (High school)

**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  
(414) 286-8211

This Certificate of Occupancy shall be posted in a conspicuous place in the building, structure or on the premises except one-family and two-family dwellings and accessory buildings or structures.

Grunau Project Development  
101 W. Pleasant Ste. 104  
Milwaukee, WI 53212

PLEASE DETACH AND POST PER DIRECTIONS ABOVE.



City of Milwaukee  
Department of  
City Development

No. 69971

### CERTIFICATE OF OCCUPANCY

**Location:** 2224 W. Kilbourn Avenue **Issued:** 09/13/2000

**Issued To:** Milwaukee Academy of Science

**Area:** Basement - 3<sup>rd</sup> Floor

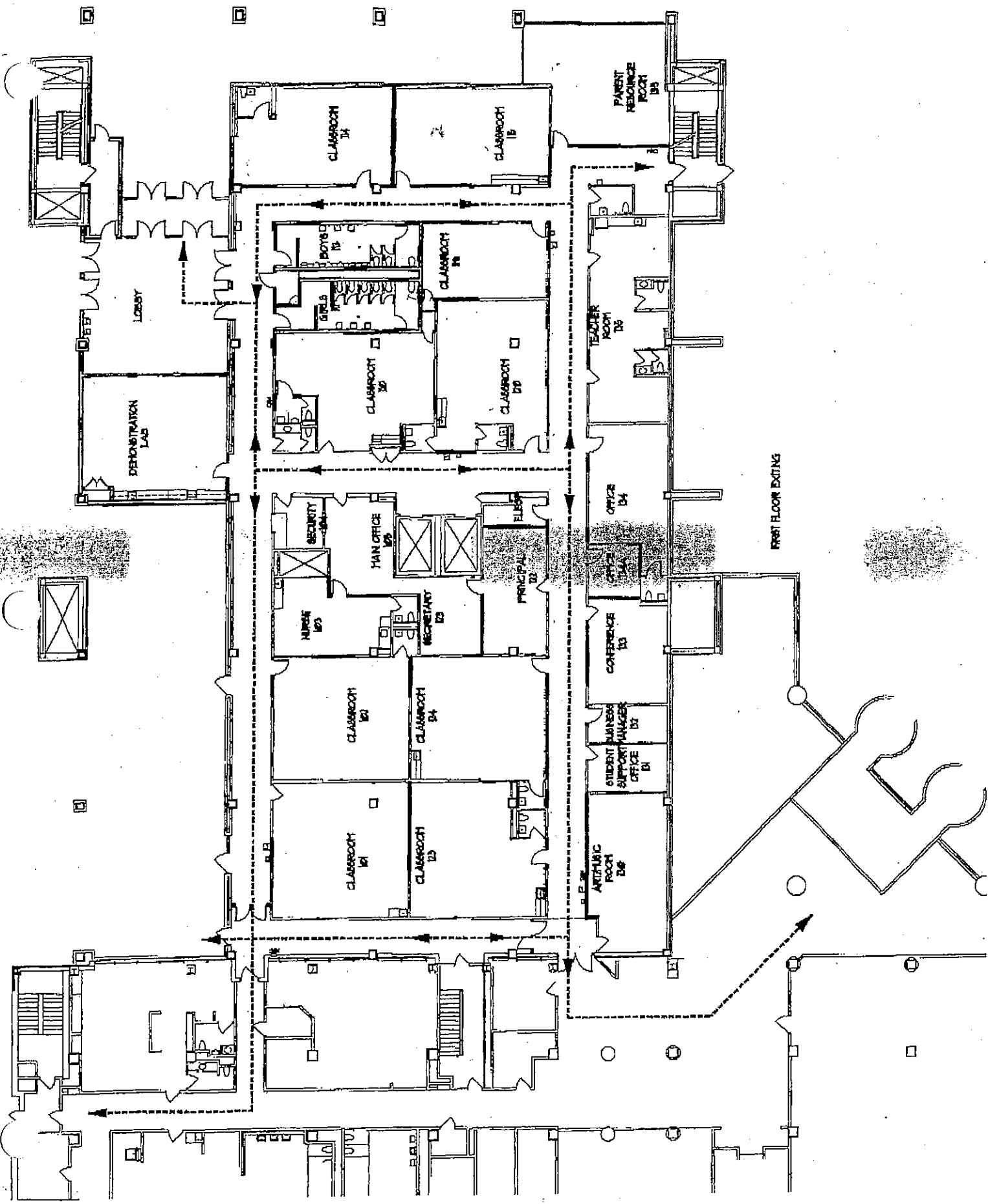
**\*Use:** Charter School K4-7

NOT TRANSFERABLE

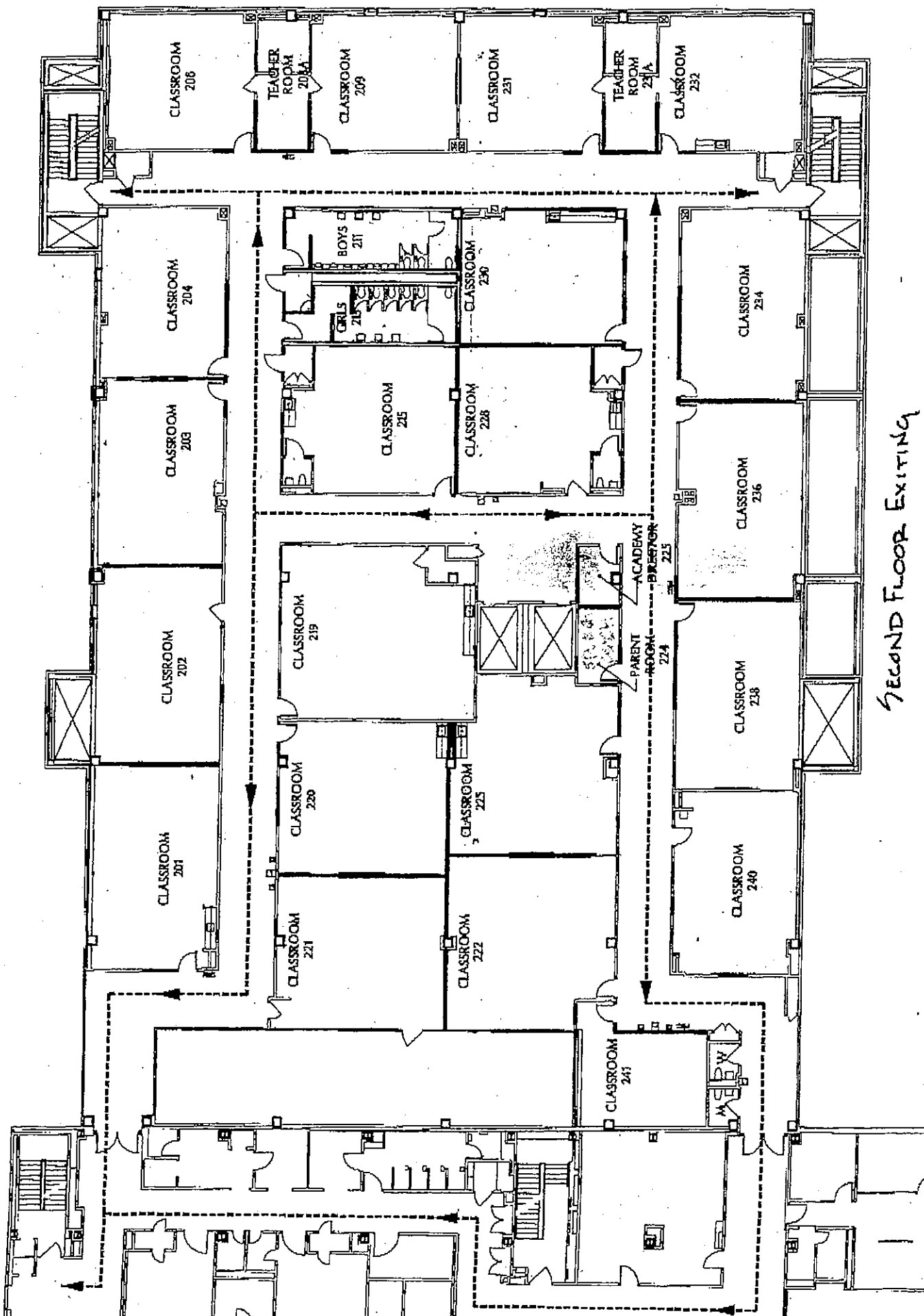
*Julie A. Penman*  
Julie Penman  
Commissioner, Dept. of City Development

\*Occupancy must conform with provisions of chapters 200 and 285 of the building and zoning code. This certificate affects only the use of the premises and does not permit the occupant to conduct a licensed business or one prohibited by law.

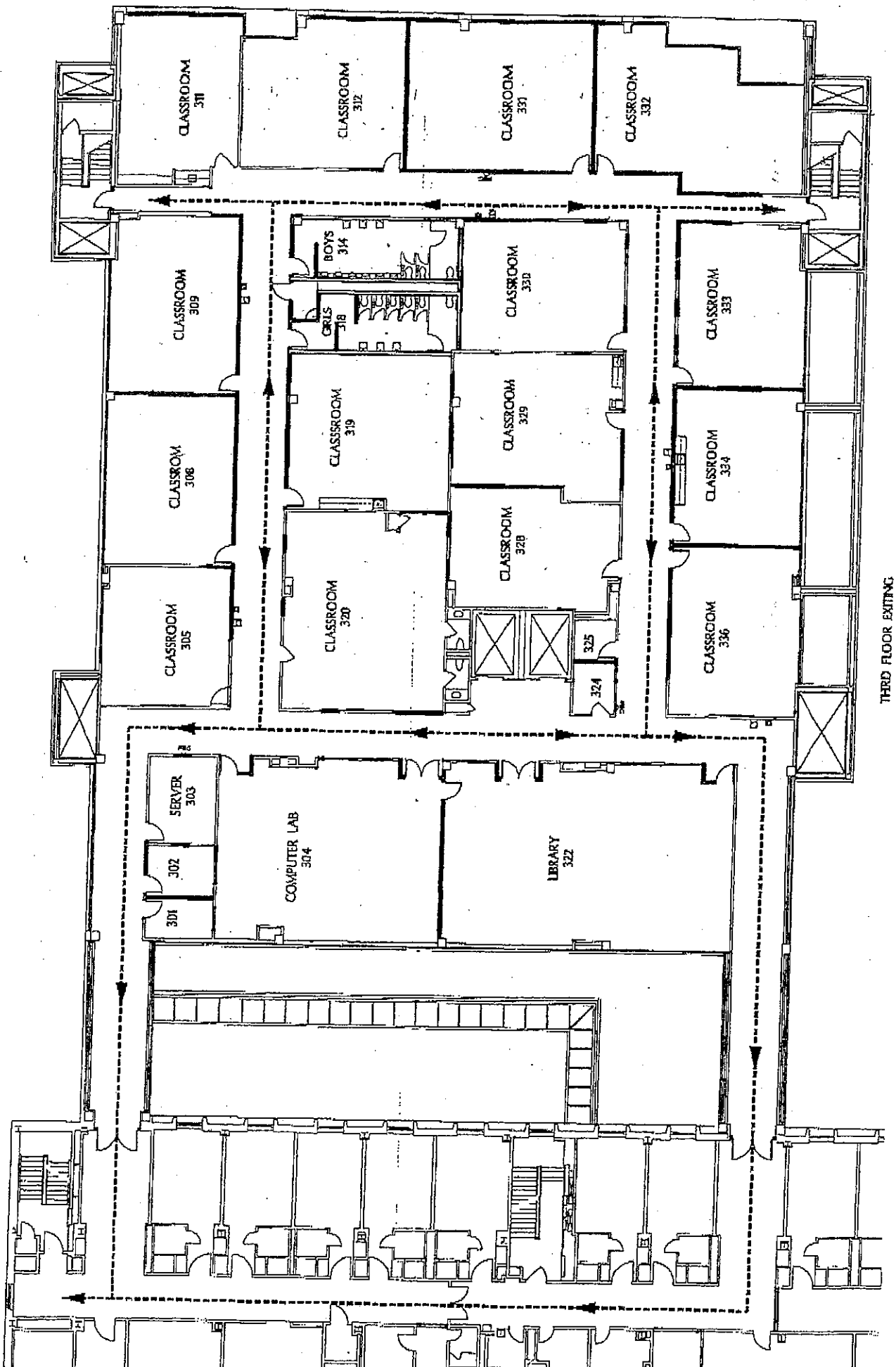
# Elementary Building Floor Plans







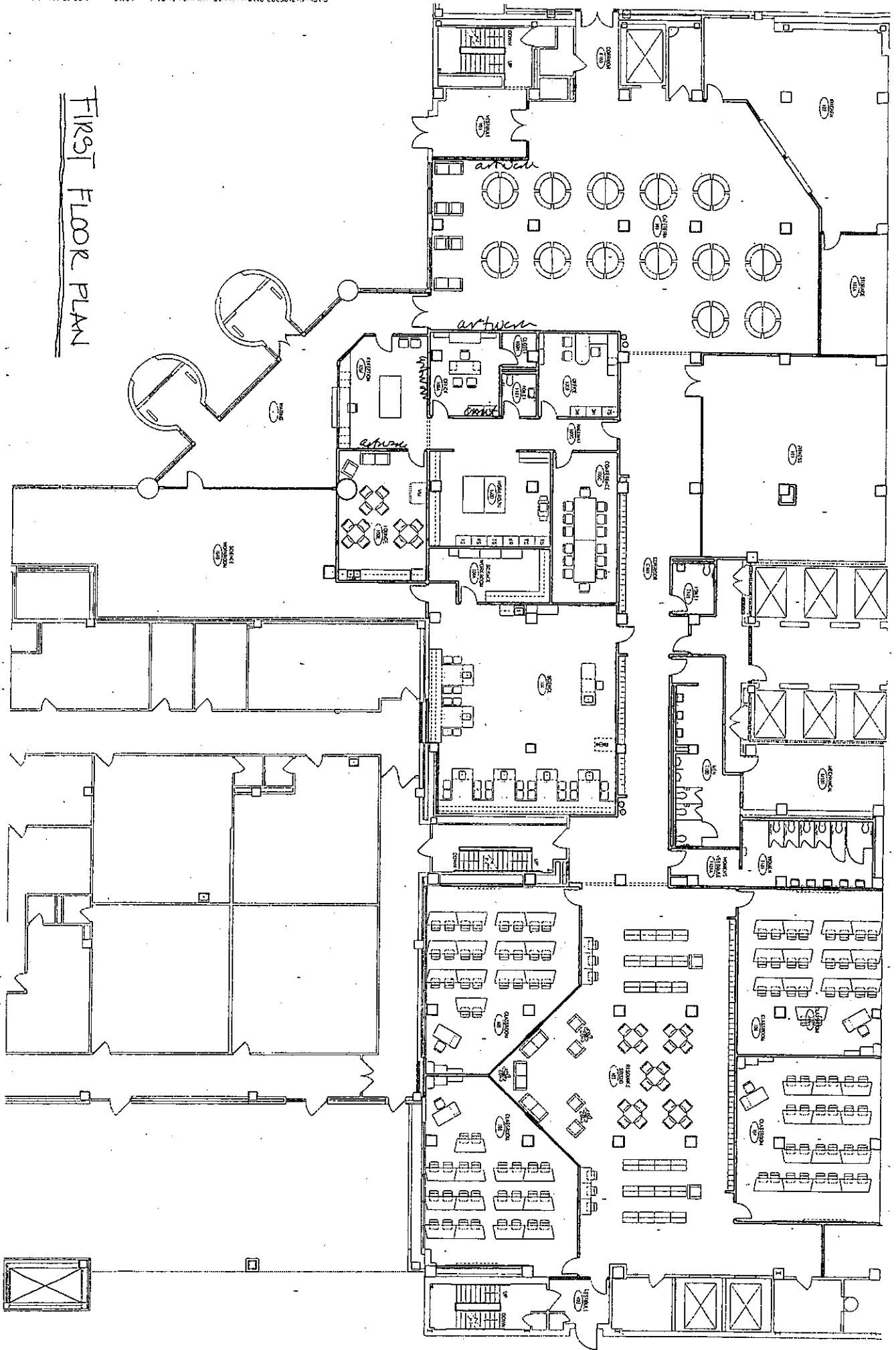
SECOND FLOOR EXITING

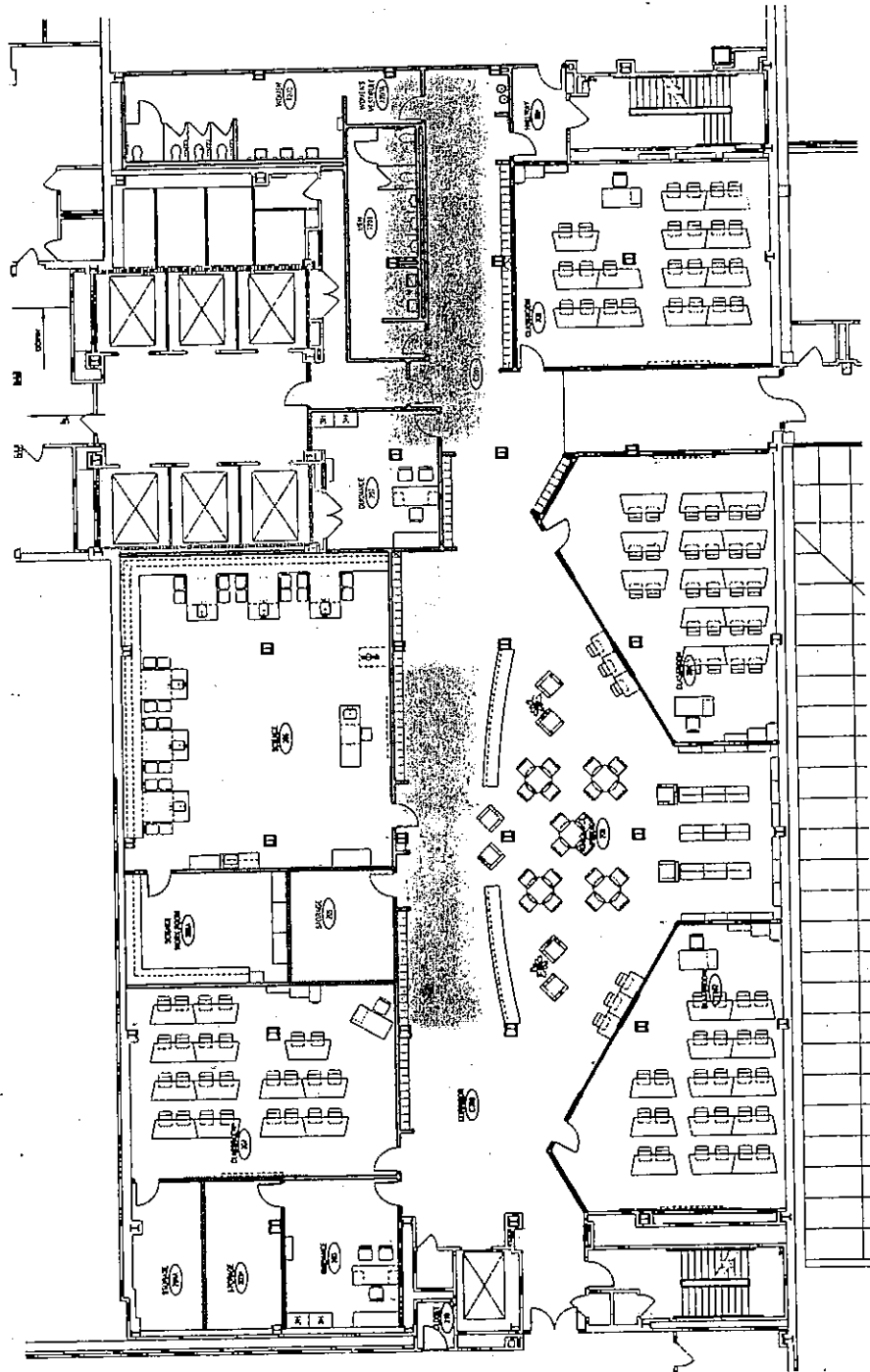


THIRD FLOOR EXITING

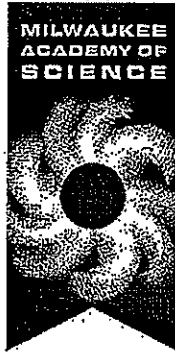
# High School Building Floor Plans

FIRST FLOOR PLAN





SECOND FLOOR PLAN



August 29, 2007

To: Tracey Sparrow, Ed.D

From: Keith Rogers, CFO

Re: Compliance with City of Milwaukee Department of Neighborhood Services  
Inspection August 15, 2007

The following information is to address the findings stated by inspector James Zak.

- 1) Items 1, 2, 3, 4 and 8 are all being corrected by Cintas Fire Protection under the supervision of Gary Bredeson. The work will begin on Tuesday September 4, 2007.
- 2) Item 5. Staff members are instructed that extension cords may be used when the staff member is present and currently using the equipment needing the extension cord. Upon completion of use, the extension cord must be unplugged and stored.
- 3) Items 6 and 7. Instruction was given to the staff member responsible for the violation that hallway storage was not permissible. The maintenance department and he will coordinate removal and proper storage.

With the exception of these orders, no relevant compliance issues were discovered.

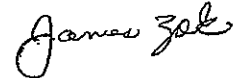
Please contact me with any questions.



7. 214-3  
IFC 703.2 Fire doors shall not be blocked or obstructed or otherwise made inoperable. Fire door not closing properly at south stairwell next to Rm.#232 and at north stairwell basement.
8. 214-3  
IFC 906.2 Service fire extinguisher and note date on tag in accordance with IFC and NFPA 10-4-4.1 (1998). Extinguisher located at rm.#100E.

For any additional information, please phone James Zak at [414]-286-3298 between the hours of 8:00am-10:00am or 3:00pm-4:45pm Monday through Friday.

Per Commissioner of Neighborhood Services By-



James Zak

**FAILURE TO COMPLY**

Failure to correct the violations noted herein within the time set, or failure to comply with the order as modified by an appellate board and maintain compliance, may subject you to prosecution and to daily penalties of \$150 to \$10,000 in the manner provided in Section 200-19.

**RIGHT TO APPEAL**

You may file an appeal within 14 days. The Milwaukee Code of Ordinances requires that a written appeal of this order be received by the compliance date. If service of this order is made by mail, the appeal shall be received by the compliance date plus 5 days. There is a fee for filing this appeal.

Violations (excluding zoning violations - Chapter 295) must be appealed to the Code Appeals Secretary, Municipal Building, 1st Floor, 841 N. Broadway, Milwaukee, Wisconsin 53202, phone 414-286-2503.

Violations of Chapter 295 of the Milwaukee Code of Ordinances must be appealed to the Board of Zoning Appeals, 809 N. Broadway, 1st floor, Milwaukee, Wisconsin 53202, phone 414-286-2501. All appeal applications must include the required information outlined in sec. 295-311-6.

If an appeal is pursued, it is your responsibility, as the recipient of this order, to file with the appropriate department. Please contact the inspector that issued this order if you are unclear on this issue. Filing an appeal with the incorrect department may render your appeal null and void.

**TENANT RENT WITHHOLDING**

Uncorrected violations on properties may allow tenants to deposit their rent in an escrow account in the Department of Neighborhood Services under Section 200-22. The Commissioner may withdraw monies from such escrow accounts to make repairs to protect the health, safety and welfare of tenants.

**REINSPECTION FEES**

In accordance with Section 200-33-48, a fee may be charged for any reinspection, except no fee shall be charged for the final reinspection when compliance is recorded. The fee is \$50 for the first reinspection, \$75 for the second, \$150 for the third, and \$300 for the fourth and all subsequent reinspections. Reinspection fees shall be a lien upon the real estate where the reinspections were made and shall be assessed and collected as a special tax. If you wish to contest the assessment of a reinspection fee, contact the inspector, and, if necessary, the inspector's supervisor. If no agreement is reached, an appeal form will be mailed to you, which you can complete and send to the City's Administrative Review Appeals Board. Any question regarding the actual appeal process, please contact the Administrative Review Appeals Board at (414) 286-2221. Please be aware that there is a fee required when filing an appeal.

**TRADUCCION EN ESPAÑOL**

Si Ud. necesita ayuda para la traducción de esta información, comuníquese con el 'Centro Hispano' Council for the Spanish Speaking, Inc., 614 W. National Avenue, Milwaukee, WI 53204. Teléfono: (414)384-3700, Community Advocates, 4906 W. Fond du Lac ave., Milwaukee, WI, 53216, Teléfono: (414)449-4777.

**LUS HMOOB**

Yog koj xav tau kev pab txhais cov lus no, thov hu mus rau koomhaum Hmong/American Friendship Association, 3824 West Vliet Street, Milwaukee, WI 53208, xovtooj yog (414) 344-6575.



2100 W KILBOURN AV

Serial #: 006380921  
Inspection Date: August 15, 2007

Copies:

THE MILW SCIENCE ED CONSORTIUM INC, C/O THOMAS A BROPHY, MEDICAL COLLEGE OF WISCONSIN,  
PO BOX 26509, WAUWATOSA WI 53226

Attachment M:  
Code Compliance

Attachment N:  
Certificate of Insurance

# ACORD CERTIFICATE OF LIABILITY INSURANCE

OP ID L1  
MILSC-1

DATE (MM/DD/YYYY)  
07/12/07

PRODUCER  
M3, Milwaukee Branch  
P. O. Box 2227  
Waukesha WI 53187-2227  
Phone: 262-524-1038 Fax: 262-524-1051

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.

INSURER  
Milwaukee Science Education Consortium Inc. dba Milwaukee Academy of Science  
2000 West Kilbourn Avenue  
Milwaukee WI 53233

INSURERS AFFORDING COVERAGE		NAIC #
INSURER A:	Great American Insurance	
INSURER B:	Society Insurance Company	
INSURER C:	Philadelphia Insurance Co.	
INSURER D:		
INSURER E:		

## 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.

INSURANCE	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS	
A	GENERAL LIABILITY	PAC5064524	06/30/07	06/30/08	EACH OCCURRENCE	\$ 1,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY				DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 300,000
	<input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR				MED EXP (Any one person)	\$ 10,000
					PERSONAL & ADV INJURY	\$ 1,000,000
					GENERAL AGGREGATE	\$ 3,000,000
					PRODUCTS - COMP/DP AGG	\$ 3,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC					
A	AUTOMOBILE LIABILITY	PAC5064524	06/30/07	06/30/08	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
	<input type="checkbox"/> ANY AUTO				BODILY INJURY (Per person)	\$
	<input type="checkbox"/> ALL OWNED AUTOS				BODILY INJURY (Per accident)	\$
	<input type="checkbox"/> SCHEDULED AUTOS				PROPERTY DAMAGE (Per accident)	\$
	<input checked="" type="checkbox"/> HIRED AUTOS					
<input checked="" type="checkbox"/> NDN-OWNED AUTOS						
A	GARAGE LIABILITY				AUTO ONLY - EA ACCIDENT	\$
	<input type="checkbox"/> ANY AUTO				OTHER THAN EA ACC	\$
					AGG	\$
A	EXCESS/UMBRELLA LIABILITY	UMB5064525	06/30/07	06/30/08	EACH OCCURRENCE	\$ 5,000,000
	<input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS MADE				AGGREGATE	\$ 5,000,000
	<input type="checkbox"/> DEDUCTIBLE					\$
	<input type="checkbox"/> RETENTION \$					\$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY	WC465647	06/30/07	06/30/08	<input checked="" type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER	
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED?				E.L. EACH ACCIDENT	\$ 500,000
	If yes, describe under SPECIAL PROVISIONS below				E.L. DISEASE - EA EMPLOYEE	\$ 500,000
					E.L. DISEASE - POLICY LIMIT	\$ 500,000
OTHER	Educator's Prof Liability	PAC5064524	06/30/07	06/30/08	Aggregate	\$ 3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES / EXCLUSIONS ADDED BY ENDORSEMENT / SPECIAL PROVISIONS  
The City of Milwaukee is named as an Additional Insured on the above General Liability, Auto Liability and Umbrella policies.  
Additional coverage: Fidelity (Employee Theft) with Great American Insurance. Policy # PAC5064524. 6/30/07 - 6/30/08. \$100,000 limit.

CERTIFICATE HOLDER  
CITYM18  
City of Milwaukee  
City Hall  
200 East Wells Street  
Milwaukee WI 53202

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  
*Linda Smith*

## **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.

August 30, 2007

Keith Rogers  
Milwaukee Science Education Consortium, Inc.  
2000 West Kilbourn Avenue  
Milwaukee, WI 53233

Subject: State Requirement for Altered Terms

Dear Keith:

As we discussed, if any of your policies were to be renewed with altered terms (including changes that would reduce coverage or greater than a 25% increase in premium) the State of Wisconsin requires that the insurance company send you a written notice 60 days prior to the expiration date. This 60 day written notice also applies if the insurance company elects to non-renew your policy.

Please feel free to call me if you have any additional questions.

Sincerely,



Linda Portz  
Account Manager  
linda.portz@m3ins.com

**Attachment O:  
Audited Financials**

**THE MILWAUKEE SCIENCE  
EDUCATION CONSORTIUM, INC.**  
Milwaukee, Wisconsin

**FINANCIAL STATEMENTS**  
For the Year Ended June 30, 2006



**THE MILWAUKEE SCIENCE EDUCATION  
CONSORTIUM, INC.**  
Milwaukee, Wisconsin

**NOTES TO THE FINANCIAL STATEMENTS**  
For the Year Ended June 30, 2006

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## INDEPENDENT AUDITOR'S REPORT

To the Board of Directors  
of The Milwaukee Science Education Consortium, Inc.

We have audited the accompanying statements of financial position of The Milwaukee Science Education Consortium, Inc. as of June 30, 2006 and the related statements of activities, and cash flows for the year then ended. These financial statements are the responsibility of the management of The Milwaukee Science Education Consortium, Inc. Our responsibility is to express an opinion on these financial statements based on our audit.

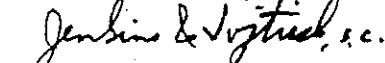
We conducted our audit in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform 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 the 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 The Milwaukee Science Education Consortium, Inc. as of June 30, 2006 and the changes in its net assets and its cash flows for the years then ended in conformity with accounting principles generally accepted in the United States.

In accordance with *Government Auditing Standards*, we have also issued our report dated September 9, 2006 on our consideration of The Milwaukee Science Education Consortium, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

Our audit was performed for the purpose of forming an opinion on the basic financial statements taken as a whole. The schedule of functional expenses is presented for purposes of additional analysis and is not a required part of the financial statements of The Milwaukee Science Education Consortium, Inc. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, 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.

JENKINS & VOJTISEK, S.C.



Racine, Wisconsin  
September 9, 2006

**THE MILWAUKEE SCIENCE EDUCATION CONSORTIUM, INC.**

Milwaukee, Wisconsin

**STATEMENT OF FINANCIAL POSITION**

For the Year Ended June 30, 2006

**ASSETS**

**CURRENT ASSETS**

Cash and cash equivalents	\$ 998,986
Accounts receivable	<u>530,040</u>
Total Current Assets	<u>1,529,026</u>

**OTHER ASSETS**

Deferred financing expenses and discount, net of \$32,556 of amortization	884,123
Restricted cash and equivalents	<u>1,968,198</u>
Total Other Assets	<u>2,852,321</u>

**PROPERTY AND EQUIPMENT**

Land	300,000
Buildings and site improvements	9,456,207
Equipment	<u>510,830</u>
	10,267,037
Less accumulated depreciation	<u>( 216,404)</u>
Net Property and Equipment	<u>10,050,633</u>
<b>TOTAL ASSETS</b>	<u><u>\$ 14,431,980</u></u>

The accompanying notes are an integral part of this financial statement

**LIABILITIES AND NET ASSETS**

**CURRENT LIABILITIES**

Accounts payable	\$ 263,529
Accrued payroll and related expenses	229,340
Accrued interest payable	287,914
Current portion of long term debt	<u>110,000</u>
 Total Current Liabilities	 <u>890,783</u>

**LONG-TERM LIABILITIES**

Bonds payable	12,260,000
Less: current portion	<u>( 110,000)</u>
 Total Long-Term Liabilities	 <u>12,150,000</u>

**TOTAL LIABILITIES**

13,040,783

**NET ASSETS**

Unrestricted	1,391,197
Temporarily restricted	<u>0</u>

**TOTAL NET ASSETS**

1,391,197

**TOTAL LIABILITIES AND NET ASSETS**

\$ 14,431,980

**THE MILWAUKEE SCIENCE EDUCATION CONSORTIUM, INC.**

Milwaukee, Wisconsin

**STATEMENT OF ACTIVITIES**

For the Year Ended June 30, 2006

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
<u>Support and revenue:</u>			
Per pupil revenue	\$ 6,924,999	\$ 0	\$ 6,924,999
Department of Public Instruction	1,010,807	0	1,010,807
Special education	290,245	0	290,245
Food service	517,976	0	517,976
Other grants	2,900	0	2,900
Donations	3,193	0	3,193
Other revenue	25,601	0	25,601
Net assets released from restriction through satisfaction of purpose and time restrictions	<u>173,100</u>	<u>( 173,100)</u>	<u>0</u>
Total support and revenue	<u>8,948,821</u>	<u>( 173,100)</u>	<u>8,775,721</u>
<u>Operating expenses:</u>			
Instructional			
High school	369,909	0	369,909
Grade school	5,094,562	0	5,094,562
Special education	<u>785,610</u>	<u>0</u>	<u>785,610</u>
Total instructional	6,250,081	0	6,250,081
Total management and general	<u>844,580</u>	<u>0</u>	<u>844,580</u>
Total operating expenses	<u>7,094,661</u>	<u>0</u>	<u>7,094,661</u>
Excess revenue (expense) from operations	1,854,160	( 173,100)	1,681,060
<u>Other income and (expense):</u>			
Interest income	133,880	0	133,880
Interest expense	( 730,008)	0	( 730,008)
Depreciation and amortization	<u>( 231,025)</u>	<u>0</u>	<u>( 231,025)</u>
Total other income and (expense)	<u>( 827,153)</u>	<u>0</u>	<u>( 827,153)</u>
Increase (decrease) in net assets	1,027,007	( 173,100)	853,907
Net assets, beginning of year	634,190	173,100	807,290
Prior period adjustment (See Note I)	<u>( 270,000)</u>	<u>0</u>	<u>( 270,000)</u>
Net assets, end of year	<u>\$ 1,391,197</u>	<u>\$ 0</u>	<u>\$ 1,391,197</u>

The accompanying notes are an integral part of this financial statement

**THE MILWAUKEE SCIENCE EDUCATION CONSORTIUM, INC.**

Milwaukee, Wisconsin

**STATEMENT OF CASH FLOWS**  
For the Year Ended June 30, 2006

**CASH FLOWS FROM OPERATING ACTIVITIES**

Change in net assets	\$	853,907
Adjustment to reconcile change in net assets to net cash provided by operating activities:		
Prior period adjustments	(	270,000)
Interest income on restricted cash balances	(	123,276)
Direct deposits into restricted cash per indenture agreement	(	8,224,521)
Long term interest and fees disbursed from restricted cash		410,838
Depreciation		198,469
Amortization		32,556
(Increase) in accounts receivable	(	109,563)
Increase in accounts payable		209,610
Increase in accrued payroll and related liabilities		229,340
Increase in accrued interest payable		287,914
<b>NET CASH PROVIDED BY OPERATING ACTIVITIES</b>	(	<u>6,504,726</u> )

**CASH FLOWS FROM INVESTING ACTIVITIES**

Purchases of fixed assets	(	63,395)
Distributions from restricted cash per indenture agreement		<u>7,468,927</u>
<b>NET CASH (USED) BY INVESTING ACTIVITIES</b>		<u>7,405,532</u>

**CASH FLOWS FROM FINANCING ACTIVITIES**

Line of credit fee	(	15,000)
<b>NET CASH (USED) BY FINANCING ACTIVITIES</b>	(	<u>15,000</u> )

Net increase in cash and cash equivalents		885,806
Cash and cash equivalents, beginning of year		<u>113,180</u>
Cash and cash equivalents, end of year	\$	<u>998,986</u>
Interest paid	\$	<u>33,256</u>
Draws for building improvements paid directly by trustee	\$	<u>2,865,821</u>

The accompanying notes are an integral part of this financial statement

**THE MILWAUKEE SCIENCE EDUCATION  
CONSORTIUM, INC.**

Milwaukee, Wisconsin

**NOTES TO THE FINANCIAL STATEMENTS**

For the Year Ended June 30, 2006

**NOTE A – SIGNIFICANT ACCOUNTING POLICIES**

***Nature of Operations:***

The mission of The Milwaukee Science Education Consortium, Inc. (the School), a not-for-profit corporation, is to deliver a research-based curriculum, integrating science, math and technology throughout, to engage our students and meet their individual needs and to work in partnership with our families and others in the community to facilitate the success of our students. The number of enrolled students at The Milwaukee Academy of Science was approximately 956 for the year ended June 30, 2006.

The School is a private, non-stock, non-profit organization organized under Chapter 181 of the Wisconsin statutes. The school operates under the authority of the Board of Regents of the University of Wisconsin System (d/b/a the University of Wisconsin-Milwaukee). The School has entered into a charter school contract for the purpose of fulfilling their mission. The Milwaukee Science Education Consortium operates The Milwaukee Academy of Science under this charter. The University may terminate the contract for various defaults, among which includes the failure of pupils to make sufficient progress toward attaining the educational goals under the Wisconsin Statutes. The contract is set to expire in 2009.

***Basis of Accounting:***

The financial statements of the School have been prepared on the accrual basis of accounting and accordingly reflect all significant receivables, payables, and other liabilities. 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 Organizations. Under SFAS No. 117, the School is required to report information regarding its financial position and activities according one of the following three classes of net assets:

**Unrestricted**

Unrestricted net assets includes all net assets which are neither temporarily nor permanently restricted.

**Temporarily Restricted**

Temporarily restricted net assets include contributed net assets for which donor imposed time and purpose have not been met and the ultimate purpose of the contribution is not permanently restricted.

**Permanently Restricted**

Permanently restricted net assets includes contributed net assets which require, by donor restriction, that the corpus be invested in perpetuity and only the income be made available for program operations in accordance with donor restrictions.

**THE MILWAUKEE SCIENCE EDUCATION  
CONSORTIUM, INC.**  
Milwaukee, Wisconsin

**NOTES TO THE FINANCIAL STATEMENTS**  
For the Year Ended June 30, 2006

<b>NOTE A – SIGNIFICANT ACCOUNTING POLICIES (continued)</b>
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***Restricted and Unrestricted Support and Revenue:***

Support and contributions received are recorded as unrestricted or temporarily restricted depending on the existence and/or nature of donor restrictions. Support that is restricted by the donor is reported as an increase in unrestricted net assets if the restriction expires in the reporting period in which the support is recognized. All other donor-restricted support is reported as an increase in temporarily restricted net assets, depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), 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, the School considers all demand deposits (including money market funds) with banks or other financial institutions and cash on hand as cash and cash equivalents. Additionally, all highly liquid investments with an initial maturity of three months or less are considered to be cash equivalents.

***Donated Services:***

The School pays for most services requiring specific expertise. However, many individuals volunteer their time and perform a variety of tasks that assist the School in carrying out its operations. No amounts have been recognized in the accompanying statement of activities for donated services since the recognition criteria under SFAS No. 116 has not been met.

***Use of Estimates:***

The preparation of the financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

***Income Taxes:***

The School is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code, and has been established as a non-profit organization under Chapter 181 of the Wisconsin Statutes and has been classified as an organization other than a private foundation.

***Promises to Give:***

Unconditional promises to give are recognized as revenues in the period the pledge is received and as assets depending on the form of the benefits received. An allowance for uncollectible promises is recorded based on the prior history of uncollectible promises to give. As of June 30, 2006, there were no outstanding pledges receivable.



**THE MILWAUKEE SCIENCE EDUCATION  
CONSORTIUM, INC.**  
Milwaukee, Wisconsin

**NOTES TO THE FINANCIAL STATEMENTS**  
For the Year Ended June 30, 2006

**NOTE A – SIGNIFICANT ACCOUNTING POLICIES (continued)**

***Accounts Receivable:***

Accounts receivable are recorded at the contract amount, less any estimate for uncollectible amounts based on known facts and historical experience. There are no allowances for uncollectible amounts recorded as of June 30, 2006.

***Property and Equipment:***

Fixed assets are recorded at cost, or if donated, at the approximate fair market value at the date of donation. Depreciation is computed on the straight-line method over the estimated useful lives of the related assets.

***Advertising:***

The School expenses nondirect-response advertising costs as they are paid. Expenses incurred relating to advertising for the year ended June 30, 2006 were immaterial.

**NOTE B – CONCENTRATIONS**

The School invests its cash in interest bearing checking and savings accounts at a local financial institution. Accounts at this institution are insured by the Federal Deposit Insurance Corporation up to \$100,000. As of June 30, 2006, the School's uninsured cash balances totaled \$1,030,998. The balance of uninsured restricted cash and investments as of June 30, 2006 was \$1,968,198.

Additionally, substantially all of the School's funding was received from the Wisconsin Department of Public Instruction. As of June 30, 2006, 99% of the total receivable balance of \$530,040 was due from the Wisconsin Department of Public Instruction.

**NOTE C – LONG-TERM DEBT**

On June 28, 2005, the Redevelopment Authority of the City of Milwaukee (the "Issuer") issued Redevelopment Education Revenue Bonds (Milwaukee Science Education Consortium, Inc. Project) in the aggregate principal amount of \$ 11,910,000 (Series 2005 A Revenue Bonds) and \$ 350,000 (Series 2005 B Taxable Revenue Bonds) (collectively, the "Bonds") pursuant to an indenture of Trust, dated as of June 1, 2005 (the "indenture") between the Issuer and U.S. Bank National Association, as trustee. The proceeds of the Bonds were loaned to Milwaukee Science Education Consortium pursuant to a Loan Agreement, dated as of June 1, 2005 and used for the following purposes: (1) to purchase, rehabilitate and equip an elementary and high school, (2) to fund a debt service reserve fund and (3) to pay certain costs associated with the issuance of the bonds. The revenue bonds do not constitute debt or a pledge of the full faith and credit or taxing borrower of the Issuer, the City of Milwaukee or the State of Wisconsin.

**THE MILWAUKEE SCIENCE EDUCATION  
CONSORTIUM, INC.**

Milwaukee, Wisconsin

**NOTES TO THE FINANCIAL STATEMENTS**

For the Year Ended June 30, 2006

**NOTE C – LONG-TERM DEBT (continued)**

At June 30, 2006, the interest rates of the revenue bonds payable ranged from 5.125% to 6.00% and interest payments are due on August 1 and February 1 annually. For the year ended June 30, 2006, the School recorded interest expense of approximately \$696,752 relating to these bonds.

The revenue bonds are secured by a mortgage on real estate and an assignment of revenues and receipts of The Milwaukee Science Education Consortium. The Tax-Exempt Bonds may be called and paid in full on August 1, 2010, or thereafter. The Taxable Bonds are not subject to optional redemption prior to maturity. The minimum maturities on these bonds for the next five fiscal years are as follows:

2007	\$	110,000
2008		115,000
2009		125,000
2010		200,000
2011		210,000
2012 and thereafter		<u>11,500,000</u>
Total	\$	<u>12,260,000</u>

The indenture and/or the Loan Agreement have restrictive provisions that The Milwaukee Science Education consortium is required to comply with in order to avoid default. These restrictive provisions, among others, require The Milwaukee Science Education Consortium to maintain cash and investments in a Debt Service Reserve Fund and a Repair and Replacement Fund, limitations on incurrence of additional indebtedness and minimum unrestricted fund balance/net assets. Total restricted cash in these accounts was \$1,968,198 as of June 30, 2006.

**NOTE D – RELATED PARTY TRANSACTIONS**

The Milwaukee Science Education Consortium has a memorandum of understanding with the Medical College of Wisconsin to provide professional development training, among other related services, and paid the Medical College of Wisconsin \$15,887 for the year ended June 30, 2006 for these services. A director and officer of The Milwaukee Science Education Consortium is also an officer of the Medical College of Wisconsin.

The Milwaukee Science Education Consortium entered into a construction contract in fiscal 2005 with a contractor to renovate their facilities with a guaranteed maximum contract price of \$3,500,000. During the year ended June 30, 2006, \$2,073,975 was paid to this contractor relating to the renovations. A director of the Milwaukee Science Education Consortium is also an officer of the contractor.

A director of The Milwaukee Science Education Consortium is also an officer of the primary bank that provides The Milwaukee Science of Education Consortium with a line of credit and other banking services.

**THE MILWAUKEE SCIENCE EDUCATION  
CONSORTIUM, INC.**

Milwaukee, Wisconsin

**NOTES TO THE FINANCIAL STATEMENTS**

For the Year Ended June 30, 2006

**NOTE E – COMMITMENTS AND CONTINGENCIES**

The Milwaukee Science Education Consortium participates in several State and Federal grant programs, governed by various rules and regulations of the grantor agencies. Costs charged to the respective grant programs are subject to audit and adjustment by the grantor agencies. Therefore, to the extent that The Milwaukee Science Education Consortium had not complied with the rules and regulations governing the grants, repayment of any money received may be required and the collectibility of any related amounts due from the grantor agencies at June 30, 2006 may be impaired. In the opinion of management of The Milwaukee Science Education Consortium, there are no significant contingent liabilities relating to compliance with the rules and regulations governing the respective grants and accordingly, no provision has been recorded in the accompanying financial statements for such contingencies.

Additionally, the School has a \$1,500,000 line of credit with a local financial institution. Interest is payable monthly and borrowings are secured by revenues from the Wisconsin Department of Public Instruction and a mortgage on the School's real estate. As of June 30, 2006, the line bore an interest rate of 9.25%. The School paid \$ 33,256 of interest on this line, and there is no outstanding balance on the line as of June 30, 2006.

**NOTE F – SUBSEQUENT EVENTS**

As of June 30, 2006, the School has entered into a lawsuit relating to expenses incurred while under the prior year management agreement (which was not subsequently renewed), and paid by the School in the current fiscal year. The School is looking to recover these expenses, which total approximately \$39,396. It is the estimate of management that the settlement will be approximately \$32,649. As of the date of this report, no amounts had been settled or received, and therefore no contingent receivable relating to the settlement has been recorded.

**NOTE G – EMPLOYEE RETIREMENT PLAN**

The School provides a qualified 403(b) plan for its employees in which the School will match up to 50% of the first \$1,000 of employee contributions to the plan. Total matching contributions for the year ended June 30, 2006 totaled \$9,642.

**NOTE H – LEASING COMMITMENTS**

In May 2005, the School entered into a lease for servers, software and related services. This operating lease is for 48 months at \$1,837 per month and will expire in April 2009 at which point there is a purchase option.

In February 2004, the School entered into a lease for a copier and related equipment. This operating lease is for 60 months at \$1,023 per month and will expire in January 2009 at which point there is a fair market value purchase option.

**THE MILWAUKEE SCIENCE EDUCATION  
CONSORTIUM, INC.**  
Milwaukee, Wisconsin

**NOTES TO THE FINANCIAL STATEMENTS**  
For the Year Ended June 30, 2006

**NOTE H – LEASING COMMITMENTS (continued)**

In October 2005, the School entered into a lease for two servers, software, and related services. This operating lease is for 36 months at \$1,097 per month and will expire in September 2008 at which point there is a fair market value purchase option.

In February 2004, the School entered into a lease for computer related equipment and services. This operating lease is for 60 months at \$1,291 per month and will expire in January 2009 at which point there is a fair market value purchase option.

The future minimum lease payments are as follows:

2007	\$	63,000
2008		63,000
2009		<u>37,779</u>
Total	\$	<u>163,779</u>

**NOTE I – PRIOR PERIOD ADJUSTMENTS**

Net assets as of June 30, 2005 were overstated by \$270,000 as a result of the following prior period adjustments:

Net assets and accounts receivable as of June 30, 2005 have been adjusted. In the prior period, a receivable was booked on the School's financial statements, but subsequently not received by the School as the School did not have the rights to claim the receivable under the management agreement in place at that time. As a result of this, the cumulative overstatement of accounts receivable was \$90,000 and the cumulative overstatement of special education revenue was \$90,000, resulting in a net overstatement of net assets of \$90,000 in the prior period.

Additionally, net assets, building and equipment accounts as of June 30, 2005 have been adjusted. In the prior period, the purchase of building and land was recorded as \$6,980,000. The \$6,980,000 was actually \$6,575,000 for building and land, \$175,000 for equipment, and \$180,000 for additional expenses outstanding under the management agreement. This resulted in a \$355,000 overstatement of building and land, a \$175,000 understatement of equipment, and an \$180,000 overstatement of net assets as of June 30, 2005.

**THE MILWAUKEE SCIENCE EDUCATION  
CONSORTIUM, INC.**  
Milwaukee, Wisconsin

**SUPPLEMENTARY  
INFORMATION**

**THE MILWAUKEE SCIENCE EDUCATION  
CONSORTIUM, INC.**  
Milwaukee, Wisconsin

**SUPPLEMENTARY  
INFORMATION**

**THE MILWAUKEE SCIENCE EDUCATION CONSORTIUM, INC.**  
Milwaukee, Wisconsin

**STATEMENT OF FUNCTIONAL EXPENSES**  
For the Year Ended June 30, 2006

	Instructional				Total
	High School	Grade School	Special Education	Instructional Expenses	
Salaries	\$ 241,758	\$ 2,229,383	\$ 490,554	\$ 2,961,695	\$ 3,306,708
Payroll taxes	17,794	164,038	36,326	218,158	244,937
Benefits	24,194	317,359	82,891	424,444	539,420
Total Payroll Expenses	283,746	2,710,780	609,771	3,604,297	4,091,065
Professional fees	8,387	12,247	13,520	34,154	142,132
Purchased services	7,945	353,371	122,848	484,164	491,157
Food services	236	466,895	0	467,131	500,235
Equipment rental and leases	0	68,685	9,165	77,850	78,484
Student transportation	29,184	581,683	3,330	614,197	614,197
Curriculum materials and supplies	6,447	120,780	22,266	149,493	152,538
Advertising and promotional	0	213	0	213	7,432
Computer supplies	6,967	84,004	1,725	92,696	92,696
Extracurricular supplies	864	3,166	218	4,248	11,791
Office expenses	0	833	198	1,031	11,747
Dues and subscriptions	870	6,207	1,624	8,701	9,219
Telephone and communications	0	15,665	0	15,665	4,453
Utilities	0	388,612	0	388,612	20,118
Repairs and maintenance	17,632	78,921	0	96,553	388,612
Staff development	2,246	26,200	945	29,391	96,553
Field trips	446	6,132	0	6,578	38,078
Charter fee	0	0	0	0	6,578
Board expenses	0	0	0	0	50,885
Insurance	4,939	0	0	4,939	28,658
Taxes and licenses	0	2,835	0	2,835	86,276
Property taxes	0	167,333	0	167,333	190
Miscellaneous	0	0	0	0	0
	\$ 369,909	\$ 5,094,562	\$ 785,610	\$ 6,250,081	\$ 844,580
<b>TOTAL FUNCTIONAL EXPENSES</b>					<b>\$ 7,094,661</b>

See independent auditors' report.

MILWAUKEE SCIENCE EDUCATION CONSORTIUM, INC.  
Milwaukee, Wisconsin

SCHEDULE OF FEDERAL AWARDS BY CATALOG OF FEDERAL DOMESTIC  
ASSISTANCE (CFDA) NUMBER AND OTHER FINANCIAL ASSISTANCE  
For the Year Ended June 30, 2006

CFDA Number	Program Name	Grantor Agency	Program Period	Program or Award Amount	Federal Expenditures
<b>ASSISTANCE PROGRAMS AS IDENTIFIED IN THE CATALOG OF FEDERAL DOMESTIC ASSISTANCE</b>					
<b>Department of Agriculture</b>					
10.550	Food Donation (Commodity Charges)	Wisconsin Department of Public Instruction	7/1/05-6/30/06	(\$ 21,923)	(\$ 21,923)
10.553	School Breakfast Program	Wisconsin Department of Public Instruction	7/1/05-6/30/06	192,387	192,387
10.555 *	National School Lunch Program	Wisconsin Department of Public Instruction	7/1/05-6/30/06	331,017	331,017
Subtotal - Department of Agriculture				<u>501,481</u>	<u>501,481</u>
<b>Department of Education</b>					
84.010 *	Title I Grants to Local Educational Agencies	Wisconsin Department of Public Instruction	7/1/05-6/30/06	620,488	620,488
84.027	Special Education - Grants to States	Wisconsin Department of Public Instruction	7/1/05-6/30/06	191,030	191,030
84.186	Safe and Drug-Free Schools and Communities - State Grants	Wisconsin Department of Public Instruction	7/1/05-6/30/06	14,036	14,036
84.287	Twenty-First Century Community Learning Centers	Wisconsin Department of Public Instruction	7/1/05-6/30/06	100,000	100,000
84.298	Innovative Education Program Strategies	Wisconsin Department of Public Instruction	7/1/05-6/30/06	7,437	7,437
84.318	Education Technology State Grants	Wisconsin Department of Public Instruction	7/1/05-6/30/06	11,903	11,903
84.357	Reading First State Grants	Wisconsin Department of Public Instruction	7/1/05-6/30/06	150,166	150,166
84.367	Improving Teacher Quality State Grants	Wisconsin Department of Public Instruction	7/1/05-6/30/06	94,235	94,235
Subtotal - Department of Education				<u>1,189,295</u>	<u>1,189,295</u>
<b>Department of Health and Human Services</b>					
93.778	Medical Assistance Program	Title XIX	7/1/05-6/30/06	12,542	12,542
Subtotal - Department of Health and Human Services				<u>12,542</u>	<u>12,542</u>
<b>Other Nonfederal Grants, Support and Revenue</b>					
255.101	Special Education - State	N/A	N/A	99,215	N/A
255.102	State Food Service	N/A	N/A	5,842	N/A
255.109	Charter School Pupil Aid	N/A	N/A	6,924,999	N/A
N/A	Pupil Food Service Revenue	N/A	N/A	10,653	N/A
N/A	Other Grants	N/A	N/A	2,900	N/A
N/A	Donations	N/A	N/A	3,193	N/A
N/A	Other Revenue	N/A	N/A	25,601	N/A
Total Other Nonfederal Grants, Support and Revenue				<u>7,072,403</u>	<u>0</u>
<b>Total Support and Revenue</b>				<u>\$ 8,775,721</u>	<u>\$ 1,703,318</u>

\* Indicates major federal program as defined in OMB Circular A-133 "Audits of Institutions of Higher Education and Other Nonprofit Institutions" and Direct Federal Funds.



**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE  
AND ON INTERNAL CONTROL OVER FINANCIAL  
REPORTING BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED  
IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS**

To the Board of Directors of  
The Milwaukee Science Education Consortium, Inc.  
Milwaukee, Wisconsin

We have audited the financial statements of The Milwaukee Science Education Consortium, Inc. as of and for the year ended June 30, 2006 and have issued our report thereon dated September 9, 2006. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Compliance

As part of obtaining reasonable assurance about whether The Milwaukee Science Education Consortium, Inc.'s financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, and contracts, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered The Milwaukee Science Education Consortium, Inc.'s internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control over financial reporting. However, we noted certain matters involving the internal control over financial reporting and its operation that we consider to be reportable conditions. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control over financial reporting that, in our judgment, could adversely affect The Milwaukee Science Education Consortium, Inc.'s ability to record, process, summarize, and report financial data consistent with the assertions of management in the financial statements. Reportable conditions are described in the accompanying schedule of findings as items 06-01 and 06-02.

A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that misstatements in amounts that would be material in relation to the financial statements being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. Our consideration of the internal control over financial reporting would not necessarily disclose all matters in the internal control that might be reportable conditions and, accordingly, would not necessarily disclose all reportable conditions that are also considered to be material weaknesses. However, we believe that the reportable conditions described above are not material weaknesses.

This report is intended solely for the information and use of the finance committee, management, federal awarding agencies and pass-through entities and is not intended to be used and should not be used by anyone other than these specified parties.

**JENKINS & VOJTISEK, S.C.**



Racine, Wisconsin  
September 9, 2006

INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS  
APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER  
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

To the Board of Directors of  
The Milwaukee Science Education Consortium, Inc  
Milwaukee, Wisconsin

Compliance

We have audited the compliance of The Milwaukee Science Education Consortium, Inc. with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended June 30, 2006. The Organization's major federal programs are identified in the summary of audit results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of the Organization's management. Our responsibility is to express an opinion on The Milwaukee Science Education Consortium, Inc.'s compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audit of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about The Milwaukee Science Education Consortium, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination on The Milwaukee Science Education Consortium, Inc.'s compliance with those requirements.

In our opinion, The Milwaukee Science Education Consortium, Inc. complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended June 30, 2006. However, the results of our auditing procedures disclosed instances of noncompliance with the requirements which are required to be reported in accordance with OMB Circular A-133 and which are described in the accompanying Schedule of Finding and Questioned Costs as item 06-1 and 06-2.

## Internal Control Over Compliance

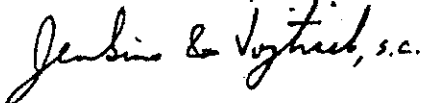
The management of The Milwaukee Science Education Consortium, Inc. is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered The Milwaukee Science Education Consortium, Inc.'s internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133.

We noted matters involving the internal control over compliance and its operation that we consider to be reportable conditions. Reportable conditions involve matters coming to our attention relating to significant deficiencies in the design or operation of the internal control over compliance that, in our judgment, could adversely affect The Milwaukee Science Education Consortium, Inc.'s ability to administer a major federal program in accordance with the applicable requirements of laws, regulations, contracts, and grants. The reportable conditions are described in the accompanying schedule of findings and questioned costs as items 06-1 and 06-2.

A material weakness is a condition in which the design or operation of one or more of the internal control components does not reduce to a relatively low level the risk that noncompliance with the applicable requirements of laws, regulations, contracts, and grants that would be material in relation to a major federal program being audited may occur and not be detected within a timely period by employees in the normal course of performing their assigned functions. Our consideration of the internal control over compliance would not necessarily disclose all matters in the internal control that might be reportable conditions, and accordingly, would not necessarily disclose all reportable conditions that are also considered to be material weaknesses. However, we believe that the reportable conditions described above are not material weaknesses.

This report is intended solely for the information and use of the audit committee, management, and federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

JENKINS & VOJTISEK, S.C.



Racine, Wisconsin  
September 9, 2006

**THE MILWAUKEE SCIENCE EDUCATION CONSORTIUM, INC.**  
Milwaukee, Wisconsin

**SCHEDULE OF FINDINGS**  
For the Year Ended June 30, 2006

**A. Summary of Auditor's Results**

**Financial Statements**

- |   |             |
|---|-------------|
| 1. Type of auditor's report issued:   | Unqualified |
| 2. Internal control over financial reporting:   |             |
| Material weakness(es) identified?   | No          |
| Reportable condition(s) identified that are not considered to be material weaknesses? | Yes         |
| 3. Noncompliance material to financial statements noted?                              | No          |

**Federal Awards**

- |  |             |
|--|-------------|
| 1. Internal control over major programs:   |             |
| Material weakness(es) identified?  | No          |
| Reportable condition(s) identified that are not considered to be material weaknesses?                                  | Yes         |
| 2. Type of auditor's report issued on compliance for major programs?   | Unqualified |
| 3. Any audit findings disclosures that are required to be reported in accordance with Circular A-133, Section .510(a)? | Yes         |
| 4. Identification of major programs:   |             |
| National School Lunch Program – CFDA # 10.555  | \$331,017   |
| Title I Grants to LEAs – CFDA #84.010  | 620,488     |
| 5. Dollar threshold used to distinguish between Type A and Type B programs?  | \$300,000   |
| 6. Auditee qualified as low-risk auditee?  | Yes         |

**THE MILWAUKEE SCIENCE EDUCATION CONSORTIUM, INC.**  
Milwaukee Wisconsin

**SCHEDULE OF FINDINGS (continued)**  
For the Year Ended June 30, 2006

**B. Financial Statement Findings**

06-1 OPENING AND MONITORING OF CASH ACCOUNTS AND ACTIVITY (Immaterial)

Finding:

During the course of our audit, we found that there was a checking account that was established in the School's name and identification number that was not approved by the Board.

Recommendation:

We recommend that the School institute and enforce strict policies regarding the opening and closing of bank accounts in the School's name.

Auditee's Response:

The School concurs and will comply with the recommendation.

Auditor's Conclusion:

Auditee's response appears adequate if properly implemented.

06-2 FINANCIAL PROCEDURES MANUAL/CAPITALIZATION POLICY (Immaterial)

Finding:

The School currently does not have a financial procedures manual or formal capitalization policy in place which may result in inconsistent reporting and treatment of financial information from year to year.

**THE MILWAUKEE SCIENCE EDUCATION CONSORTIUM, INC.**  
Milwaukee Wisconsin

**SCHEDULE OF FINDINGS (continued)**  
For the Year Ended June 30, 2006

06-2 FINANCIAL PROCEDURES MANUAL/CAPITALIZATION POLICY (continued)  
(Immaterial)

Recommendation:

We recommend that the School develop an appropriate financial procedures manual that details how and when to report specific financial transactions, the levels of control appropriate for each transaction, and the respective position(s) responsible for the reporting of the transaction.

We also recommend that the School maintain detailed fixed asset records and reconcile these records to the general ledger on a timely basis to ensure accurate accounting for asset additions and disposals. Specifically, fixed asset records should include the following data:

- Description of the asset (including cost)
- Date placed in service
- Estimated useful life
- Depreciation method
- Depreciation expense and accumulated depreciation
- Date asset retired and selling price if applicable

Complete information such as the above on all fixed assets would provide enhanced control for the safeguarding of these assets. Better assessment and evaluation could also be made regarding the reliability of certain fixed assets and the need for replacements, etc. We also suggest the implementation of a formal capitalization policy to assist with the maintenance of fixed asset records which defines specific lives of each class of assets as well as thresholds at which fixed assets will be capitalized.

Auditee's Response:

The School concurs and will comply with the recommendation.

Auditor's Conclusion:

Auditee's response appears adequate if properly implemented.

THE MILWAUKEE SCIENCE EDUCATION CONSORTIUM, INC.  
Milwaukee Wisconsin

SCHEDULE OF FINDINGS (continued)  
For the Year Ended June 30, 2006

C. Other issues

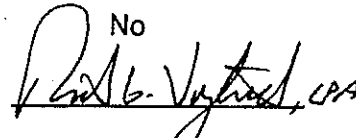
1. Does the auditor have substantial doubt as to the auditee's ability to continue as a going concern? No

2. Does the audit report show audit issues (i.e. material non-compliance, non-material non-compliance, questioned costs, material weakness, reportable condition, management letter comment, excess revenue or excess reserve) related to grants/contracts with funding agencies that require audits to be in accordance with the Provider Agency Audit Guide:

Department of Health and Family Services	N/A
Department of Workforce Development	N/A
Department of Corrections	N/A

3. Was a Management Letter or other document conveying audit comments issued as a result of this audit? No

4. Name and signature of partner:

  
Rick G. Voitisek, CPA

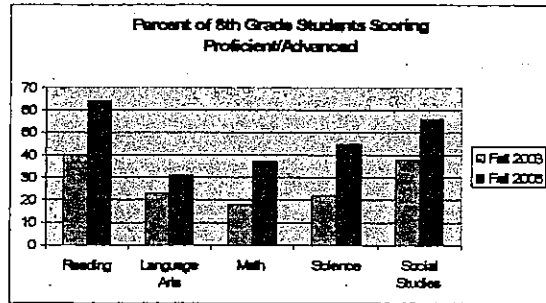
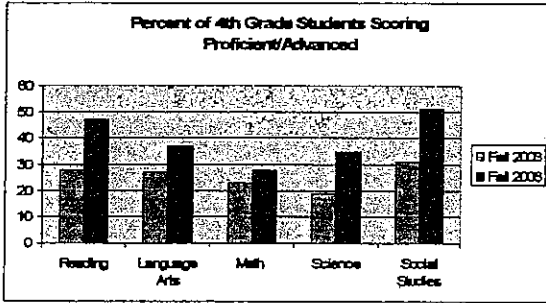
5. Date of report:

September 9, 2006



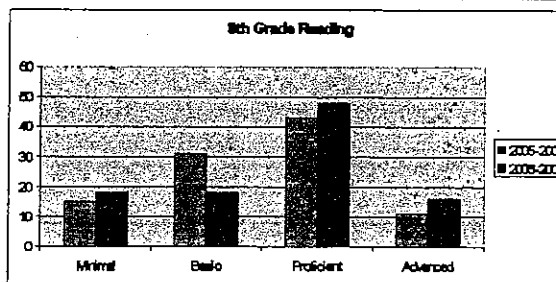
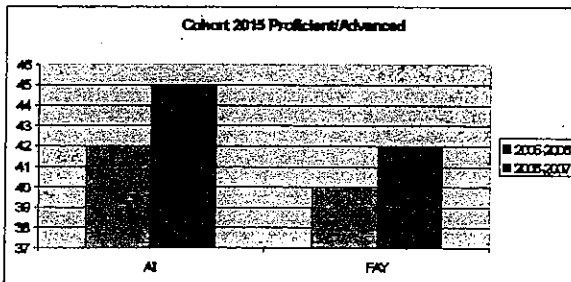
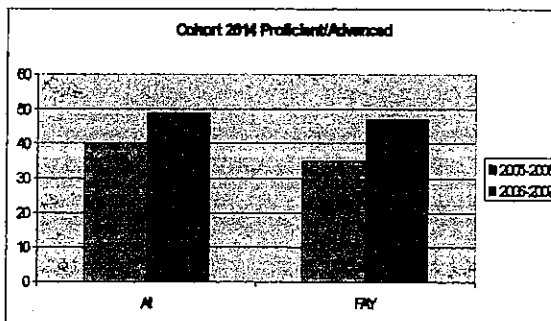
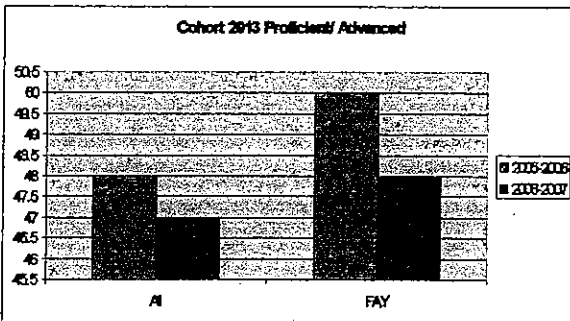
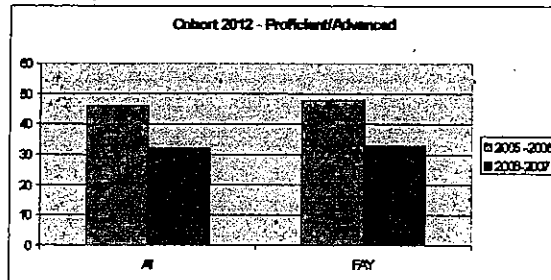
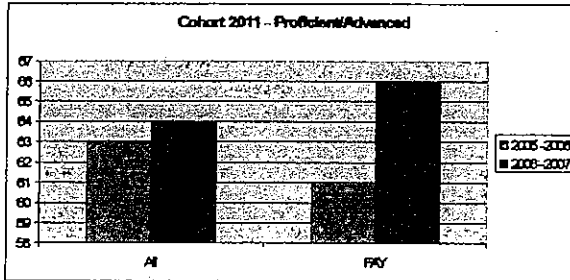
Attachment P:  
MAS Data

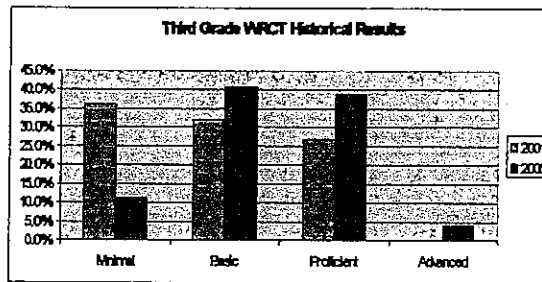
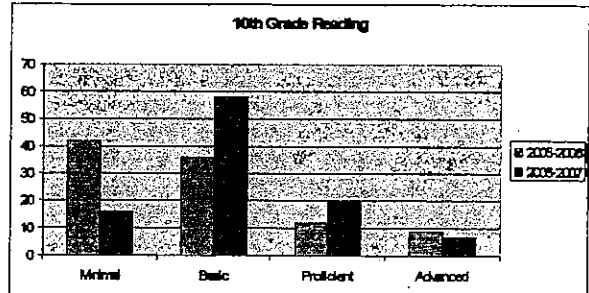
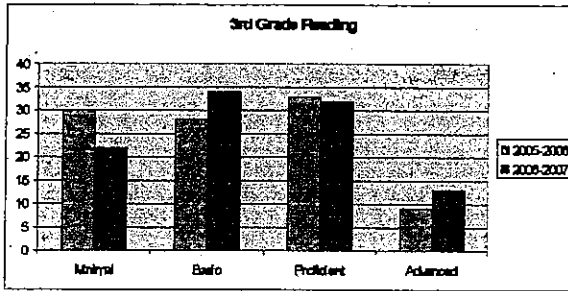
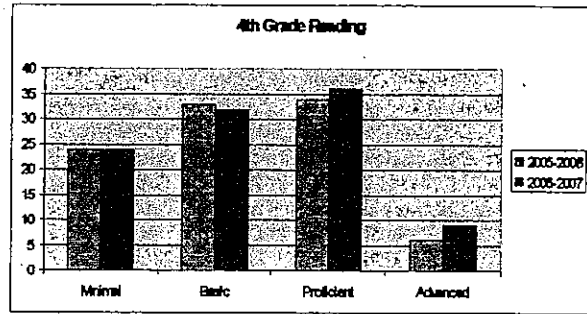
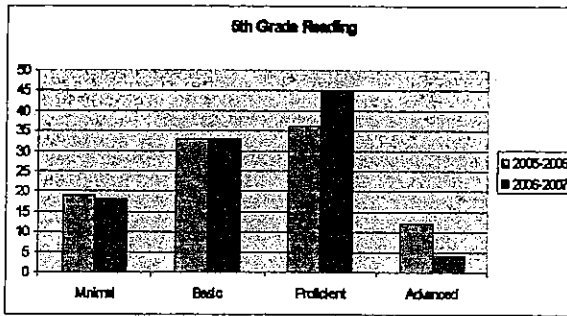
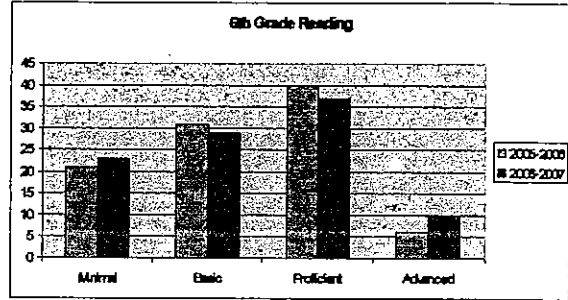
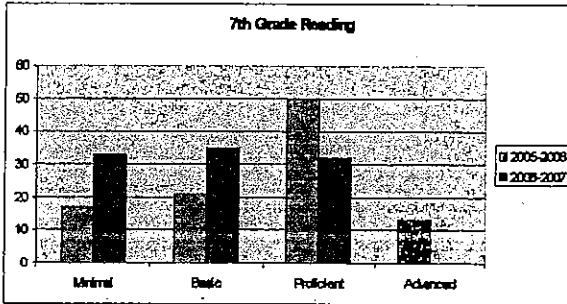
The Milwaukee Academy of Science has collected data on student achievement since the school opened in 2000. Comparisons are difficult due to the changes that the Wisconsin Department of Public Instruction has made over the past several years. However, WKCE results can be compared in fourth and eighth grade from 2003 to the present.



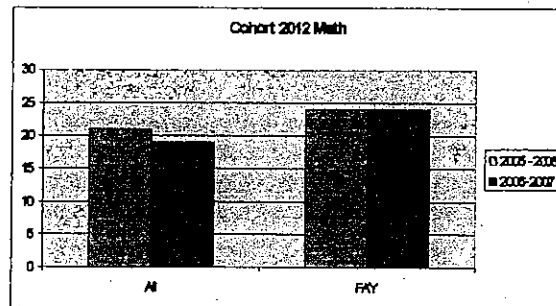
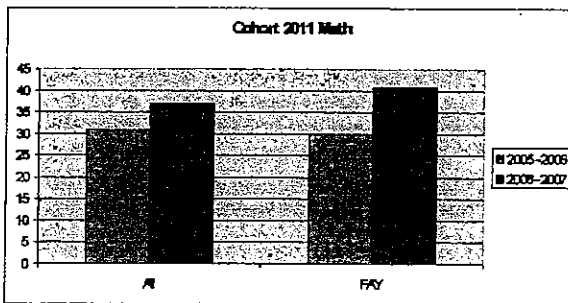
Test data can be further examined through the use of same cohort groups. These groups are labeled by their anticipated date of high school graduation. Data is further presented by successive cohort by grade level.

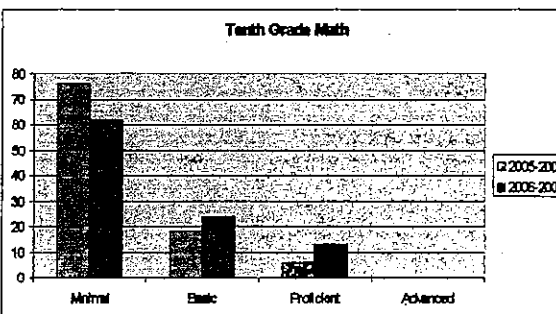
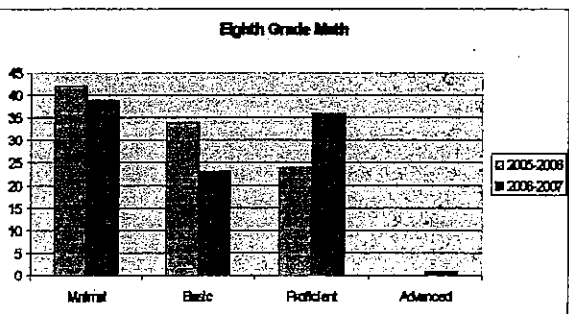
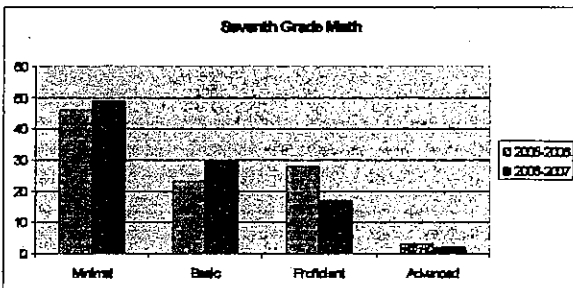
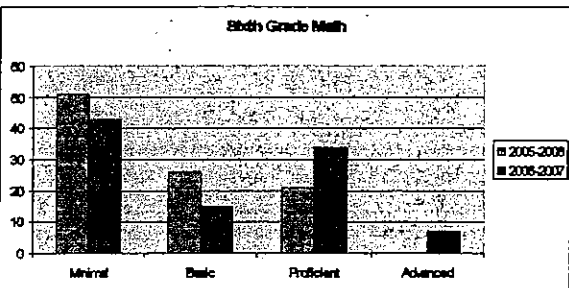
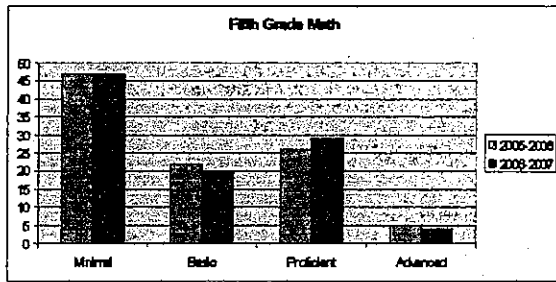
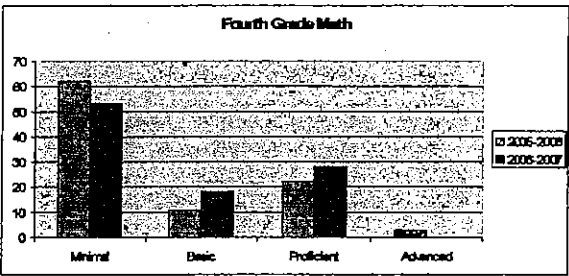
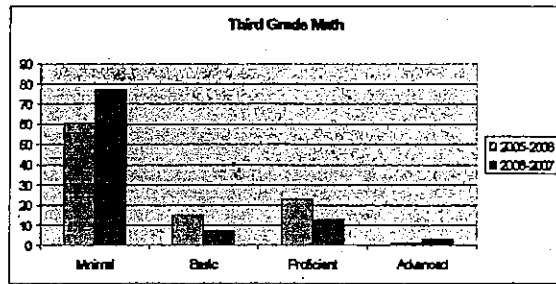
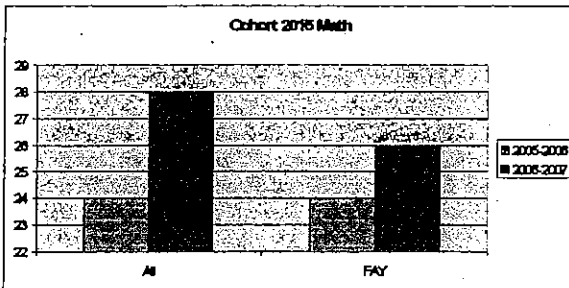
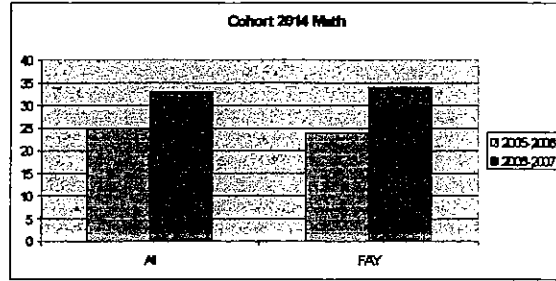
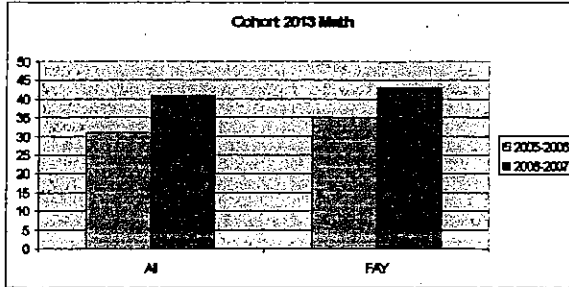
### WKCE Reading



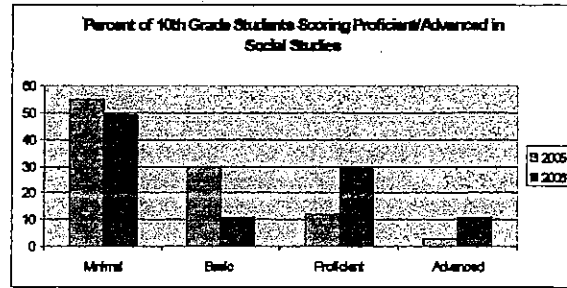
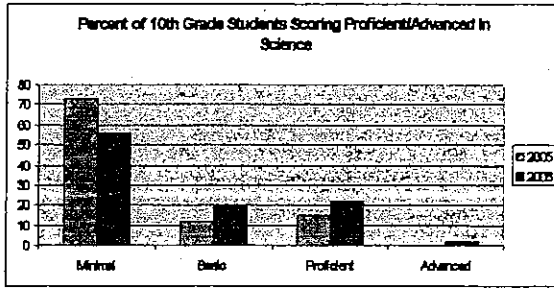


## WKCE Math Scores





# WKCE 10<sup>th</sup> grade Science and Social Studies



**Same Student Data:**

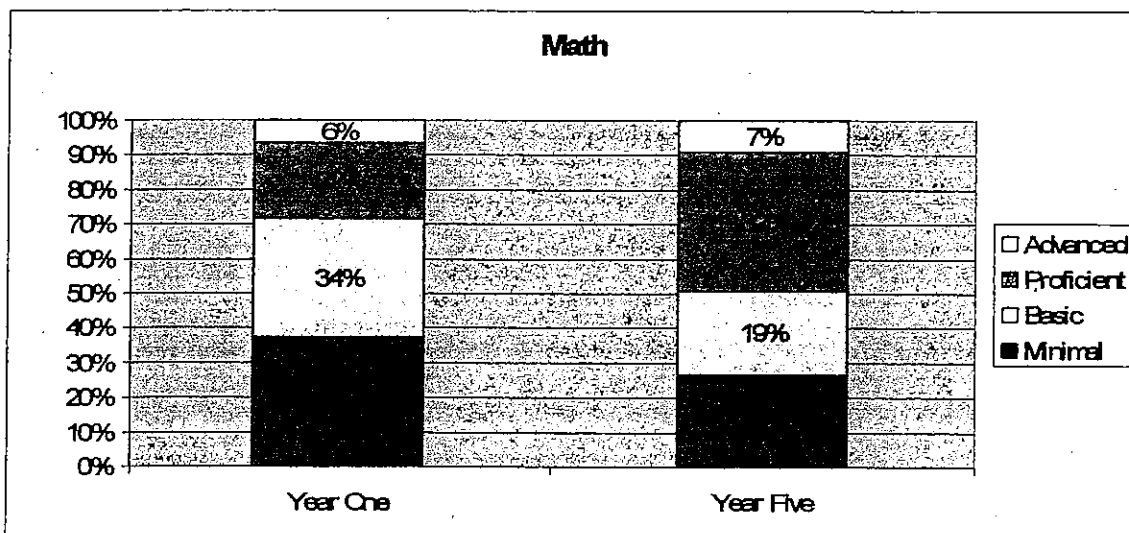
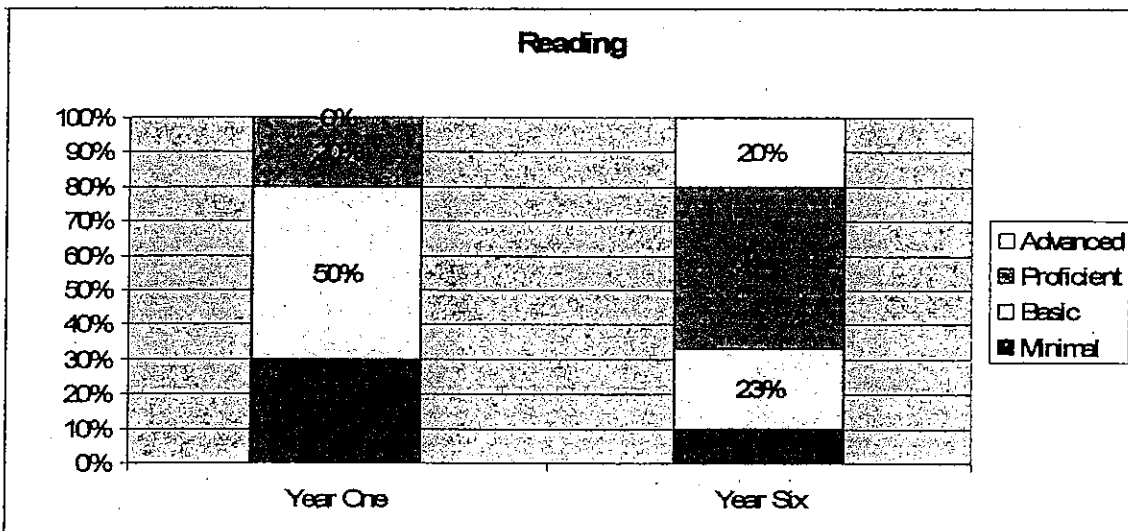
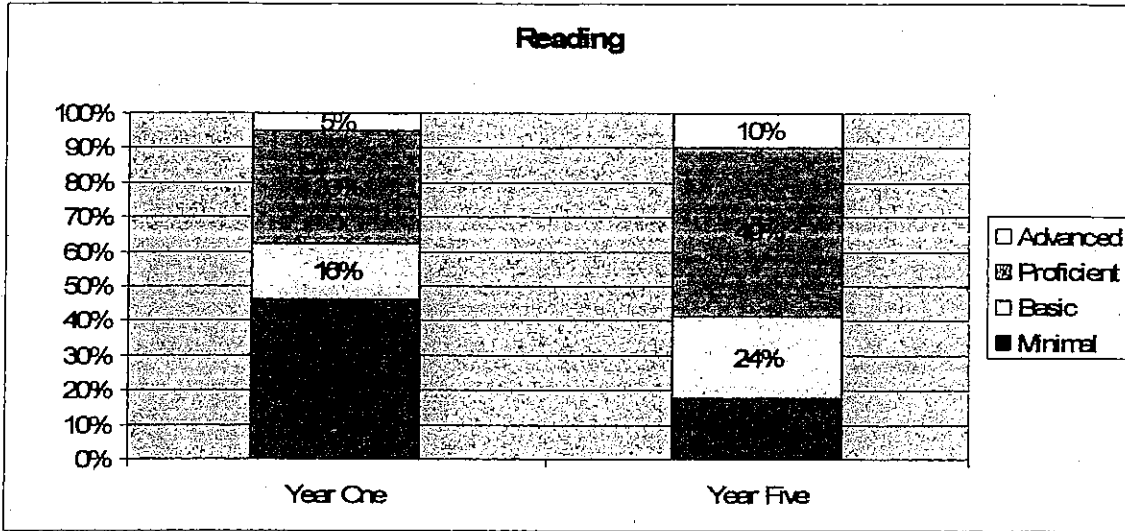
The data from student testing has also been analyzed in the greatest detail by examining progress of the same students. Comparisons between Terra Nova results and WKCE results must be made with caution. However, we believe that some general conclusions in regards to student growth can be made. Because of the changes in the WSAS, precise comparisons over a period of longer than three years are not possible. However, a comparison can be made between student Terra Nova scores and the most current WKCE scores over five or six years based on the following assumptions:

- Students scoring below the 18<sup>th</sup> percentile in reading and the 15<sup>th</sup> percentile in math can be considered to fall into the minimal category.
- Students scoring between the 18<sup>th</sup> and the 35<sup>th</sup> percentile in reading and the 15<sup>th</sup> and 46<sup>th</sup> percentile in math can be considered to fall into the basic category.
- Students scoring above the 36<sup>th</sup> percentile in reading and above the 46<sup>th</sup> percentile in math can be considered to fall into the proficient category.

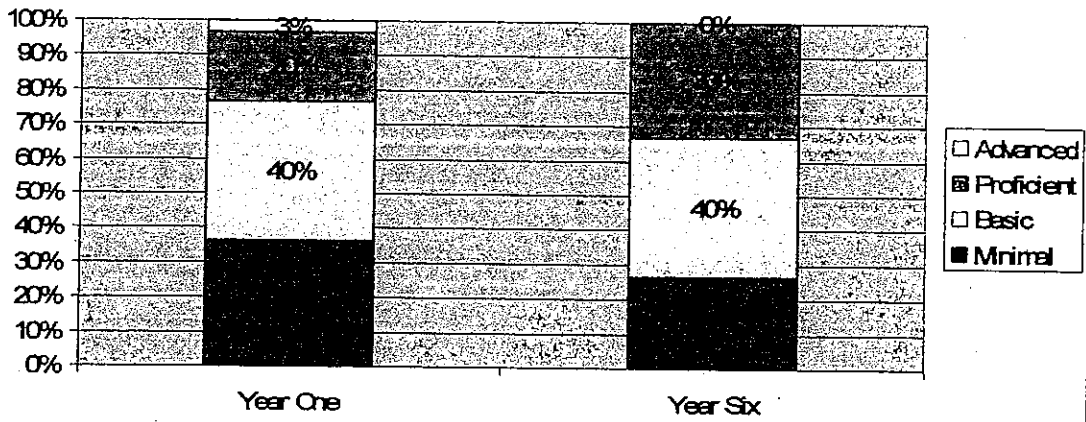
At the time of the initial testing the WKCE was a Terra Nova test. The objectives currently tested are closely aligned with the objectives tested on the Terra Nova.

TN	WKCE
	<b>Reading</b>
Basic Understanding	Understands Text
Analyze Text	Analyze Text
Evaluate/Extend Meaning	Evaluates/Extend
Identify Reading Strategies	Determines Meaning
	<b>Math</b>
Number & Number Relationships	Number Operations & Relationships
Computation & Estimation	
Operation concepts	
Measurement	Measurement
Geometry & Spatial Sense	Geometry
Data, Stats & Probability	Statistics & Probability
Patterns, Functions & Algebra	Algebraic Relationships
Problem Solving & Reasoning	

For Year One testing results, cut points were determined through an analysis of the national percentile ranking on the WKCE test for 2000-2001, 2001 – 2002 and 2002 – 2003. After those years, national percentile ranking was not provided on the WKCE results. Furthermore, national percentile ranking is not the most stable measure for comparison. However, with those factors in mind, the results of the comparison for students attending the school and participating in testing for five years and for six years is as follows:



# Math





Pearson Benchmark Results - Reading Comprehension

Grade 2	January	May
Minimal	53.1	15.3
Basic	32.1	18.1
Proficient	6.2	13.9
Advanced	8.6	52.8

Grade 3	September	May
Minimal	68.4	32.1
Basic	22.4	21.8
Proficient	9.2	21.8
Advanced	0	24.4

Grade 4	September	May
Minimal	57.7	18.1
Basic	32.4	48.6
Proficient	8.5	20.8
Advanced	1.4	12.5

Grade 5	September	May
Minimal	62.7	22.9
Basic	30.1	53
Proficient	6	18.1
Advanced	1.2	6

Grade 6	September	May
Minimal	78.3	34.3
Basic	20.5	53.7
Proficient	1.2	7.5
Advanced	0	4.5

Grade 7	September	May
Minimal	87.5	34.1
Basic	12.5	36.4
Proficient	0	22.7
Advanced	0	6.8

Grade 8	September	May
Minimal	35.9	12.7
Basic	53.1	52.4
Proficient	7.8	17.6
Advanced	3.1	17.5

Correlation between November WKCE results and October Benchmark Results

3 <sup>rd</sup> Grade	.68
4 <sup>th</sup> Grade	.63
5 <sup>th</sup> Grade	.65
6 <sup>th</sup> Grade	.63
7 <sup>th</sup> Grade	.50
8 <sup>th</sup> Grade	.62

High School Pearson Benchmarks  
Reading Comprehension

<b>Grade 9</b>	<b>Beginning of Year</b>	<b>End of Year</b>
Minimal	57.6	31.6
Basic	36.4	63.2
Proficient	3	0
Advanced	3	5.3
<b>Grade 11</b>	<b>Beginning of Year</b>	<b>End of Year</b>
Minimal	53.8	38.1
Basic	38.5	38.1
Proficient	7.7	14.3
Advanced	0	9.5

Pearson Benchmark Results for Math  
Beginning/End of year Grade Level Skills

Grade 2	September	May
Minimal	91.7	66.7
Basic	6.9	27.3
Proficient	1.4	4.5
Advanced	0	1.5
Grade 3	September	May
Minimal	69.9	35.1
Basic	26.5	50.6
Proficient	3.6	13
Advanced	0	1.3
Grade 4	September	May
Minimal	70.4	27.9
Basic	29.6	45.9
Proficient	0	14.8
Advanced	0	11.5
Grade 5	September	May
Minimal	32.5	7.4
Basic	53.8	25.9
Proficient	8.8	30.9
Advanced	5	35.8
Grade 6	September	May
Minimal	89.5	42.4
Basic	10.5	40.9
Proficient	0	10.6
Advanced	0	6.1
Grade 7	September	May
Minimal	96.6	91.4
Basic	3.4	8.6
Proficient	0	0
Advanced	0	0
Grade 8	September	May
Minimal	87.5	50
Basic	12.5	42.2
Proficient	0	6.3
Advanced	0	1.6

Correlation between November WKCE results and October Benchmark Results

3 <sup>rd</sup> Grade	.61
4 <sup>th</sup> Grade	.65
5 <sup>th</sup> Grade	.79
6 <sup>th</sup> Grade	.32
7 <sup>th</sup> Grade	.55
8 <sup>th</sup> Grade	.70

Brigance Results – Math Computation Grade Equivalent

Grade	August/September	May/June
2	1.5	2.3
3	2.3	3.7
4	3.1	4.6
5	4.9	6.2

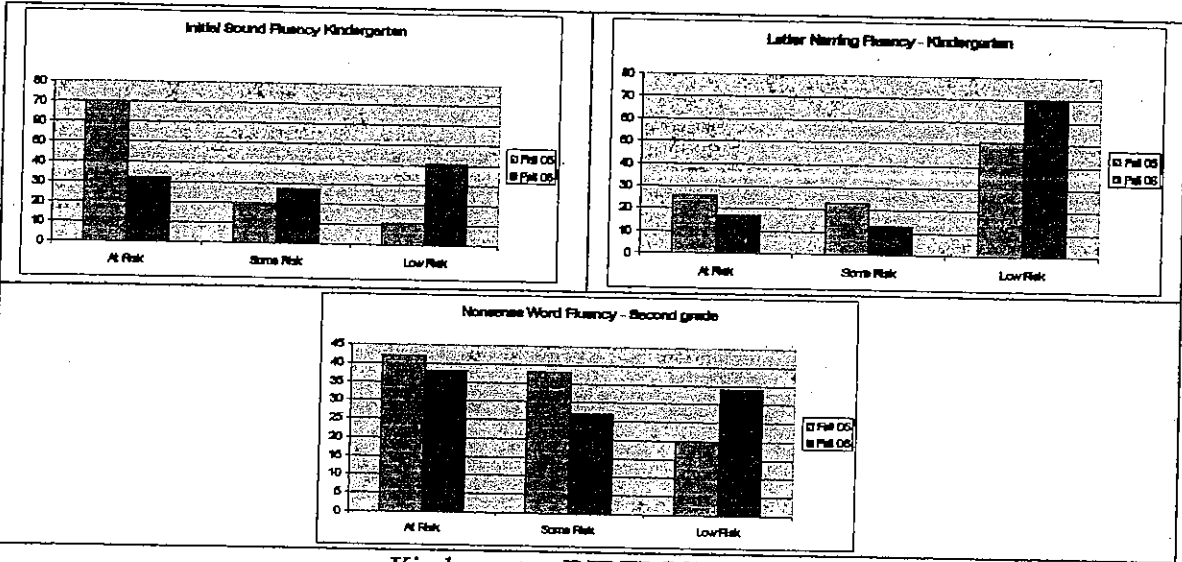
Brigance Results – Problem Solving Grade Equivalent

Grade	August/September	May/June
3	1.4	2.4
4	2.3	3.3
5	2.1	3.6

Brigance Results – Reading Comprehension Grade Equivalent

Grade	August/September	May/June
2	1.6	2.7
3	2.0	3.1
4	2.9	4.1
5	4.1	4.6

## DIBELS Results



### Kindergarten DIBELS Results

	Beginning	End
Letter Naming Fluency	Mean: 15.8	Mean: 32.8

### First Grade DIBELS Results

	Beginning	End
Phoneme Segmentation	25% Established 38% Emerging 37% Deficit Mean: 20.4	69% Established 29% Emerging 1% Deficit Mean: 38.4
Nonsense Word Fluency	Mean: 15.5	Mean: 39.3

### Second Grade DIBELS results

	Beginning	End
Oral Reading Fluency	Mean: 24.8 WPM	Mean: 58.5 WPM
ReTell Fluency	20 <sup>th</sup> Percentile: 6 40 <sup>th</sup> Percentile: 11 Mean: 14.7	20 <sup>th</sup> Percentile: 14 40 <sup>th</sup> Percentile: 19 Mean: 23.3

### Third Grade DIBELS results

	Beginning	End
Oral Reading Fluency	Mean: 58.8 WPM	Mean: 78.4 WPM
ReTell Fluency	20 <sup>th</sup> Percentile: 12 40 <sup>th</sup> Percentile: 17 Mean: 23.1	20 <sup>th</sup> Percentile: 20 40 <sup>th</sup> Percentile: 24 Mean: 24.7

Each year, the Milwaukee Academy of Science surveys parents and staff regarding their satisfaction with the school. The results are analyzed by the leadership team to identify areas of concern or areas for improvement. The results have been consistently positive over the past several years indicating high levels of parent and staff satisfaction.

### MAS Staff Survey Results

	Agree/Strongly Agree
I know the school's mission and what we are trying to accomplish.	91%
The school's leaders share information about the school.	76%
The school's leaders encourage me to learn in ways that help me do my job.	74%
I am allowed to make decisions to solve problems.	79%
I know how to assess the quality of my work.	92%
I know how to analyze my work and make changes as needed.	97%
I use these analyses for making decisions about my work.	94%
I get the information I need about how my organization is doing.	50%
I can make changes that will improve my work.	90%
The people I work with cooperate and work as a team.	81%
I am recognized for my work.	63%
I have a safe workplace.	66%
I can get everything I need to do my job.	55%
My time and talents are used well at the school.	67%
The school obeys laws and regulations	77%
The school community has high standards and ethics.	66%
The school helps me help the community.	61%
I am satisfied with my job.	69%

- A: 22%
- B: 50%
- C: 19%

### UWM Staff Survey Results

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Do Not Know	Mean
Our school leaders use school performance data reviews to assess school success.	0%	0%	6%	38%	50%	6%	4.47
Our leaders regularly review school performance data with faculty members.	0%	3%	11%	36%	50%	.0%	4.33
Our school leaders use school performance data reviews to assess progress relative to school improvement goals.	0%	2%	6%	50%	31%	11%	4.25
Our leaders have high expectations for academic performance.	0%	5%	13%	45%	38%	0%	4.16
Our leaders clearly communicate the school's mission, values, and beliefs.	0%	3%	13%	52%	33%	0%	4.14
Our leaders translate the school performance data into action for continuous improvement.	0%	3%	14%	48%	30%	5%	4.10
Our school's mission, values, and beliefs guide our leaders' actions.	0%	6%	14%	52%	28%	0%	4.02

Faculty members know what is expected of them.	0%	8%	11%	59%	20%	2%	3.94
Our school leaders use school performance data reviews to assess performance relative to comparable schools.	0%	2%	17%	34%	16%	31%	3.93
Our leaders require faculty to enforce student behavioral expectations.	2%	9%	9%	58%	22%	0%	3.89
Our leaders treat faculty members with respect.	5%	8%	14%	44%	30%	0%	3.86
Our leaders clearly communicate directions and performance expectations.	0%	8%	20%	52%	20%	0%	3.84
School leaders work collaboratively with the school's faculty.	2%	13%	14%	50%	20%	2%	3.76
Our leaders have high expectations for student behavior.	5%	9%	20%	38%	27%	2%	3.73
Our leaders ensure two-way communication on the above topics.	0%	11%	23%	48%	17%	0%	3.72
The leadership of our school is effective.	3%	9%	23%	52%	13%	0%	3.61
Faculty members evaluate the performance of our school leaders on a regular basis.	13%	39%	17%	14%	6%	11%	2.58
Our school tracks the results of our annual improvement efforts.	0%	0%	8%	52%	27%	14%	4.22
Our school tracks current levels and trends in key measures of student learning.	0%	3%	13%	45%	34%	5%	4.16
Our school has comprehensive action plans to achieve our school improvement goals.	0%	2%	14%	52%	14%	19%	3.96
Our school has established improvement goals and a timetable for making improvements.	0%	3%	16%	56%	8%	17%	3.83
As our leaders plan for the future, they ask faculty members for their ideas.	5%	14%	23%	42%	13%	3%	3.45
I have read and discussed our school's strategic plan.	3%	17%	13%	44%	8%	16%	3.43
Our school has identified key communication processes for students and parents seek information.	0%	8%	16%	69%	3%	5%	3.58
Our school has a process for building relationships to attract and retain students.	0%	8%	20%	55%	8%	9%	3.69
Our school has identified key communication processes for students and parents to provide input.	0%	9%	20%	47%	5%	19%	3.58
Our school has identified key communication processes for students and parents to make complaints.	0%	8%	23%	39%	5%	25%	3.54
Our school has a complaint management process.	2%	11%	14%	25%	2%	47%	3.26
The complaint management process effectively and promptly resolves complaints.	2%	13%	17%	17%	0%	52%	3.03
Our school has a comprehensive data collection plan.	0%	2%	11%	53%	22%	13%	4.09

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Do Not Know	MAS Mean
Our School ensures the accuracy, security, and confidentiality of data.	0%	3%	14%	45%	20%	17%	4.00
Our school makes needed data and information accessible to faculty members.	0%	5%	16%	53%	22%	5%	3.97
Our school communicates the results of school-level analysis to the faculty to enable effective support for decision-making.	0%	5%	19%	45%	20%	11%	3.91
Our school's faculty performance management system supports a focus on student achievement.	2%	2%	11%	50%	34%	2%	4.16
Our school organizes work to promote initiative and innovation.	0%	5%	14%	55%	27%	0%	4.03
Our school's professional development program helps faculty members to grow, learn, and progress in their career.	2%	3%	19%	41%	31%	5%	4.02
Our school's faculty performance management system supports high performance work.	0%	3%	19%	50%	23%	5%	3.98
Our school organizes work to promote cooperation.	2%	8%	16%	48%	27%	0%	3.91
Our school's professional development program focuses directly on the knowledge and skills required by faculty members to fulfill performance expectations.	2%	8%	16%	47%	22%	6%	3.85
Our school evaluates professional development effectiveness, taking into account individual and school performance.	2%	9%	14%	47%	20%	8%	3.81
Our school ensures workplace preparedness for emergencies and disasters.	5%	8%	13%	53%	20%	2%	3.78
Our school's professional development program contributes to the achievement of our school improvement goals.	2%	8%	19%	47%	19%	6%	3.78
Our school's work systems capitalize on the diverse ideas of our faculty.	0%	13%	23%	47%	17%	0%	3.69
Our school seeks and uses input from faculty members on professional development needs.	2%	14%	19%	39%	20%	6%	3.67
The accomplishments of faculty members are recognized and celebrated.	2%	14%	23%	41%	20%	0%	3.64
Our school provides effective orientation to new employees.	5%	9%	20%	44%	17%	5%	3.62
Our school's compensation and recognition practices reinforce high performance work.	6%	11%	19%	42%	19%	3%	3.58
Our school, through input from faculty, improves workplace health, safety, and security.	3%	16%	27%	31%	19%	5%	3.49
Our school uses input from faculty members to improve faculty well-being, satisfaction, and motivation.	3%	20%	19%	48%	8%	2%	3.38
Faculty members feel valued in our school.	8%	22%	19%	36%	16%	0%	3.30
Our school has formal and informal assessments and measures to determine faculty well-being, satisfaction, and motivation.	8%	22%	19%	34%	11%	6%	3.20



	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Do Not Know	MAS Mean
Our School ensures the accuracy, security, and confidentiality of data.	0%	3%	14%	45%	20%	17%	4.00
Our school makes needed data and information accessible to faculty members.	0%	5%	16%	53%	22%	5%	3.97
Our school communicates the results of school-level analysis to the faculty to enable effective support for decision-making.	0%	5%	19%	45%	20%	11%	3.91
Our school's faculty performance management system supports a focus on student achievement.	2%	2%	11%	50%	34%	2%	4.16
Our school organizes work to promote initiative and innovation.	0%	5%	14%	55%	27%	0%	4.03
Our school's professional development program helps faculty members to grow, learn, and progress in their career.	2%	3%	19%	41%	31%	5%	4.02
Our school's faculty performance management system supports high performance work.	0%	3%	19%	50%	23%	5%	3.98
Our school organizes work to promote cooperation.	2%	8%	16%	48%	27%	0%	3.91
Our school's professional development program focuses directly on the knowledge and skills required by faculty members to fulfill performance expectations.	2%	8%	16%	47%	22%	6%	3.85
Our school evaluates professional development effectiveness, taking into account individual and school performance.	2%	9%	14%	47%	20%	8%	3.81
Our school ensures workplace preparedness for emergencies and disasters.	5%	8%	13%	53%	20%	2%	3.78
Our school's professional development program contributes to the achievement of our school improvement goals.	2%	8%	19%	47%	19%	6%	3.78
Our school's work systems capitalize on the diverse ideas of our faculty.	0%	13%	23%	47%	17%	0%	3.69
Our school seeks and uses input from faculty members on professional development needs.	2%	14%	19%	39%	20%	6%	3.67
The accomplishments of faculty members are recognized and celebrated.	2%	14%	23%	41%	20%	0%	3.64
Our school provides effective orientation to new employees.	5%	9%	20%	44%	17%	5%	3.62
Our school's compensation and recognition practices reinforce high performance work.	6%	11%	19%	42%	19%	3%	3.58
Our school, through input from faculty, improves workplace health, safety, and security.	3%	16%	27%	31%	19%	5%	3.49
Our school uses input from faculty members to improve faculty well-being, satisfaction, and motivation.	3%	20%	19%	48%	8%	2%	3.38
Faculty members feel valued in our school.	8%	22%	19%	36%	16%	0%	3.30
Our school has formal and informal assessments and measures to determine faculty well-being, satisfaction, and motivation.	8%	22%	19%	34%	11%	6%	3.20

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Do Not Know	MAS Mean
Our school has a comprehensive assessment system for monitoring student progress.	0%	0%	11%	63%	23%	3%	4.13
Our school organization has high standards and ethics.	3%	6%	20%	44%	27%	0%	3.84
Our school has a comprehensive assessment system for evaluating the effectiveness of instructional practices.	2%	11%	16%	55%	11%	6%	3.67
Our school uses key performance measures to control and improve our instructional practices.	0%	9%	23%	53%	9%	5%	3.66
Our school has a defined process to ensure that faculty members are properly prepared to deliver educational programs.	0%	6%	28%	53%	8%	5%	3.66
Our school has a comprehensive assessment system for evaluating the effectiveness of the curriculum.	2%	11%	22%	45%	11%	9%	3.59

### UWM Student Survey Results

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Mean
At school I am expected to do my best all the time.	3%	3%	30%	60%	5%	3.55
My teachers encourage me to be successful.	3%	4%	32%	55%	6%	3.48
I understand what my school expects me to achieve.	2%	3%	35%	52%	7%	3.48
Doing well in school makes me feel good about myself.	3%	5%	33%	56%	5%	3.48
I know the school rules.	2%	3%	40%	52%	3%	3.45
I am receiving a good education.	2%	3%	38%	50%	7%	3.45
My classes are preparing me for my future.	7%	3%	29%	52%	9%	3.38
I know how to do my homework assignments.	3%	5%	42%	46%	4%	3.37
My teachers treat me with respect.	5%	3%	39%	48%	5%	3.37
My teachers help me with my schoolwork when I need it.	2%	4%	46%	44%	4%	3.36
The grades I get are fair.	4%	8%	35%	46%	8%	3.33
I feel that I am in charge of what I learn.	4%	7%	36%	45%	8%	3.33

	Strongly Disagree	Disagree	Agree	Strongly Agree	Do Not Know	Mean
My teachers listen to me when I need to talk to them.	5%	6%	38%	45%	7%	3.31
My school is a good place for learning.	4%	6%	41%	42%	7%	3.30
I have lots of friends at school.	7%	10%	28%	50%	6%	3.29
I am recognized for good work.	4%	7%	38%	39%	11%	3.27
The adults at my school help me when I have problems.	4%	8%	39%	41%	9%	3.26
The adults at school make sure students follow the rules.	4%	7%	42%	40%	7%	3.25
My teachers listen to my ideas.	3%	10%	41%	38%	8%	3.25
The work I do in class makes me think.	3%	7%	49%	36%	5%	3.23
My homework helps me learn more.	4%	9%	44%	39%	4%	3.23
My teachers know me well.	7%	7%	33%	43%	10%	3.23
I feel safe at school.	4%	6%	43%	31%	15%	3.20
My teachers treat me fairly.	7%	12%	36%	39%	6%	3.15
Students who break the rules get in trouble.	7%	11%	39%	38%	5%	3.14
I like being in school.	10%	13%	33%	38%	6%	3.06
MOST of the students in school are nice to me.	9%	13%	37%	33%	8%	3.04
My school work is interesting.	7%	13%	44%	29%	7%	3.02
Students treat me with respect.	9%	18%	39%	28%	6%	2.90
The school rules are fair.	15%	23%	32%	20%	11%	2.65
Students usually follow the school rules.	22%	34%	27%	8%	10%	2.24

### MAS Parent Survey Results 2006 - 2007

	<b>Agree/Strongly Agree</b>
The school keeps me informed of events/ activities.	94%
I feel welcome in the school.	90%
I am treated with respect in the school.	90%
The school environment is safe.	86%
I read the weekly newsletter.	63%
The school provides unique science opportunities for my child.	83%
I feel welcome in my child's classroom.	96%
My child's teacher is available to talk to me when I need to.	97%
My child's teacher treats my respectfully.	99%
I am proud of my child's school.	93%
I would recommend the school to another parent.	90%

I would give the school a grade of:

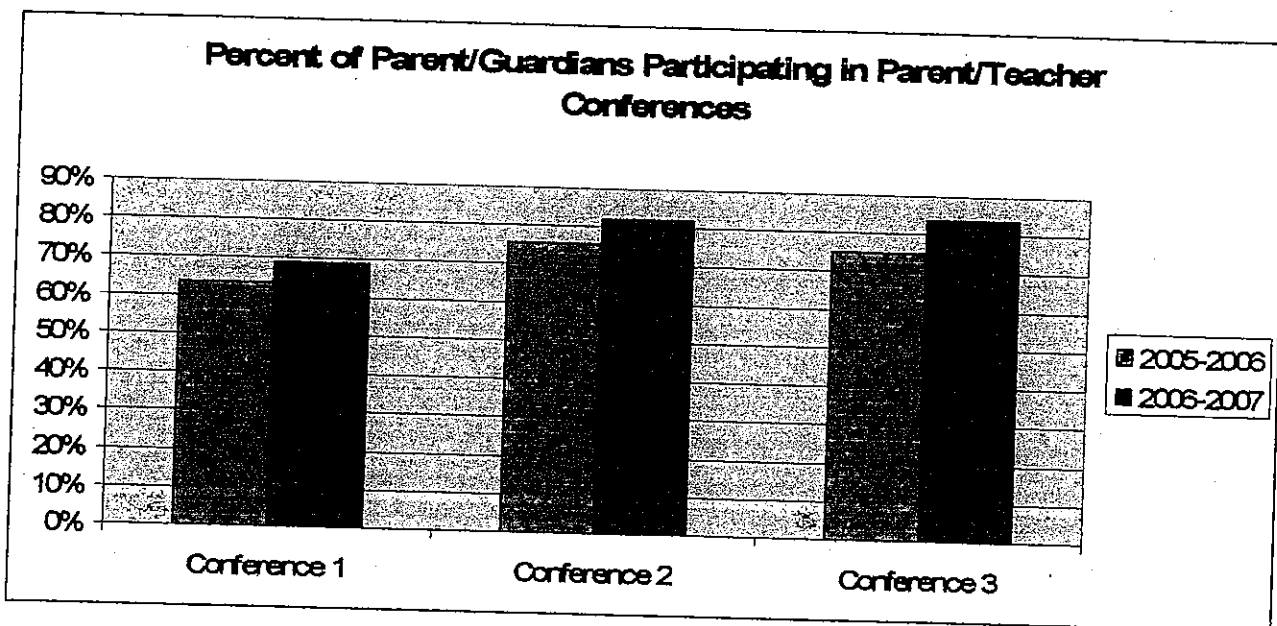
Grade	2004 -2005	2005-2006	2006-2007
A	70%	75%	55%
B	21%	15%	30%
C	9%	8%	14%

The University of Wisconsin – Milwaukee also surveyed parents in the 2006 -2007 school year.

### UWM Parent Survey Results

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Do Not Know
I understand expectations for my child's behavior at school.	2%	0%	1%	32%	59%	5%
I feel comfortable discussing my child's needs with teachers.	2%	1%	0%	35%	57%	4%
The teachers at school care about my child.	2%	0%	3%	32%	57%	5%
I feel welcome in my child's school.	2%	0%	3%	37%	54%	4%
My child is getting a good education.	2%	1%	1%	38%	53%	5%
Teachers keep me informed about how my child is doing.	3%	3%	2%	30%	56%	5%
The school has high expectations for my child.	2%	0%	2%	46%	45%	5%
My child is being well prepared for his/her future.	2%	0%	5%	39%	47%	7%
The school expects quality work of the students.	2%	0%	0%	52%	41%	5%

	Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree	Do Not Know
I am given the opportunity to be involved at school.	2%	2%	3%	44%	45%	4%
Parents know what students are expected to learn.	3%	1%	5%	42%	43%	6%
During my visits, the school appears to be orderly.	2%	4%	6%	39%	44%	5%
My child receives appropriate homework assignments.	2%	1%	3%	55%	34%	4%
My child is given challenging work.	2%	2%	5%	55%	29%	6%
The school handles my concerns in a timely manner.	3%	5%	9%	41%	37%	5%



Attachment Q:  
DPI Licenses

# Wisconsin Department of Public Instruction

## License

FILE NUMBER  
693865

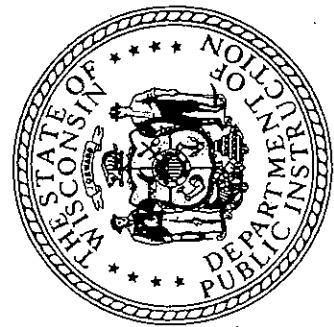
Initial Educator

VALID 11/20/2001 THROUGH 6/30/2011

**JUSTINE A BACHRACH**

72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) and of record 951 CHARTER SCHOOL INSTRUCTIONAL STAFF

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 an Initial Educator Team to be eligible for 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.

*Elizabeth Burnmaster*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

FILE NUMBER  
693865

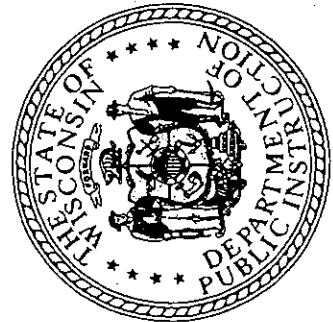
Initial Educator

VALID 7/1/2006 THROUGH 6/30/2011

**JUSTINE A BACHRACH**

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 an Initial Educator Team to be eligible for a Professional Educator License.



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IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT



# Wisconsin Department of Public Instruction License

FILE NUMBER  
629866

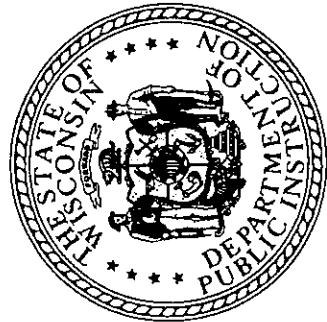
Professional Educator

VALID 7/1/2006 THROUGH 6/30/2011

**JAREN E BAILEY**

21 GRADES 6-12 300 ENGLISH  
— end of record —

The holder may renew this license if, within the five years preceding the next license begin date, the holder has successfully completed six semester credits or a Professional Development Plan as verified by a Professional Development Team.



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IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.

*Elizabeth Burnmaster*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

LICENSE NUMBER  
B640000616310

5-year License  
ISSUED 1/1/2003

EXPIRES  
6/30/2008

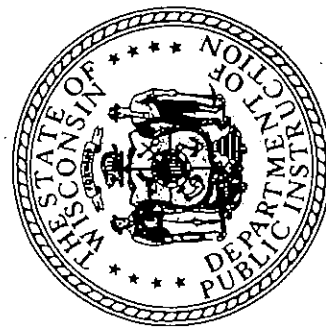
**SHARA RAE BARLOW**

21 GRADES 6-12 811 LEARNING DISABILITY  
— end of certificate —



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IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.



*Elizabeth Burmaster*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

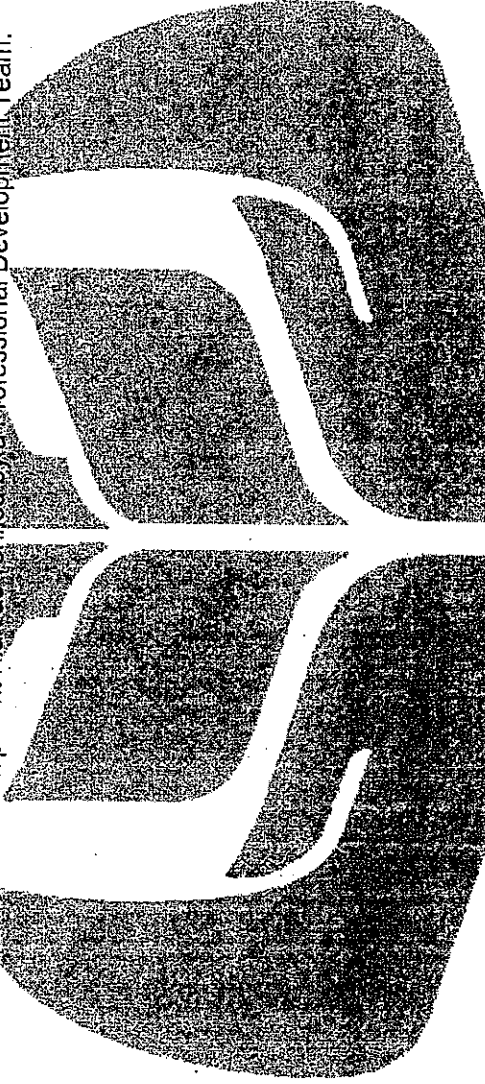
FILE NUMBER  
616310

**WISCONSIN**  
Professional Educator  
**SHARA RAE BARLOW**

VALID 7/1/2005 THROUGH 6/30/2010

21 GRADES 6/12 - 300 ENGLISH  
endorsement

The holder may renew this license if, within the five years preceding the next license begin date, the holder has successfully completed six semester credits or a Professional Development Plan as verified by a Professional Development Team.



This is to verify that the person named herein has fulfilled the State Superintendent of Public Instruction with satisfactory evidence of preparation and experience and a Seal of the position, subject, and/or grade herein listed.



IN WITNESS WHEREOF I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction

## License

LICENSE NUMBER  
B452000672813

ISSUED  
7/1/2004

EXPIRES  
6/30/2009

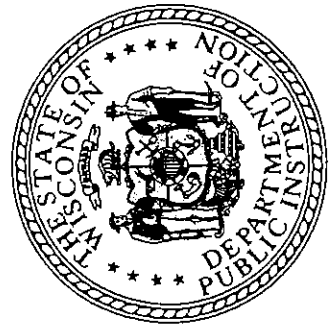
Professional Educator

LYNDEE L BELANGER

42 ELEMENTARY 118 FIRST THRU EIGHTH GRADE

— end of certificate —

This license can be renewed if, within 5 years preceding the begin date of the renewed license, you have successfully completed either: 1) six semester credits of 2) a Professional Development Plan as verified by your Professional Development Team.



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IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

FILE NUMBER  
291316

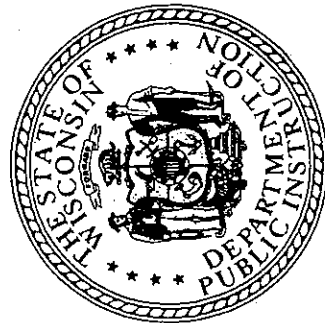
Professional Educator

VALID 7/1/2006 THROUGH 6/30/2011

**PEGGY C BLOCK**

42 GRADES PREKINDERGARTEN-8 — *end of record* — 116 FIRST THRU SIXTH-GRADE

The holder may renew this license if, within the five years preceding the next license begin date, the holder has successfully completed six semester credits or a Professional Development Plan as verified by a Professional Development Team.



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IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.

*Elizabeth Burnmaster*  
STATE SUPERINTENDENT

State of Wisconsin

*Verification of Program Completion*

Name Kelly Borkovetz	Social Security Number* 398-86-0998
Grade(s)/Development Level(s) Early Childhood through Adolescence	Subject(s)/Category(ies) and/or Position(s) School Counselor

Date of Program Completion

December 17, 2006

Date License Application submitted to Wisconsin Department of Public Instruction

- Application not submitted  
 Application submitted on: July 3, 2007

Recommended by (College, University)

University of Wisconsin-Milwaukee

Location (City)

Milwaukee

State

WI

Certification Officer Name *Print or Type*

Kathy Berry

Certification Officer Signature

*Kathy L. Berry*

Date Signed

*July 11, 2007*

\* Collection of Social Security Number is for processing purposes only and will not be shared without permission.



*With signature of Certification Officer, this verification is evidence that this individual has successfully completed a Wisconsin state-approved program including Praxis I and appropriate Praxis II content test(s) and is eligible to apply for licensure in the subject(s)/categories and/or position(s) at the grade(s)/developmental level(s) indicated.*

*Elizabeth Burmaster*

Signature of State Superintendent

# Wisconsin Department of Public Instruction License

LICENSE NUMBER  
B620000387959

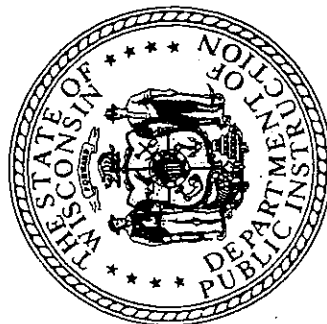
Professional Educator ISSUED 7/1/2004 EXPIRES 6/30/2009

## DAMON R BROG

- 21 GRADES 6-12 701 BROAD FIELD SOCIAL STUDIES
- 21 GRADES 6-12 715 GEOGRAPHY
- 21 GRADES 6-12 725 HISTORY
- 21 GRADES 6-12 735 POLITICAL SCIENCE

— end of certificate —

This license can be renewed if, within 5 years preceding the begin date of the renewed license, you have successfully completed either: 1) six semester credits, or 2) a Professional Development Plan as verified by your Professional Development Team.



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IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT



# Wisconsin Department of Public Instruction

## License

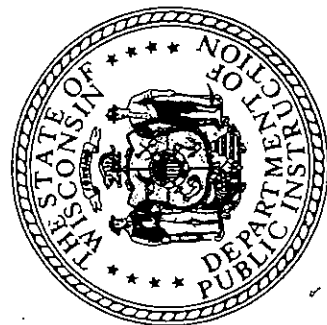
FILE NUMBER  
663801

VALID 7/1/2005 THROUGH 6/30/2010

**CHRISTINE F BUKOWSKI**

72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 334 LANGUAGE ARTS  
72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 777 REGULAR EDUCATION

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 an Initial Educator Team to be eligible for a Professional Educator License.



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IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.

*Elizabeth Burnmaster*  
STATE SUPERINTENDENT



# Wisconsin Department of Public Instruction

## License

FILE NUMBER  
702564

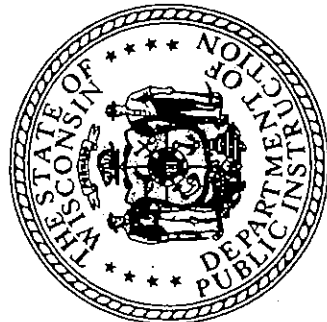
VALID 7/1/2007 THROUGH 6/30/2012

Initial Educator

**MARAE ANNE MARIE BUSS**

72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) — *area of record* — 777 REGULAR EDUCATION

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 an Initial Educator Team to be eligible for a Professional Educator License.

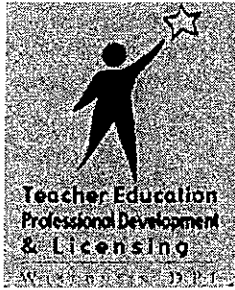


This is to verify that the person named herein has furnished the State Superintendent of Public Instruction with satisfactory evidence of preparation and experience and is licensed for the position, subject, and/or grade herein listed.

IN WITNESS WHEREOF

I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.

*Elizabeth Burnmaster*  
STATE SUPERINTENDENT



## Licenses for LINDA ANN CLANCY

File number: 601874

Most recent application (with payment) received on: June 4, 2007

License Term	License Information
July 1, 2007 through June 30, 2012	License Type: 40 Professional Educator Position/Level: 42 GRADES PREKINDERGARTEN-8 Subject: 118 FIRST THRU EIGHTH GRADE Low Grade: 01 First Grade High Grade: 08 Eighth Grade
July 1, 2007 through June 30, 2012	License Type: 40 Professional Educator Position/Level: 22 GRADES PREKINDERGARTEN-12 Subject: 316 READING TEACHER Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade
July 1, 2007 through June 30, 2012	License Type: 40 Professional Educator Position/Level: 17 READING SPECIALIST Subject: N/A Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade
July 1, 2002 through June 30, 2007	License Type: 05 5-year License Position/Level: 42 GRADES PREKINDERGARTEN-8 Subject: 118 FIRST THRU EIGHTH GRADE Low Grade: 01 First Grade High Grade: 08 Eighth Grade
July 1, 2002 through June 30, 2007	License Type: 05 5-year License Position/Level: 22 GRADES PREKINDERGARTEN-12 Subject: 317 READING SPECIALIST Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade
July 1, 2002 through June 30, 2007	License Type: 05 5-year License Position/Level: 22 GRADES PREKINDERGARTEN-12 Subject: 316 READING TEACHER Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade
July 1, 2001 through June 30, 2006	License Type: 05 5-year License Position/Level: 22 GRADES PREKINDERGARTEN-12 Subject: 316 READING TEACHER Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade
July 1, 2001 through June 30, 2006	License Type: 05 5-year License Position/Level: 42 GRADES PREKINDERGARTEN-8 Subject: 118 FIRST THRU EIGHTH GRADE Low Grade: 01 First Grade High Grade: 08 Eighth Grade
July 1, 2001 through June 30, 2006	License Type: 05 5-year License Position/Level: 22 GRADES PREKINDERGARTEN-12 Subject: 317 READING SPECIALIST

	Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade
July 1, 1999 through June 30, 2004	License Type: 05 5-year License Position/Level: 43 SUBSTITUTE TEACHER Subject: 317 READING SPECIALIST Low Grade: KG Kindergarten High Grade: 12 Twelfth Grade
July 1, 1999 through June 30, 2004	License Type: 05 5-year License Position/Level: 43 SUBSTITUTE TEACHER Subject: 118 FIRST THRU EIGHTH GRADE Low Grade: 01 First Grade High Grade: 08 Eighth Grade
July 1, 1999 through June 30, 2004	License Type: 05 5-year License Position/Level: 43 SUBSTITUTE TEACHER Subject: 316 READING TEACHER Low Grade: KG Kindergarten High Grade: 12 Twelfth Grade
July 1, 1999 through June 30, 2001	License Type: 02 2-year License Position/Level: 42 GRADES PREKINDERGARTEN-8 Subject: 118 FIRST THRU EIGHTH GRADE Low Grade: 01 First Grade High Grade: 08 Eighth Grade
July 1, 1999 through June 30, 2001	License Type: 02 2-year License Position/Level: 22 GRADES PREKINDERGARTEN-12 Subject: 317 READING SPECIALIST Low Grade: PK Pre-Kindergarten High Grade: 12 Twelfth Grade
Information as of Thu Aug 30 16:09:31 CDT 2007	

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

Wisconsin's Open Records Law and the Educator Licensing Database

Direct questions about the license search to Educator Licensing

Name: Linda Ann Clancy  
 Address: 3 Dellwood Ct  
 Grafton, WI 53024

This transcript  
 has been placed in the  
 hands of the student

GRADUATE Division

Course Number	Title	CR Type	Grade	Rpl	Att	Emd	HGPA	QIPs	GPA
2001 - 2002	Fall								

ED 521R	TRANSFMSG SCHLS	LC	A		2.00	2.00	2.00	2.00	8.00
		Term Totals			2.00	2.00	2.00	2.00	8.00 4.0000
		Career Totals			2.00	2.00	2.00	2.00	8.00 4.0000

ED 501T	CT ORNT ISS TCH	CT	A		1.00	1.00	1.00	1.00	4.00
		Term Totals			1.00	1.00	1.00	1.00	4.00 4.0000
		Career Totals			3.00	3.00	3.00	3.00	12.00 4.0000

2004 - 2005	Spring								
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CED 5850	TECH ACADEMY	LC	A		3.00	3.00	3.00	3.00	12.00
		Term Totals			3.00	3.00	3.00	3.00	12.00 4.0000
		Career Totals			6.00	6.00	6.00	6.00	24.00 4.0000

2004 - 2005	Summer								
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ED 599	SPVSN STD TEACH	LC	A		1.00	1.00	1.00	1.00	4.00
		Term Totals			1.00	1.00	1.00	1.00	4.00 4.0000
		Career Totals			7.00	7.00	7.00	7.00	28.00 4.0000

2006 - 2007	Fall								
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SRA 570Q	DIFFER INSTRUCT	CT	A		1.00	1.00	1.00	1.00	4.00
		Term Totals			1.00	1.00	1.00	1.00	4.00 4.0000
		Career Totals			8.00	8.00	8.00	8.00	32.00 4.0000

END OF RECORD

*Linda Ann Clancy*  
 Registrar

THIS DOCUMENT HAS MICROPRINTING ON THE SIDE MARGINS AND A WATERMARK FOR ADDITIONAL AUTHENTICATION

SEQUENCE 217105  
 IN 322 40 0012

WESTERN ILLINOIS UNIVERSITY  
 MACOMB, ILLINOIS  
 OFFICE OF THE REGISTRAR

DATE Sept. 3, 1968

STUDENT'S NAME Davis, Linda Ann Moranz		DATE OF BIRTH October 1, 1950	SEX F
CURRICULUM Elem. Ed.	MAJOR	PLACE OF BIRTH Peoria, Illinois	PHOTO
TRANSFER FROM	DATE	DEGREE	
GRADUATION FROM WESTERN ILLINOIS UNIVERSITY		DATE December 11, 1971	DEGREE B.S. ED.
		NAME OF PARENT OR GUARDIAN Wilbert S. Moranz	
		ADDRESS OF PARENT OR GUARDIAN 227 N. Ridge Lane, Peoria, Illinois	

ADMISSION UNITS					SECONDARY SCHOOL		
ENGLISH	4	CHEMISTRY		ALGEBRA	2	HOME ECON.	
IN.		GEN. SCI.		GEOMETRY	1	AGRICULTURE	
NCH		PHYSICS		TRIGONOMETRY	1	ARTS	
MAN	4	HISTORY		BOOKKEEPING		MISCELLANEOUS	
NISH		U.S. HIST.		TYPEWRITING			
LOGY		CIVICS		SHORTHAND			
					RANKED	IN CLASS OF	PERCENTILE
					125	502	

Richwood High School  
 Peoria, Illinois  
 June 6, 1968

DESCRIPTIVE TITLE	DEPT.	COURSE	GR.	QTR. HRS.	DESCRIPTIVE TITLE	DEPT.	COURSE	GR.	QTR. HRS.
FALL 1968					SUMMER 1971				
EN BOT	BIOL	100	C	4	HIST FOUND	EDUC	401	B	3
COMPOSITION	ENG	101A	B	3	MASTERPIECES I	ENG	314	B	4
SRV AM LIT I	ENG	235	C	4	Comp FOR TCHRS	ENG	338	B	4
USIC FUND	MUS	200	A	4	ENG GRAMMAR	ENG	417	C	4
EG GOLF	PEWS	125	C	1	AVE. 2.533				
AVE. 2.687					FALL 1971				
WINTER 1968-69					GUIDE ELEM. EDUC				
EN BOT	BIOL	102	C	4	ST TCH INT GR	EDUC	480	B	4
SRV AM LIT II	ENG	236	B	4	ST TCH INT GR	EDUC	480	S	4
COMPOSITION	ENG	102A	B	3	ST TCH INT GR	EDUC	480	S	4
HEALTH	HEAL	220	C	2	ST TCH INT GR	EDUC	480	S	4
TEE BOWLING	PEWS	123	C	1	AVE. 2.542				
EN PSYCH I	PSY	120	C	3	AHE 186 HA 166	HE 182	HP 422		
AVE. 2.545					BACHELOR OF SCIENCE IN EDUCATION DEGREE, DECEMBER 11, 1971				
SPRING 1969									
EN ZOO	BIOL	101	D	4					
SRV BR LIT I	ENG	226	C	4					
COMPOSITION	ENG	103A	B	3					
REG MOD DANCE	PEWS	113	C	1					
AMER GOVT & POL	POLS	122	C	1					
AVE. 2.354									

*Clawey*

DESCRIPTIVE TITLE	DEPT.	COURSE	GR.	QTR. HRS.	DESCRIPTIVE TITLE	DEPT.	COURSE	GR.	QTR. HRS.
FROM BRADLEY UNIVERSITY - SUMMER 1969									
ARCH	SP	241	(B)						
FALL 1969									
SURVEY OF ART	ART	180	C	4					
GRWTH & DEV	EDUC	201	A	5					
DEV OF CIVIL	OCIV	134	C	3					
MATH FOR GEN ED	MATH	105	D	4					
BEG BADMINTON	PEWS	122	B	1					
AVE. 2.369									
WINTER 1969-70									
WORD REC GEOG	GEOG	256	C	4					
DEV OF CIVIL	OCIV	135	D	3					
ALG CONCEPTS	MATH	166	B	4					
INT BOWLING	PEWS	223	C	1					
INTRO TO THEA	SP	160	B	4					
AVE. 2.358									
SPRING 1970									
INTRO GEOL I	GEOL	110	C	5					
DEV OF CIVIL	OCIV	136	C	3					
PHIL PROB	PHIL	201	B	4					
BODY MECHANICS	PEWS	141	C	1					
INTRO ANTHROP	ANTH	219	B	3					
AVE. 2.371									
SUMMER 1970									
LEARNING	EDUC	301	C	5					
AVE. 2.352									
FALL 1970									
ELEM ART METHOD	ART	360	B	3					
SOC FOUND OF ED	EDUC	302	C	3					
ELEM METHODS	MUS	360	B	3					
ELEM METHODS	PEWP	360	B	3					
INTRO SOCIOLOGY	SOC	220	C	3					
AVE. 2.384									
WINTER 1970-71									
LANG & LIT	EDUC	367	B	4					
READ ELEM GRS	EDUC	366	B	4					
CHILDRENS LIT	LISC	421	B	4					
THE EXCEP CHLD	SPEP	310	C	4					
AVE. 2.428									
SPRING 1971									
L SOC SCI METH	EDUC	365	A	4					
TCHG SCI IN GRS	EDUC	364	A	4					
ELEM METHODS	MATH	360	B	3					
CHAR OF MAADJ	SPEP	431	C	4					
AVE. 2.513									

\*For Undergraduate Credit Only  
 REQUIREMENTS MET - SENATE BIL NO 195 - 1953

STUDENT IS ENTITLED TO HONORABLE DISMISSAL UNLESS OTHERWISE STATED. CERTIFY THAT INFORMATION GIVEN IS CORRECT.

A - EXCELLENT; B - GOOD; C - FAIR; D - POOR (BARELY PASSING); F - FAILURE; INC - INCOMPLETE; AND W - WITHDRAWAL WITH PASSING GRADE. FIGURES INDICATE QUARTER HOURS. 108 QUARTER HOURS OF CREDIT ARE REQUIRED FOR

THE OFFICIAL SIGNATURE OF THE REGISTRAR IS WHITE AND IS IMPOSED ON A LIGHT PURPLE INSTITUTIONAL SEAL. REJECT TRANSCRIPT IF EITHER IS DISTORTED.

This official document is printed on purple SAFER paper and does not require a raised seal. A hidden security warning appears only when photocopied. When photocopied, the name of the institution appears on one line and the words "COPY COPY COPY" appear on the next. An official signature while not imposed upon a light purple institutional seal. Reject document as official if the signature is distorted or has been photocopied.

WESTERN ILLINOIS UNIVERSITY  
 MACOMB, ILLINOIS 61455-1390

Alan DeRoos, Registrar

# Wisconsin Department of Public Instruction License

FILE NUMBER  
684686

Initial Educator

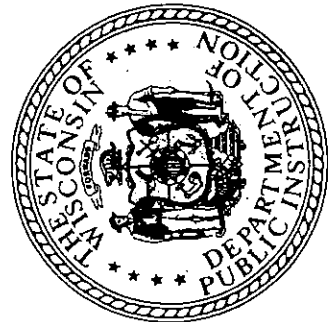
VALID 7/1/2005 THROUGH 6/30/2010

**SARAH SWANSON COLSTON**

71 EARLY CHILDHOOD to MIDDLE CHILDHOOD (birth-age 11) 777 REGULAR EDUCATION

— 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 an Initial Educator Team to be eligible for 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.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT



# Wisconsin Department of Public Instruction License

FILE NUMBER  
695733

Initial Educator

VALID 7/1/2006 THROUGH 6/30/2011

**DEMETRA C CONDOS**

70 EARLY CHILDHOOD (birth-age 8)      777 REGULAR EDUCATION  
— *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 an Initial Educator Team to be eligible for 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.

*Elizabeth Burnmaster*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction

## License

FILE NUMBER  
694680

VALID 7/1/2006 THROUGH 6/30/2011

**WISCONSIN**  
Initial Educator

**MICHAEL ERICK CROCKETT**

- 73 EARLY ADOLESCENCE to ADOLESCENCE (age 10-21) 601 BROAD FIELD SCIENCE
- 73 EARLY ADOLESCENCE to ADOLESCENCE (age 10-21) 605 BIOLOGY/LIFE SCIENCE
- 73 EARLY ADOLESCENCE to ADOLESCENCE (age 10-21) 610 CHEMISTRY

— 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 an Initial Educator Team to be eligible for a Professional Educator License.

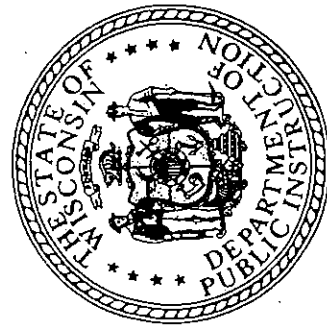
This is to verify that the person named herein has furnished the State Superintendent of Public Instruction with satisfactory evidence of preparation and experience and is licensed to the position, subject, and/or grade herein listed.

IN WITNESS WHEREOF

**STATE OF WISCONSIN**

HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.

*Elizabeth Burnester*  
STATE SUPERINTENDENT





# Wisconsin Department of Public Instruction License

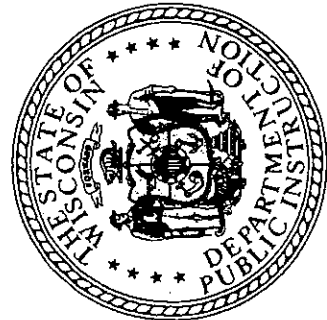
LICENSE NUMBER  
E246000663449

ISSUED 7/11/2004  
EXPIRES 6/30/2009  
Professional Educator

**KATHERINE LEE ECHELARD**

42 ELEMENTARY 116 FIRST THRU SIXTH GRADE  
— end of certificate —

This license can be renewed if, within 5 years preceding the begin date of the renewed license, you have successfully completed either: 1) six semester credits, or 2) a Professional Development Plan as verified by your Professional Development Team.



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.

*Elizabeth Summester*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction

## License

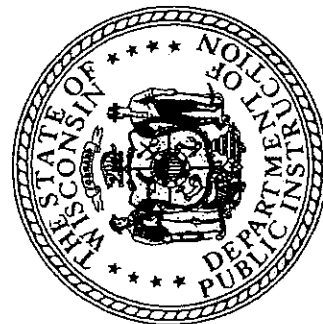
FILE NUMBER  
677899

Professional Educator with Stipulations VALID 7/1/2004 THROUGH 6/30/2009

**ARISTA J ELDER**

42 ELEMENTARY — 106 KINDERGARTEN THRU SIXTH GRADE  
— *end of record* —

This license is non-renewable. The holder must successfully complete: 1) six semester credits or a Professional Development Plan; and 2) all stipulations noted by DPI on the enclosed letter to be eligible for 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.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

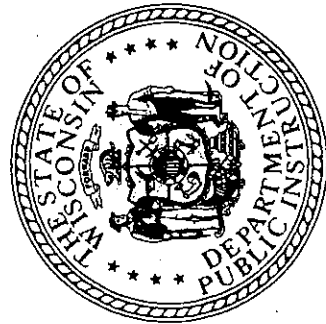
FILE NUMBER  
656877

Professional Educator-Extension VALID 7/1/2007 THROUGH 6/30/2008

**CHRISTINE MARGUERITE GETTELMAN**

42 GRADES PREKINDERGARTEN-8 118 FIRST THRU EIGHTH GRADE  
46 GRADES 1-9 320 SPEECH COMMUNICATION  
— end of record —

This license is non-renewable. The holder may apply for a Professional Educator License if, within the six years preceding this license expiration date, the holder has successfully completed a Professional Development Plan as verified by a Professional Development Team or six semester credits.



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.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

FILE NUMBER  
683754

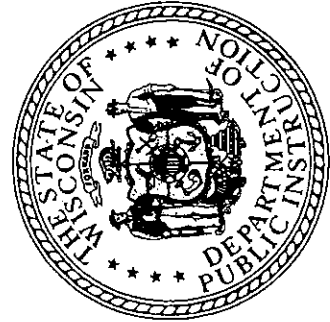
Professional Educator with Stipulations VALID 7/1/2005 THROUGH 6/30/2010

**DAVID B GUARINO**

27 GRADES 7-12 601 BROAD FIELD SCIENCE  
27 GRADES 7-12 605 BIOLOGY/LIFE SCIENCE

— end of record —

This license is non-renewable. The holder must successfully complete: 1) six semester credits or a Professional Development Plan; and 2) all stipulations noted by DPI on the enclosed letter to be eligible for 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.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction

## License

FILE NUMBER  
681792

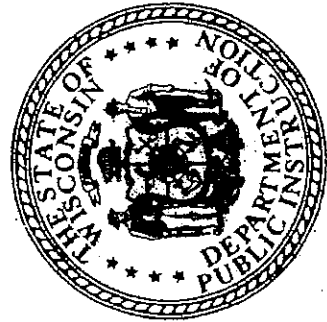
VALID 1/1/2006 THROUGH 6/30/2011

Initial Educator

FAYE LYNN HADY

71 EARLY CHILDHOOD to MIDDLE CHILDHOOD (birth-age 11) 77 REGULAR EDUCATION  
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 an Initial Educator Team to be eligible for 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.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

FILE NUMBER  
604075

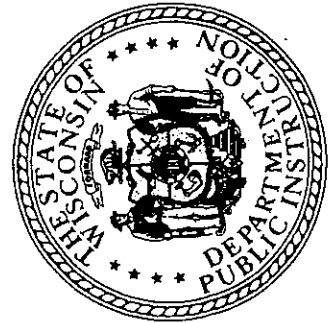
Professional Educator

VALID 7/1/2006 THROUGH 6/30/2011

**ERICA A HANSON**

42 GRADES PREKINDERGARTEN-8 — 116 FIRST THRU SIXTH GRADE  
— end of record —

The holder may renew this license if, within the five years preceding the next license begin date, the holder has successfully completed six semester credits or a Professional Development Plan as verified by a Professional Development Team.



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.

*Elizabeth Burnester*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

FILE NUMBER  
688707

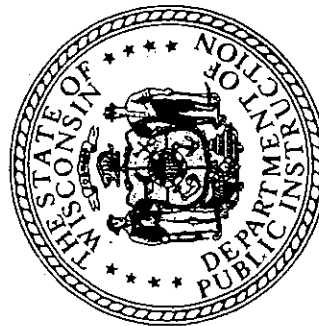
VALID 1/1/2006 THROUGH 6/30/2011

Initial Educator

ERICA RAE HANSEN

73 EARLY ADOLESCENCE to ADOLESCENCE (age 10-21) 300 ENGLISH

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 an Initial Educator Team to be eligible for 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.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

LICENSE NUMBER  
H452000659084

ISSUED  
7/1/2003

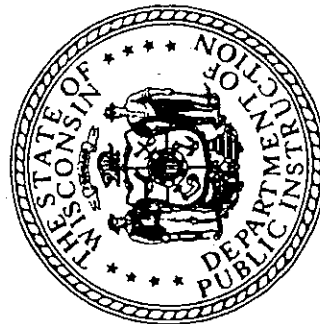
EXPIRES  
6/30/2008

5-year License

**STEVEN J HELMKE**

41 ELEMENTARY LEVEL (GRADES 1-6) 703 SOCIAL STUDIES  
42 ELEMENTARY 116 FIRST THRU SIXTH GRADE

— end of certificate —



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.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT



# Wisconsin Department of Public Instruction License

LICENSE NUMBER  
J525000628545

Professional Educator

ISSUED  
1/1/2004

EXPIRES  
6/30/2009

## MURICE D JOHNSON

42 ELEMENTARY 118 FIRST THRU EIGHTH GRADE  
46 ELEMENTARY/MIDDLE (GRADES 1-9) 400 MATHEMATICS

— end of certificate —

This license can be renewed if, within 5 years preceding the begin date of the renewed license, you have successfully completed either: 1) six semester credits, or 2) a Professional Development Plan as verified by your Professional Development Team.



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.

*Elyse B. Burmeister*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction

## License

FILE NUMBER  
636845

VALID 7/1/2006 THROUGH 6/30/2011

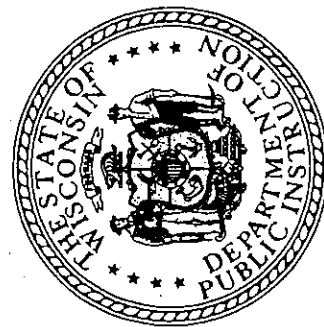
Professional Educator

TARA M KING

42 GRADES PREKINDERGARTEN-8 118 FIRST THRU EIGHTH GRADE  
46 GRADES 1-9 703 SOCIAL STUDIES

The holder may renew this license if, within the five years preceding the next license begin date, the holder has successfully completed six semester credits or a Professional Development Plan as verified by a Professional Development Team.

end of record



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.

*Elyzabeth Burnmaster*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction

## License

FILE NUMBER  
684324

VALID 7/1/2005 THROUGH 6/30/2010

**WISCONSIN**  
Initial Educator

JENNIFER AIMEE KOHLS

- 72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 634 SCIENCE
- 72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 734 SOCIAL STUDIES
- 72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 777 REGULAR EDUCATION

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 an Initial Educator team to be eligible for a Professional Educator License.



This is to verify that the person named herein has fulfilled 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.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

FILE NUMBER  
652925

Professional Educator

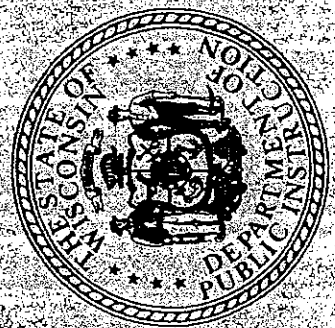
VALID 7/1/2007 THROUGH 6/30/2012

**SETH THOMAS KROENKE**

22 GRADES PREKINDERGARTEN-12 530 PHYSICAL EDUCATION

22 GRADES PREKINDERGARTEN-12 910 HEALTH  
— end of record —

The holder may renew this license if, within the five years preceding the next license begin date, the holder has successfully completed six semester credits or a Professional Development Plan as verified by a Professional Development Team.



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.

*Elizabeth Bernsten*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

LICENSE NUMBER  
K420000603766

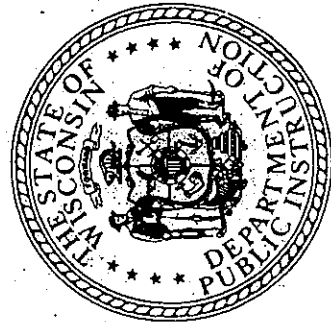
Professional Educator with Stipulations

ISSUED  
7/1/2004

EXPIRES  
6/30/2009

**KATHERINE M KYLES**

29 GRADES 9-12 725 HISTORY  
— end of certificate —



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.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT



# Wisconsin Department of Public Instruction License

FILE NUMBER  
126311

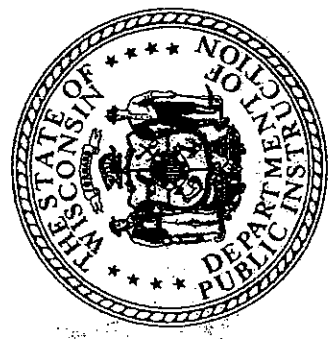
Professional Educator      VALID 7/1/2005 THROUGH 6/30/2010

**PEGGY K LANE**

22 PREKINDERGARTEN THROUGH GRADE 12    810 COGNITIVE DISABILITY  
42 ELEMENTARY    116 FIRST THRU SIXTH GRADE

— end of record —

The holder may renew this license if, within the five years preceding the next license begin date, the holder has successfully completed six semester credits or a Professional Development Plan as verified by a Professional Development Train.



This is to verify that the person named herein has fulfilled the State Superintendent of Public Instruction with satisfactory evidence of preparation and experience and is licensed for the position, subject, and grade herein listed.

IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.

*Elizabeth Bennett*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction

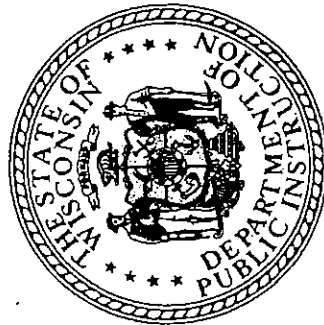
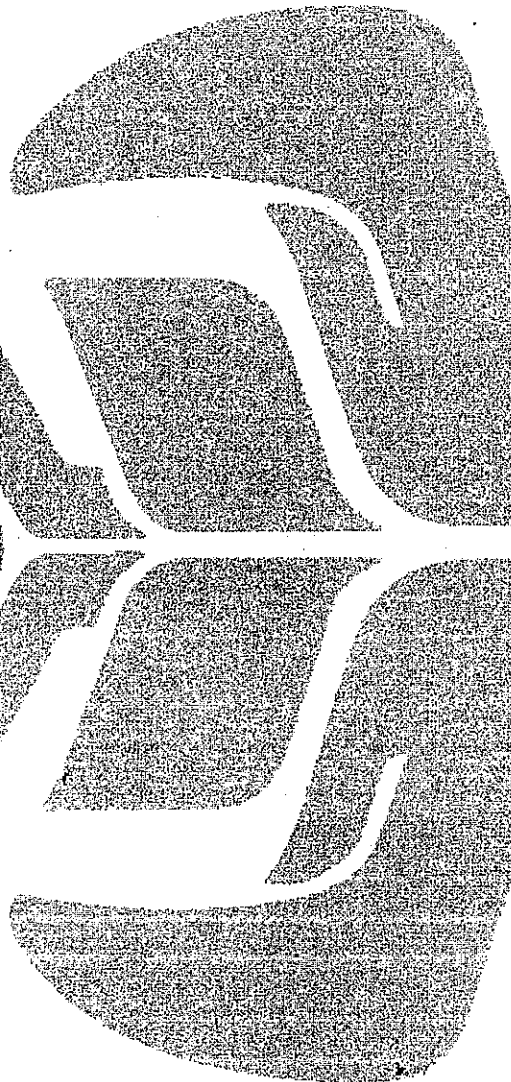
## License

FILE NUMBER  
693622

VALID 7/1/2006 THROUGH 6/30/2007

**WISCONSIN**  
4-year Initial Educator  
**ANDREA M LORENCE**  
777 REGULAR EDUCATION  
aka of record

72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13)



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.

*Elizabeth Burnmaster*  
STATE SUPERINTENDENT





# Wisconsin Department of Public Instruction License

FILE NUMBER  
678568

Initial Educator

VALID 1/1/2005 THROUGH 6/30/2010

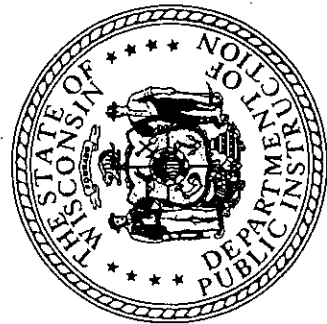
**ALICIA PAIGE MOORE**

72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 300 ENGLISH

72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 777 REGULAR EDUCATION

— end of record —

The holder must successfully teach for at least three years and complete a Professional Development Plan as verified by an Initial Educator Team to be eligible for 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.

*Elizabeth Burmaster*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

LICENSE NUMBER  
M610000648688

Professional Educator

ISSUED  
7/11/2004

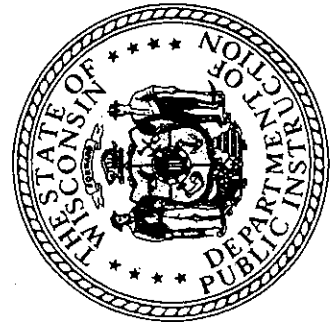
EXPIRES  
6/30/2009

**BETH MARIE MURPHY**

42 ELEMENTARY 118 FIRST THRU EIGHTH GRADE  
46 ELEMENTARY/MIDDLE (GRADES 1-9) 621 SCIENCE

— end of certificate —

This license can be renewed if, within 5 years preceding the begin date of the renewed license, you have successfully completed either: 1) six semester credits, or 2) a Professional Development Plan as verified by your Professional Development Team.



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.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

LICENSE NUMBER  
N000000657023

Professional Educator

ISSUED  
1/1/2004

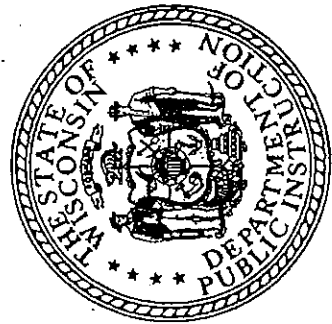
EXPIRES  
6/30/2009

**NICOLE L NEU**

21 GRADES 6-12 814 LEARNING DISABILITY  
21 GRADES 6-12 830 EMOTIONAL BEHAVIORAL DISABILITY

end of certificate

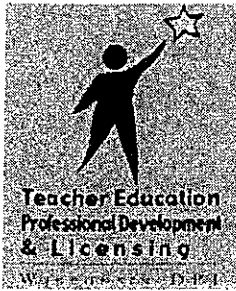
This license can be renewed if, within 5 years preceding the begin date of the renewed license, you have successfully completed either: 1) six semester credits, or 2) a Professional Development Plan as verified by your Professional Development Team.



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.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT



## Licenses for KATHLEEN SHANNON O'BRIEN

File number: 694200

Most recent application (with payment) received on: July 3, 2006

License Term	License Information
July 1, 2006 through June 30, 2011	License Type: 20 Initial Educator Position/Level: 72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) Subject: 777 REGULAR EDUCATION
Information as of Thu Aug 30 16:14:20 CDT 2007	

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

Wisconsin's Open Records Law and the Educator Licensing Database

Direct questions about the license search to Educator Licensing

State of Wisconsin

# Verification of Program Completion

Name KATHLEEN SHANNON O'BRIEN 1217 AYRSHIRE LN WAUKESHA WI 53186	Social Security Number*
Grade(s)/Development Level(s) MIDDLE CHILDHOOD - EARLY ADOLESCENCE	Subject(s)/Category(ies) and/or Position(s) ELEMENTARY EDUCATION

Date of Program Completion  
 May 14, 2006

Date License Application submitted to Wisconsin Department of Public Instruction

Application not submitted  
 Application submitted on: June 28, 2006

Recommended by (College, University)  
 University of Wisconsin-Madison

Location (City) Madison	State WI
----------------------------	-------------

Certification Officer Name *Print or Type*  
 Ken Zeichner

Certification Officer Signature 	Date Signed 6/28/06
---	------------------------



*With signature of Certification Officer, this verification is evidence that this individual has successfully completed a Wisconsin state-approved program including Praxis I and appropriate Praxis II content test(s) and is eligible to apply for licensure in the subject(s)/categories and/or position(s) at the grade(s)/developmental level(s) indicated.*

*Elizabeth Burmaster*  
 Signature of State Superintendent

\* Collection of Social Security Number is for processing purposes only and will not be shared without permission.

# Wisconsin Department of Public Instruction License

FILE NUMBER  
694179

Initial Educator

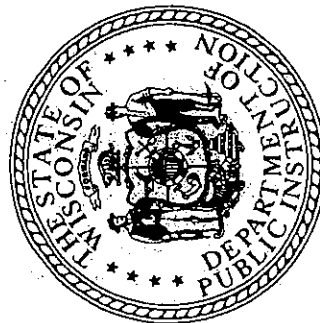
VALID 7/1/2006 THROUGH 6/30/2011

**JULIE BETH PATTERSON**

73 EARLY ADOLESCENCE to ADOLESCENCE (age 10-21) 605 BIOLOGY/LIFE SCIENCE  
73 EARLY ADOLESCENCE to ADOLESCENCE (age 10-21) 610 CHEMISTRY

— 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 an Initial Educator Team to be eligible for 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.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

FILE NUMBER  
693872

Initial Educator with Stipulations

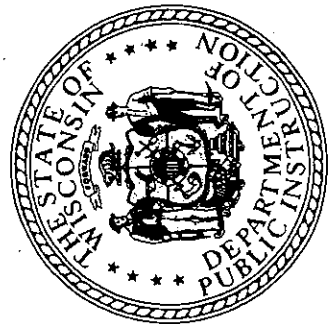
VALID 7/1/2006 THROUGH 6/30/2011

**JESSICA L PODNAR**

72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 801 CROSS-CATEGORICAL SPECIAL EDUCATION  
73 EARLY ADOLESCENCE to ADOLESCENCE (age 10-21) 801 CROSS-CATEGORICAL SPECIAL EDUCATION

— end of record —

This license is non-renewable. The holder must successfully complete a Professional Development Plan as verified by an Initial Educator Team and all stipulations noted by DPI in the enclosed letter to be eligible for 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.

*Elizabeth Burmaster*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction

## License

FILE NUMBER  
523651

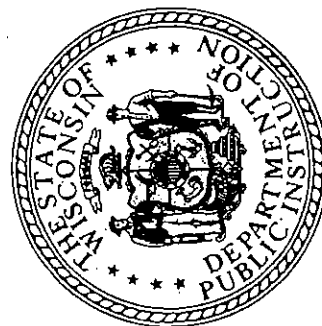
VALID 7/1/2005 THROUGH 6/30/2010

**WISCONSIN**  
**Initial Educator**

**DAVID A. PONTIUS**

71 EARLY CHILDHOOD to MIDDLE CHILDHOOD (birth-age 11) 777 REGULAR EDUCATION  
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 an Initial Educator Team to be eligible for 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.

*Elizabeth Burmaster*  
STATE SUPERINTENDENT



# Wisconsin Department of Public Instruction License

FILE NUMBER  
694612

VALID 7/1/2006 THROUGH 6/30/2011

Initial Educator

**EMILIE E REZEL**

71 EARLY CHILDHOOD to MIDDLE CHILDHOOD (birth-age 11) — 777 REGULAR EDUCATION  
— 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 an Initial Educator Team to be eligible for 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.

*Elizabeth Burmaster*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

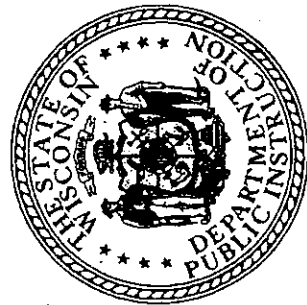
FILE NUMBER  
639811

Professional Educator with Stipulations VALID 7/1/2004 THROUGH 6/30/2009

**KRISTY E ROHDE**

42 ELEMENTARY 086 PREKINDERGARTEN THROUGH GRADE 6  
48 GRADES 6-8 300 ENGLISH

This license is non-renewable. The holder must successfully complete: 1) six semester credits or a Professional Development Plan; and 2) all stipulations noted by DPI on the enclosed letter to be eligible for 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.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

LICENSE NUMBER  
R425000667400

Professional Educator with Stipulations

ISSUED  
7/1/2004

EXPIRES  
6/30/2009

**KRISTI JO ROLISON**

42 ELEMENTARY 108 KINDERGARTEN THRU EIGHTH GRADE  
— end of certificate —



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.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

FILE NUMBER

117411

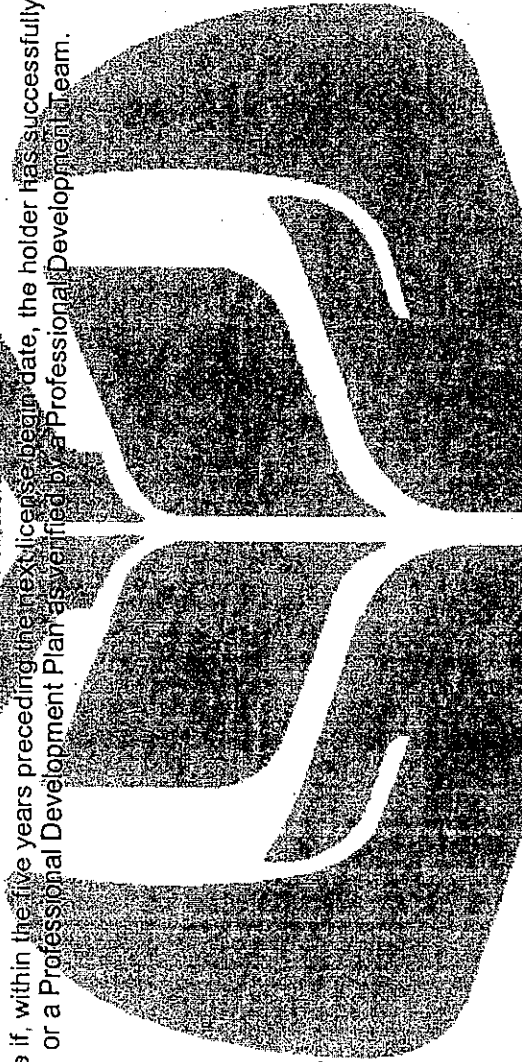
VALID 7/1/2007 THROUGH 6/30/2012

Professional Educator

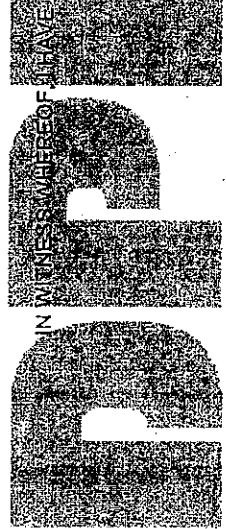
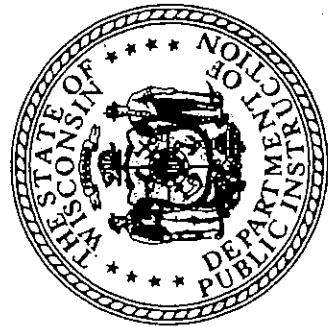
STACY L SCHIEDEMEYER

41 GRADES 1-6 703 SOCIAL STUDIES  
42 GRADES PREKINDERGARTEN 8 086 PREKINDERGARTEN THROUGH GRADE 6

The holder may renew this license if, within the five years preceding the next license beginning date, the holder has successfully completed six semester credits or a Professional Development Plan as verified by a Professional Development Team.



This is to verify that the holder has met the requirements for the Wisconsin State Superintendent of Public Instruction with satisfactory evidence of preparation, education, training, and licensure as set forth in the position, subject, and/or grade herein listed.



IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction

## License

FILE NUMBER  
011892

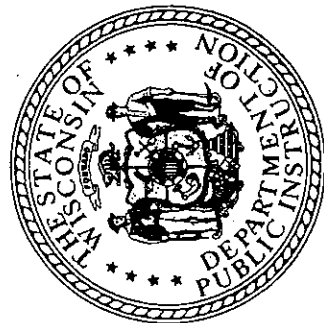
Professional Educator

VALID 7/1/2005 THROUGH 6/30/2010

**GAIL M SCHROEDER**

22 PREKINDERGARTEN THROUGH GRADE 12 505 MUSIC (INSTRUMENTAL)  
— end of record —

The holder may renew this license if, within the five years preceding the next license begin date, the holder has successfully completed six semester credits or a Professional Development Plan as verified by a Professional Development Team.



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.

*Elizabeth Burnmaster*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction

## License

FILE NUMBER  
681434

VALID 1/1/2005 THROUGH 6/30/2010

**Initial Educator**  
**JOANNA K. SCHWAB**

71 EARLY CHILDHOOD to MIDDLE CHILDHOOD (birth-age 11) <sup>end of record</sup> 777 REGULAR EDUCATION

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 an Initial Educator Team to be eligible for 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.

*Elizabeth Burnmaster*  
STATE SUPERINTENDENT



# State of Wisconsin

## Department of Regulation & Licensing

" Ensuring the availability of safe and competent professional services "

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location: [License lookup](#) > [Health professionals](#) > [Details](#)

### Health professional details

□

Name: **SILER, INGA R.**

Profession: **Speech-Language Pathology (154)**

License number: 2786

Current through: 31-JAN-2009

Location: SHOREWOOD, WI 53211

Status: ACTIVE

Eligible to practice: YES

*Additional information:*

Granted on: 19-OCT-2005

[View payment history](#)

Discipline: No

Speciality description: Not applicable

Old Credential Holder Name: KIMPTON

Consistent with JCAHO and NCQA standards for primary source verification.

Wisconsin Department of Regulation & Licensing. All Rights Reserved.  
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8/22/07 WESTERN ILLINOIS UNIVERSITY 3:15:40PM

TRANSCRIPT REQUEST CONFIRMATION

INGA KIMPTON

CONFIRMATION - Within two to five business days, your transcript will be sent to the following address:

KEITH ROGERS  
MILWAUKEE ACADEMY OF SCIENCE  
2000 W. KILBOURN  
MILWAUKEE WI 53233

Please note that this request may not be processed if an administrative or financial hold is placed on your record within the next two to five business days. At that time, you will be notified via WIU e-mail to confirm that this request was or was not processed.

If you need to change or cancel this request before it is processed, contact the Office of the Registrar at (309)298-1891, ext 225.



08/22/07

# Unofficial Academic History

03:13:08PM

INGA KIMPTON

Page 1 of 1

Description	Dept	Crse	Gr	Hrs
FALL 2002				
AUDIOMETRY	CSD	390	A	3
AVE: 0.000				
AHE 0	HA 0	HE 0	HP 0	0
FALL 2002				
AURAL REHAB I	CSD	494G	A	3
INT RES METH	CSD	501	B	3
LANG THEORY DEV	CSD	511	A	3
APHASIA	CSD	523	A	3
CL PR S&L PATH	CSD	588	A	1
AVE: 3.769				
SPRING 2003				
CHILD LANG DIS	CSD	512	B	3
DYSPHAGIA	CSD	525	B	3
FLUENCY DIS	CSD	547	A	3
AUD FOR SLP	CSD	550	A	3
CL PR S&L PATH	CSD	588	A	1
AVE: 3.653				
SUMMER 2003				
SEM PRO AFFAIRS	CSD	503	A	2
SEM SP LAN PATH	CSD	504	B	2
CL PR S&L PATH	CSD	588	A	1
AVE: 3.645				
FALL 2003				
ORAL-MOT ARTIC	CSD	510	B	3
METH PUB SCH	CSD	521	A	3
VOICE DIS	CSD	535	B	2
APPL PHONOLOGY	CSD	548	A	3
CLIN PRAC EVAL	CSD	587	B	1
CL PR S&L PATH	CSD	588	A	1
PORTFOLIO	CSD	604	S	0
COG/DEGEN DIS	CSD	524	B	3
RESEARCH PROJ	CSD	603	C	3
AVE: 3.574				
SPRING 2004				
CL PRAC PUB SCH	CSD	522	A	3
CL PRAC PUB SCH	CSD	522	A	3
INTER COMM DIS	CSD	600	A	3
AVE: 3.559				
AHE 59	HA 59	HE 59	HP 210	
MASTER OF SCIENCE				
DEGREE GRANTED: MAY 8, 2004				
MAJOR: COMMUN SCIENCES & DISORDERS				

MJOPT: SPEECH-LANGUAGE

\*\*\*\*\*

=== UNOFFICIAL ACADEMIC HISTORY ===

NOT TO BE RELEASED TO A THIRD PARTY

NAME: INGA R. KIMPTON  
 STUDENT ID: 900 24-4952  
 BIRTHDAY: FEBRUARY 15

MAJOR: COMMUNICATION SCIENCES & DISORDERS

FALL 2002

=== NO FURTHER ENTRIES THIS PAGE ===

AUDIOMETRY	CSD	390	A	3
	HA	HE	HP	GPA
TERM:	3	3	12	4.000

CUMULATIVE:	AHE	HA	HE	HP	GPA
	0	0	0	0	0.000

FALL 2002

AURAL REHAB I	CSD	494G	A	3
INT RES METH	CSD	501	B	3
LANG THEORY DEV	CSD	511	A	3
APHASIA	CSD	523	A	3
CL PR S&L PATH	CSD	588	A	1
	HA	HE	HP	GPA
TERM:	13	13	49	3.769

SPRING 2003

CHILD LANG DIS	CSD	512	B	3
DYSPHAGIA	CSD	525	B	3
FLUENCY DIS	CSD	547	A	3
AUD FOR SLP	CSD	550	A	3
CL PR S&L PATH	CSD	588	A	1
	HA	HE	HP	GPA
TERM:	13	13	46	3.538

SUMMER 2003

SEM PRO AFFAIRS	CSD	503	A	2
SEM SP LAN PATH	CSD	504	B	2
CL PR S&L PATH	CSD	588	A	1
	HA	HE	HP	GPA
TERM:	5	5	18	3.600

FALL 2003

ORAL MOT ARTIC	CSD	510	B	3
METH PUB SCH	CSD	521	A	3
VOICE DIS	CSD	535	B	2
APPL PHONOLOGY	CSD	548	A	3
CLIN PRAC EVAL	CSD	587	B	1
CL PR S&L PATH	CSD	588	A	1
PORTFOLIO	CSD	604	S	0
COG/DEGEN DIS	CSD	524	B	3
RESEARCH PROJ	CSD	603	C	3
	HA	HE	HP	GPA
TERM:	19	19	61	3.210

SPRING 2004

CL PRAC PUB SCH	CSD	522	A	3
CL PRAC PUB SCH	CSD	522	A	3
INTER COMM DIS	CSD	600	A	3
	HA	HE	HP	GPA
TERM:	9	9	36	4.000

CUMULATIVE:	AHE	HA	HE	HP	GPA
	59	59	59	210	3.559

MASTER OF SCIENCE  
 DEGREE GRANTED: MAY 8, 2004  
 MAJOR: COMMUN SCIENCES & DISORDERS  
 MJOPT: SPEECH-LANGUAGE

== END OF ACADEMIC TRANSCRIPT ==

KEITH ROGERS  
 MILWAUKEE ACADEMY OF SCIENCE  
 2000 W. KILBOURN  
 MILWAUKEE WI 53233

WESTERN ILLINOIS UNIVERSITY  
 DATE ISSUED: 08/23/2007

PAGE 1 OF 1

THE OFFICIAL SIGNATURE OF THE REGISTRAR IS WHITE AND IS IMPOSED ON A LIGHT PURPLE INSTITUTIONAL SEAL. REJECT TRANSCRIPT IF EITHER IS DISTORTED.

This official document is printed on purple SCRP-SAFE paper. The document requires a raised seal. A hidden security warning appears only when photocopied. When photocopied, the name of the institution appears on one line and the words "COPY COPY COPY" appear on the next. An official signature is white and is imposed upon a light purple institutional seal. Reject document as official if the signature is distorted or has been photocopied.

WESTERN ILLINOIS UNIVERSITY  
 MACOMB, ILLINOIS 61455-1390

Alan DeRoos, Registrar

# Wisconsin Department of Public Instruction License

FILE NUMBER  
291847

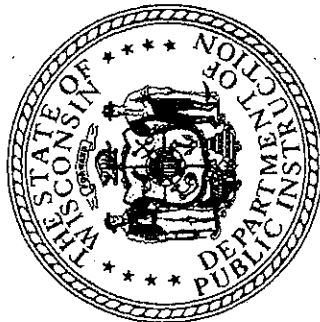
Professional Educator

VALID 7/1/2007 THROUGH 6/30/2012

## MARSHALL TYLER SORENSON

22 GRADES PREKINDERGARTEN-12    530 PHYSICAL EDUCATION  
22 GRADES PREKINDERGARTEN-12    860 ADAPTIVE PHYSICAL EDUCATION  
— end of record —

The holder may renew this license if, within the five years preceding the next license begin date, the holder has successfully completed six semester credits or a Professional Development Plan as verified by a Professional Development Team.



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.

*Elizabeth Burmaster*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

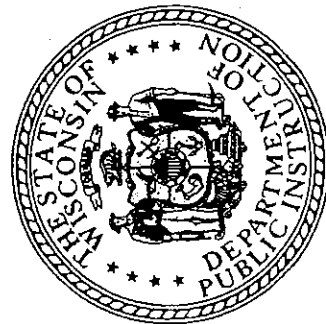
FILE NUMBER  
686360

Professional Educator with Stipulations VALID 7/1/2006 THROUGH 6/30/2011

**HEATHER WOODAZ SPENCER**

42 GRADES PREKINDERGARTEN 8 — 106 KINDERGARTEN THRU SIXTH GRADE  
— end of record —

This license is non-renewable. The holder must successfully complete: 1) six semester credits or a Professional Development Plan; and 2) all stipulations noted by DPI on the enclosed letter to be eligible for 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.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

FILE NUMBER  
701773

Initial Educator

VALID 7/11/2007 THROUGH 6/30/2012

ALLISON JO SUTTERFIELD

72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 400 MATHEMATICS  
72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 777 REGULAR EDUCATION  
— 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 an Initial Educator Team to be eligible for 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.

*Elizabeth Bernsten*  
STATE SUPERINTENDENT

# License

LICENSE NUMBER  
T220000606754

ISSUED  
7/1/2005

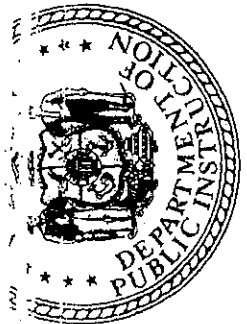
EXPIRES  
6/30/2010

Professional Educator

**SARAH J THUSIUS**

42 ELEMENTARY 808 EARLY CHILDHOOD EXCEPTIONAL ED NEEDS  
— end of certificate —

This license can be renewed if, within 5 years preceding the begin date of the renewed license, you have successfully completed either: 1) six semester credits, or 2) a Professional Development Plan as verified by your Professional Development Team.



IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.

*Elizabeth Burmaster*  
STATE SUPERINTENDENT



# Wisconsin Department of Public Instruction

## License

FILE NUMBER  
685485

Initial Educator

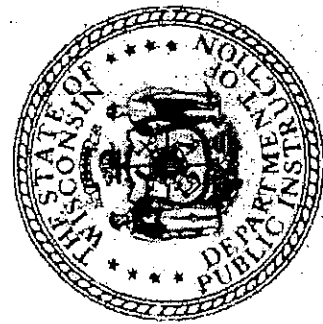
VALID 1/1/2006 THROUGH 6/30/2011

**KRISTI LYNN THILL**

- 72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 405 COMPUTER SCIENCE
- 72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 777 REGULAR EDUCATION

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 an Initial Educator Team to be eligible for a Professional Educator License.

*end of record*



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

*Elizabeth Sumner*  
STATE SUPERINTENDENT



# Wisconsin Department of Public Instruction

## License

FILE NUMBER  
606253

Professional Educator with Stipulations VALID 7/1/2006 THROUGH 6/30/2011

MELVIN J THOMAS

41 GRADES (6-16) FIRST THRU SIXTH GRADE  
74 EARLY CHILDHOOD to ADOLESCENCE (birth-age 21) 951 CHARTER SCHOOL INSTRUCTIONAL STAFF

This license is non-renewable. The holder must successfully complete: 1) six semester credits or a Professional Development Plan; and 2) all stipulations noted by DPI on the enclosed letter to be eligible for 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.

*Elizabeth Burnmaster*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

FILE NUMBER  
694896

Initial Educator

VALID 7/1/2006 THROUGH 6/30/2011

**CHRISTIAN K TILING**

- 72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 605 BIOLOGY/LIFE SCIENCE
- 72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 606 LIFE AND ENVIRONMENTAL SCIENCE

— 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 an Initial Educator Team to be eligible for 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.

*Elizabeth Burmaster*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

LICENSE NUMBER  
V160000671176

Professional Educator

ISSUED  
7/11/2004

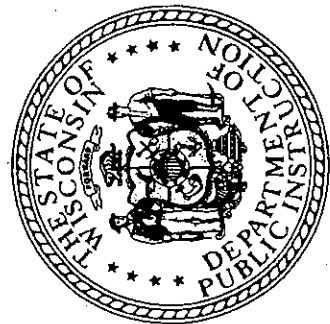
EXPIRES  
6/30/2009

**KATHLEEN REBECCA VEBBER**

42 ELEMENTARY 116 FIRST THRU SIXTH GRADE

— end of certificate —

This license can be renewed if, within 5 years preceding the begin date of the renewed license, you have successfully completed either: 1) six semester credits, or 2) a Professional Development Plan as verified by your Professional Development Team.



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.

*Elizabeth Burmeister*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

LICENSE NUMBER  
W630000609978

Professional Educator

ISSUED  
7/1/2004

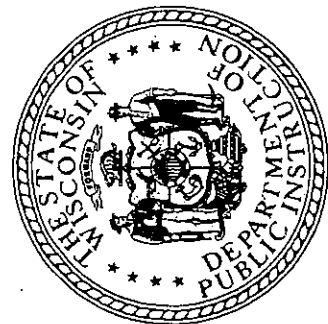
EXPIRES  
6/30/2009

**JAMES M WARD**

21 GRADES 6-12 701 BROAD FIELD SOCIAL STUDIES  
21 GRADES 6-12 725 HISTORY

— end of certificate —

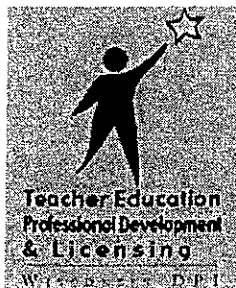
This license can be renewed if, within 5 years preceding the begin date of the renewed license, you have successfully completed either: 1) six semester credits, or 2) a Professional Development Plan as verified by your Professional Development Team.



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.

*Elizabeth Burnmaster*  
STATE SUPERINTENDENT



## Licenses for NICOLE MARIE WATSON

File number: 697819

Most recent application (with payment) received on: August 3, 2007

License Term	License Information
July 1, 2007 through June 30, 2012	License Type: 22 Initial Educator with Stipulations Position/Level: 73 EARLY ADOLESCENCE to ADOLESCENCE (age 10-21) Subject: 400 MATHEMATICS
Information as of Thu Aug 30 16:07:00 CDT 2007	

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

Wisconsin's Open Records Law and the Educator Licensing Database

Direct questions about the license search to Educator Licensing

# State of Indiana

## Professional Educator's License

Instructional: Initial Practitioner  
In accordance with Indiana statutes and rules of the Professional Standards Advisory Board, the Indiana Department of Education hereby certifies that:

**Nicole M Moore**

has met the INTASC and Indiana Content and Development Standards and is licensed to practice at the Initial Practitioner's level, as follows:

CONTENT AREA

Mathematics

SCHOOL SETTING

High School

*Dr. SuelLEN Reed*

Dr. SuelLEN Reed, Superintendent of Public Instruction

Action: Original

Issued: May 08, 2006

Expires: May 08, 2008

Indiana Mentoring and Assessment Program Required

In order to obtain the five-year proficient practitioner license, you must complete the Indiana Mentoring and Assessment Program. If you do not meet program requirements within six years, you must complete continuing education in order to renew the initial license.

License No: 949329

Degree: BACHELOR

Basis: Rules 2002

# Wisconsin Department of Public Instruction License

FILE NUMBER  
698105

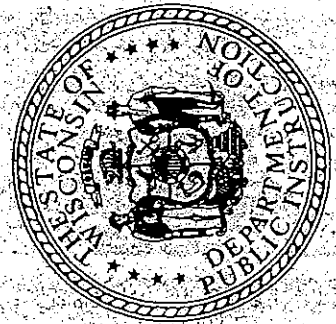
Initial Educator

VALID 1/1/2007 THROUGH 6/30/2012

**MATTHEW PAUL WIESNER**

73 EARLY ADOLESCENCE to ADOLESCENCE (age 10-21) 625 PHYSICS  
— 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 an Initial Educator Team to be eligible for 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.

*Elizabeth Sumner*  
STATE SUPERINTENDENT

# Wisconsin Department of Public Instruction License

FILE NUMBER  
683991

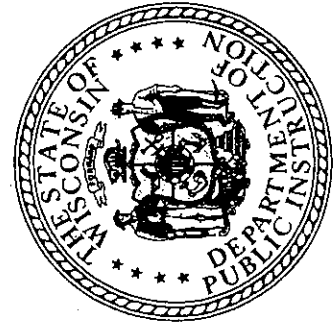
Initial Educator

VALID 7/1/2005 THROUGH 6/30/2010

**JACQUELINE ESTHER WHALEN**

71 EARLY CHILDHOOD to MIDDLE CHILDHOOD (birth-age 11) 777 REGULAR EDUCATION  
— end of record —

The holder must successfully teach for at least three years and complete a Professional Development Plan as verified by an Initial Educator Team to be eligible for 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.

*Elizabeth Burnmaster*  
STATE SUPERINTENDENT



# Wisconsin Department of Public Instruction

## License

FILE NUMBER  
695863

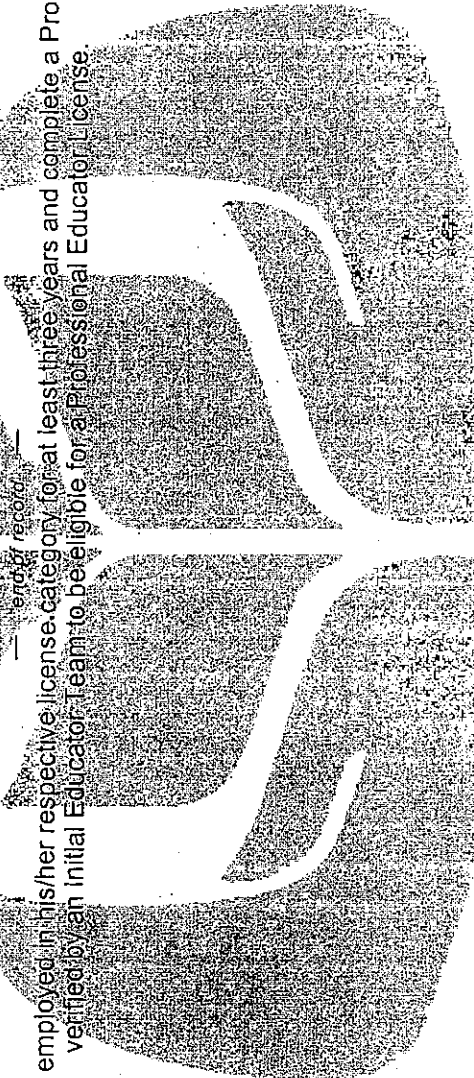
VALID 7/1/2006 THROUGH 6/30/2011

Initial Educator

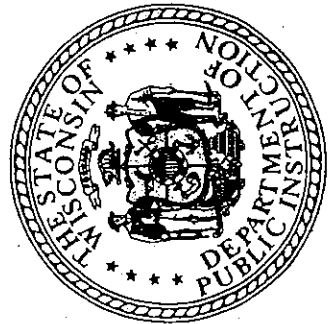
AARON PAUL ZINGSHEIM

- 72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 634 SCIENCE
- 72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 734 SOCIAL STUDIES
- 72 MIDDLE CHILDHOOD to EARLY ADOLESCENCE (age 6-13) 777 REGULAR EDUCATION

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 an Initial Educator Team to be eligible for a Professional Educational License.



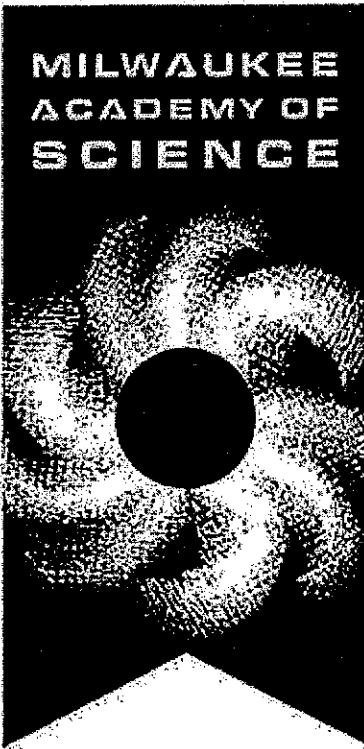
This is to verify that the person named herein has fulfilled the State Superintendent of Public Instruction with satisfactory evidence of preparation and experience and is licensed for the position, subject, and/or grade herein listed.



IN WITNESS WHEREOF, I HAVE HEREUNTO AFFIXED MY SIGNATURE AND OFFICIAL SEAL.

*Elizabeth Burmaster*  
STATE SUPERINTENDENT

Attachment R:  
Parent Handbook



**2007-2008  
Parent Handbook**

WISDOM ✦ JUSTICE ✦ COURAGE ✦ COMPASSION ✦ HOPE ✦ RESPECT ✦ RESPONSIBILITY ✦ INTEGRITY

WISDOM ✦ JUSTICE ✦ WISDOM ✦ INTEGRITY ✦ RESPONSIBILITY ✦ INTEGRITY ✦ RESPECT ✦ HOPE ✦ COMPASSION ✦ COURAGE ✦ COURAGE ✦ JUSTICE ✦ WISDOM ✦

WISDOM ✦ JUSTICE ✦ COURAGE ✦ COMPASSION ✦ HOPE ✦ RESPECT ✦ RESPONSIBILITY ✦ INTEGRITY ✦ WISDOM ✦ JUSTICE ✦

At the  
Milwaukee Academy  
of Science I will:

**RESPECT** myself,

**RESPECT** our school staff,

**RESPECT** my fellow students,

**RESPECT** my school.

WISDOM ✦ JUSTICE ✦ COURAGE ✦ COMPASSION ✦ HOPE ✦ RESPECT ✦ RESPONSIBILITY ✦ INTEGRITY

## School Calendar

August 13, 2007	First Day of School for Teachers
August 15, 2007	First Day of School for Students
August 27, 2007	No School – Teacher Inservice
September 3, 2007	No School – Labor Day Holiday
Week of September 10, 2007	Keeping Healthy Intensive
September 28, 2007	No School – Teacher Inservice
October 19, 2007	End of First Grading Period
October 24, 2007	No School – Teacher Inservice
October 31, 2007	Parent Teacher Conferences (1 p.m. – 8 p.m.)
November 1, 2007	Parent Teacher Conferences (4 p.m. – 8 p.m.)
November 2, 2007	No School
Week of November 5	Quiz Bowl Grades 4, 5 and 8
November 22 & 23, 2007	No School – Thanksgiving Holiday
Week of November 26, 2007	Weather Disasters Intensive
December 21, 2007	Last Day of School before Winter Break/End of second grading period
January 7, 2008	School resumes after Winter Break
January 16, 2008	Parent Teacher Conferences (1 p.m. – 8 p.m.)
January 17, 2008	Parent Teacher Conferences (4 p.m. – 8 p.m.)
January 18, 2008	No School
January 21, 2008	No School – MLK Day
January 24, 2008	Sensational Science Night
February 8, 2008	No School – Teacher Inservice
March 7, 2008	End of Third grading Period
March 19, 2008	Parent Teacher Conferences (1 p.m. – 8 p.m.)
March 20, 2008	Parent Teacher Conferences (4 p.m. – 8 p.m.) – Last day of school before Spring Break
March 31, 2008	School Resumes after Spring Break
April 17 – 22, 2008	InNOVAtions Science Fair
April 18, 2008	No School – Teacher Inservice
May 9, 2008	No School – Teacher Inservice
May 19 – 21, 2008	7 <sup>th</sup> Grade trip to Trees for Tomorrow
Week of May 19, 2008	Science intensive - Electricity
May 26, 2008	No School – Memorial Day
Week of June 2	Quiz Bowl Grade 6 and 7
June 13, 2008	Last Day of School (Early Dismissal) for students
June 16, 2008	Last Day of School for Teachers

## Admission

The Milwaukee Academy of Science is a public school, and therefore admits all of our students in a non-discriminatory manner. The open enrollment period is in January. If all available spots are full as of January 31<sup>st</sup> and not all applicants have been placed, a lottery will be held on February 15<sup>th</sup> to fill the spots. After that time, the school will accept applications for the coming school year through September and accept students on a space available basis. Students will have one week from the first day of school to maintain their space, after that it will be given to a student on the waiting list. Spots for the current school year will be filled in January from the waiting list. Applications are accepted any time, however, after September 21, 2007 students will not be placed in a classroom until January and after January 11, 2008, they will be placed on a waiting list for the following year. Students with siblings enrolled at the school or students who are returning to the school may be given preference in admission.

## Arrival

School starts at 8:00 a.m. Students may enter the building at 7:45 a.m. and are expected to be in their classroom by 8:00 a.m. **Any student arriving after 8:00 a.m. is considered tardy. An adult must accompany the student to the main office to get a late pass. Students arriving before 7:45 a.m. are not permitted in the building.** This is for your student's safety – we cannot provide supervision.

## Attendance

Students at the Milwaukee Academy of Science are expected to be at school ready to learn each day.

**All absences require a phone call and a note from the child's parent or guardian.** If your child is ill and must miss a day of school, please call the school at 933-0302, x1105 the morning of the absence. Send a note when your child returns to school.

Illness, family emergencies and religious holidays are recorded as excused absences. All other absences are considered unexcused. **Absences are recorded as unexcused until a written explanation is sent to the office.**

## School Attendance and Truancy

The State of Wisconsin has a Compulsory School Attendance Law (SL118.15) which makes it the responsibility of the parent or guardians to see that any child between the ages of 6 and 18 attends school regularly during the full period and hours. **Students with five or more unexcused absences in one semester are considered "habitual truants" and will be reported to the state as such.**

## **School Attendance and Truancy (cont.)**

All efforts will be made to work with families to help ensure that students attend school regularly. Students with excessive tardies and absences will be referred to the Family Coordinator. **However, by rule of the Wisconsin Department of Public Instruction, excessive absences must be reported to the District Attorney's office.** Students who are not in attendance for 30 consecutive days and who have no contact with the school will be dropped from the school roster, and a student from the waiting list may be accepted in the open spot.

## **Bus Transportation**

Students who live two or more miles from the school are eligible for bus transportation. The stops are not at the students' homes, but will be within a few blocks. The pick-up and drop-off stops must be the same. Students may not ride a bus that is not their assigned bus.

When you need to change a bus route it is important that you call the Bus Coordinator at 933-0302 x1138 as soon as possible. You may also contact the main office at x1196.

If the bus is late in the morning, or your child is late coming home, please call the bus company, **Riteway Bus Lines, directly at 438-5400.** They will be able to tell you where the bus is and why it is late.

## **Bus Rules**

**All students are expected to observe classroom conduct rules while riding the bus.** As a bus passenger your child should follow all of the rules established by the bus company and the Milwaukee Academy of Science.

Unacceptable behavior on the bus will receive a warning from the bus driver. Certain behaviors may result in immediate suspension or expulsion from the bus.

If unacceptable behavior continues after at least one warning, the bus driver will write a referral about the incident and send the referral to the Bus Coordinator. A copy of the referral will be mailed to the student's parents and the Bus Coordinator will meet with the student.

For serious violations of the bus rules, students may be suspended from the bus. **Parents are responsible for getting their child to school during the suspension.** Absences due to bus suspension will be considered unexcused.

**Severe infractions (as judged by the principal or designee) may result in immediate removal from the bus and consequences of the Milwaukee Academy of Science discipline code will be enforced. Bus riding is a privilege, not a right, and students may be removed at any time and for any length of time at the Bus Coordinator's discretion.**

### **Bus Rules (cont.)**

All students are expected to follow these rules and procedures when riding the bus. **Bus riding is a privilege and MAS is not obligated to provide students with transportation.**

#### **Bus Procedures:**

1. Report to the bus stop at least five minutes before the scheduled pick-up time.
2. Cross the street in front of the bus, only when the red flashers are on and the bus driver has signaled that you may cross.
3. Go directly to your seat and remain seated until the bus has reached a complete stop at its destination. The bus driver may assign seats.

The Bus Rules have three levels as described below:

**Level 1:** Minor infractions – may result in one to five day suspension

**Level 2:** Mid – level infraction – may result in three to seven day suspension

**Level 3:** Major infraction – may result in seven to thirty day bus suspension or permanent termination of bus riding privileges at the discretion of the Bus Coordinator/School Administrator.

**Multiple violations and failure to comply with bus rules may result in permanent termination of bus riding privileges.**

#### **Level 1 Violations:**

- Eating or drinking on the bus.
- Littering the bus.
- Leaving the classroom before the bus has been called.
- Standing or walking around while the bus is in motion.
- Bringing animals on the bus.

#### **Level 2 Violations:**

- Profanity on the bus
- Tampering or damaging bus equipment
- Refusal to cooperate with the bus driver

#### **Level 3 Violations:**

- Bringing weapons of any type on the bus
- Fighting, pushing, shoving or instigating confrontations
- Throwing objects out of the bus window or throwing objects at bus
- Smoking or bringing incendiary devices on the bus
- Putting hands, feet, head or any other body part out of the bus window at any time.

***Video cameras may be used on the bus for the primary purpose of reducing vandalism and disciplinary problems.***



## **Breakfast and Lunch Program**

The Milwaukee Academy of Science provides a healthy lunch and breakfast for our students. The full price cost for breakfast is \$.75 and the reduced price is \$.30. The full price cost for lunch is \$1.30 and the reduced price is \$.40. Parents and guardians must complete a free and reduced meal application to determine eligibility. **If an approved application is not on file, the student will not be served lunch or breakfast.**

Students will eat breakfast in their classrooms each morning. Lunch is served from 11:00 a.m. until 1:00 p.m. Please check with your child's teacher for specific lunch times.

If a child has a disability or allergy, as determined by a doctor, and the disability or allergy prevents the child from eating the regular school meal, the school will make the substitutions prescribed by a doctor at no cost to the student. Substitutions will not be made without a doctor's order.

## **Discipline**

The Milwaukee Academy of Science places a strong emphasis on a safe and orderly learning environment. Please see the attached Discipline Policy (Appendix A).

## **Dismissal**

Students in K4 through 8<sup>th</sup> grade are dismissed at 3:05 p.m., on Monday, Tuesday, Thursday and Friday. On Wednesday, dismissal is at 12:30 p.m. Children who do not ride the bus must be picked up at dismissal time and are required to remain in the classroom until their ride arrives. **An authorized adult must come into the building to pick up a child who does not ride the bus or walk.** Students may not wait outside or in the lobby for their ride. This is for their own safety and security. If parents or guardians do not arrive within fifteen minutes of the dismissal time, efforts will be made to contact the parent/guardian. If necessary, emergency contacts will be called. **If the child is not picked up within a half-hour of the dismissal time, the office will notify Child Protective Services.**

**If a child rides the bus, written permission from the parents/guardians is required if you do not want your child taking the bus on a particular day.**

Children will only be released to persons authorized by the parent/guardian on the Release form. We will not release your child to someone who does not have your written permission to take your child from school. For the safety of your child, we may ask to see identification of individuals picking up your child. Please help us extend this protection to your child by providing the school with names and phone numbers of the persons who have permission to take your child from school, and update it as your family situation changes. Student dismissal information is kept on file in the office.

## **Early Dismissal Requests**

Please make every effort to adhere to regular dismissal times. **Requests for students to be regularly dismissed at an earlier time will not be honored.** If your child needs to be excused from school before the regular dismissal time, please send a signed and dated note authorizing the early dismissal.

***Phone calls are not an acceptable authorization of early dismissal.***

Students who are being dismissed early will be sent to the lobby only upon arrival of the parent/guardian. Parents should not go to the classrooms to pickup their children prior to the regular end of the school day.

## **Field Trips**

Occasional field trips for a specific educational purpose may be planned by classroom teachers. In order to participate, a child *must* have a Field Trip permission slip completed and signed by the parent/guardian prior to the trip. **Phone permission is not acceptable.** The teacher will designate adult chaperones for these trips, to ensure that adequate supervision is always present. There may be times when teachers require an individual chaperone in order for a student to attend a field trip. This is for the safety of all our students.

If a student owes money or fees for any reason, they may not be permitted to participate in field trips.

## **Homework**

We believe that students should extend their school experiences through skill reinforcement and enrichment activities, both at home and in the community. Homework assignments should reflect the needs, abilities and interests of the students. **All homework assignments include 20 minutes of daily reading.**

If your child is spending what appears to be an unusual amount of time on homework, or it seems to be particularly difficult, please communicate this to the child's teacher.

## **Illness**

If your child is ill, please keep him or her home from school. Children with a fever or communicable disease (pinkeye, ringworm, etc.) must remain at home until treated by a physician, and can return with a physician's note. If your child vomits at school, we will ask you to pick him or her up.

## **Inclement Weather**

If the Milwaukee Public Schools are closed for inclement weather, the Milwaukee Academy of Science will close also. However, there may be times that the Milwaukee Public Schools remain open, but the Milwaukee Academy of Science closes. Please listen to WISN and WTMJ radio and television for

### **Inclement Weather (cont'd)**

announcements. Our automated phone system will also list closings due to weather. This system is updated by 6:30 a.m. on snow days.

### **Labeling Clothing**

Items of clothing such as jackets, backpacks, boots, etc. should be labeled on the inside with the student's name to avoid loss and confusion. Children's lost articles are kept in the lost and found in the office. If articles are not claimed in a three-month period they will be donated to a local charity.

### **Learning Environment**

The Milwaukee Academy of Science is committed to creating and maintaining a positive learning environment which promotes cooperation, fosters creativity, and encourages and nurtures students to take risks involved in learning. The learning environment is developed and adjusted over time with a focus on providing all students with access to a world-class education. Parents and community members play an important role in supporting the learning environment through the use of common, respectful language that encourages and inspires students, as well as sets limits. Our school has a code of conduct that we encourage you to discuss with your child.

### **Lockers**

Our Junior Academy students have the use of lockers for storing belongings. We provide each student with a lock. However, if the lock is lost or damaged, the student will be required to purchase a new lock for \$5. We are not responsible for the loss or damage of personal items kept in lockers. We reserve the right to search student lockers in accordance with applicable regulations.

### **Media**

We expect that the media will be interested in what is happening at our school and we welcome their attention. If, for any reason, you do not wish your child to be viewed on television or photographed by the media, please file that information with the office.

### **Medication**

School regulations require all medication to be given only by a doctor's written order and dispensed from a pharmacy labeled container. Medication should be dispensed in school only if times cannot be arranged for all doses to be given outside of school hours. Please follow the procedure below if your child needs medication administered at school:

- Have your doctor write orders for the school to dispense prescribed medication, giving the following information: name of drug, dosage, side effects, length of time it should be given.

### **Medication (cont.)**

- Sign the school's authorization for medication form (available in the main office), including physician release.
- Bring the medication to the office in a pharmacy labeled container.
- Medication brought to school should be left with office personnel to be secured in a locked safe. This medication needs to be left at school until exhausted or no longer needed.
- For the school to administer over-the-counter medication, a medication authorization form (available in the main office) must be completed by a physician and kept on file in the office.
- Students may not carry pills, vitamins, etc. in school – any and all medication must be administered by office staff.

### **Money and Valuables**

Students should not bring money or valuables to school, except money to buy breakfast or lunch. If money is required for other reasons, such as field trips, students and parents will be notified. **The school cannot assume responsibility for money, property or valuables, whether they are lost or stolen.** No electronic devices such as pagers, cell phones, disc/tape players or game boys are allowed in school. No toys or equipment (including basketballs and trading cards) are allowed at school. These items will be confiscated and only returned to parents/guardians. Any item not claimed by the last day of school will be disposed.

### **Parent Teacher Conferences**

Teachers will make appointments with parents to discuss students' progress and to develop the goals for the next quarter. **Parents and students are expected to attend these conferences each quarter.** Parents must come in to pick up their children's reports. Teachers will schedule with as much flexibility as possible to accommodate the families. You will receive further information from your child's teacher as the dates approach.

### **Photographs and Videotaping**

During the school year teachers and staff may take general photographs or make videotapes of classes, student projects, assemblies, student productions and other occasions that represent the efforts that teachers and students put forth towards reaching our educational goals.

These photos and videos are used for school purposes only and will not be made accessible to media sources. They may be used in school newsletters or teacher portfolios. No photos or videos of students will be released for non-school publications without notifying parents or guardians for written consent.

## **Snack Policy**

Current research demonstrates the importance of good nutrition for brain development and learning. We believe that it is our responsibility to ensure that optimal conditions exist for student learning. Therefore, we do not allow students to consume candy, soda or other junk food during school hours. If your student brings food that is not permitted to school, we will keep it for him or her until the end of the school day.

Of course, we recognize that there are times when special treats are shared with the class. Please check with your child's teacher if you would like to send treats to school.

## **Special Education Support**

Special education is an integral program at our school. All teachers will be differentiating instruction for all types of learners in partnership with the Special Education teachers. This partnership is the foundation of the fully inclusive design of our school. Special Education is concerned with special needs students, but it is not restricted to students with disabilities. Please call the Special Education Coordinator at extension 1130 with questions.

## **Toilet Training**

Although we understand that occasional accidents happen with our youngest students, we require all students to be fully toilet trained when they enroll in school. If they are not, they will not be allowed to attend school until toilet training occurs.

## **Uniforms**

Students at Milwaukee Academy of Science are **required** to wear uniforms every day.

### **Uniform Code:**

1. All tops and bottoms must be solid (No stripes, designs or large logos on pants or shirts).
2. Acceptable colors for tops are gray, white, navy and light blue.
3. Elementary students must wear blue colored bottoms (pants, skirts, skorts, walking length shorts, or jumpers).
4. Junior Academy students must wear tan, or "khaki" colored bottoms (pants, skirts, skorts, walking length shorts, or jumpers).
5. All bottoms that have "loops" in them must have a belt worn with them.

### Uniforms (cont.)

6. All clothing must fit and be worn properly (**all shirts must be tucked in and pants are to be worn at waist-level**).
7. All shoes must have a closed toe and heel (No sandals or flip-flops).
8. Solid blue, black, white or gray socks only.
9. All undershirts must all be blue, black, white, or gray.
10. Skirts, skorts, and shorts must be worn at an appropriate length (no higher than 2" above the knee).

The following are **not** acceptable within the dress code.

1. Mesh shorts, blue jeans, or denim skirts. Blue jeans may not be worn under uniforms.
2. T-shirts of any color other than blue or white under sweatshirts or sweaters.
3. Sandals and flip flops.
4. Head coverings, including do-rags, baseball caps, and headbands. If a student wears a hooded sweatshirt and wears the hood, the sweatshirt will be confiscated and returned to the parent.

Students may not carry purses and backpacks during the school day.

**Every Wednesday is Spirit Day.** Students may dress in uniform or may wear the following:

1. MAS t-shirt or sweatshirt, or regular uniform shirt.
2. Plain, unadorned blue denim jeans or regular uniform pants.
3. MAS sweat pants.

See main office for purchase of MAS apparel

### **Wednesdays are not free dress days.**

If students are not in uniform, parents will be called and asked to bring in a uniform for their child. We expect all of our students to be in uniform each day. *After three uniform violations, students may be subject to disciplinary action.*

## **Visitors**

You are welcome to visit your child's classroom. Please call and arrange a convenient time with the teacher. A visit to the classroom will not involve a conference – these may be scheduled with your child's teacher. Visitors must check in at the front desk and must have the proper identification issued by the receptionist with them at all times. Please understand that our awareness of adults in the building is a primary factor in assuring your child's safety. **Visitors must sign in at the front desk and wear a visitor sticker. This sticker must be worn and visible as you move through the building. Visitors without visible stickers will be escorted to the lobby by security personnel.**

## **Volunteers**

We welcome volunteers at our school. Parents and community members are welcome in the office, library, computer lab and classrooms. We have a variety of needs and encourage you to participate any way you can. If you are interested in volunteering, please our Family Coordinator at x1134.

## **Tuesday Newsletter**

Each Tuesday, all students will bring home their Tuesday Newsletter from the President's office. This newsletter will provide updates to this handbook and news of upcoming events.

## **Milwaukee Academy of Science Board of Directors**

The Board of Directors is composed of representatives from the Milwaukee business and university community as well as parent representatives. The group serves as an advisory and governing boards. Board members include:

**Anthea Bojar, Ph.D.** – Dean, College of Education, Cardinal Stritch University  
**T. Michael Bolger** – President & CEO, Medical College of Wisconsin  
**Angela Jackson** – Parent Representative  
**Gary Grunau** – Senior Vice President, Gilbane/GPD  
**William Henk, Ph.D.** – Dean, College of Education, Marquette University  
**John Kolander, PhD** – Vice President of Academic Affairs, Wisconsin Lutheran College  
**Katherine O'Brien** - Vice President, Alverno College  
**Eileen Schwalbach** – Vice President of Academic Affairs, Mount Mary College  
**Cory Smith** – Owner, ABM Property Management  
**Linda Stewart** – President & CEO, North Milwaukee State Bank  
**William Randall** – Chairman Emeritus, US Bank

# Appendix A



# Milwaukee Academy of Science Discipline Code

## LEVEL 1 VIOLATIONS:

1. Repeated Tardiness: (Consequence 1-3) failure to be in the assigned classroom or location at the proper time three or more times in a quarter.
2. Possession of Inappropriate Items: (Consequence 1-3) carrying or using any items that are not supportive of the educational process. Examples include, but are not limited to: radios, walkmans, laser pointers, cameras, pocket pagers, or other communication devices.
3. Unauthorized Use or Misuse of School Equipment: (Consequence 1-3) use of computers, copiers, fax machines, telephones, etc... by students must be authorized. In addition, any use of said equipment other than its intended, school related use.
4. Uniform Violation: (Consequence 1-3) any violation of the MAS uniform policy which falls prior to the 3<sup>rd</sup> violation
5. Other inappropriate conduct that at the discretion of the administrator or his/her designee fits a level 1 infraction. (Consequence 1-3)

## LEVEL 2 VIOLATIONS:

1. Minor Vandalism: (Consequence 2-5) deliberate destruction or defacing of property belonging to, rented by, or on loan to the school system or property of persons employed by the school up to a cost of \$25.
2. Fighting: (Consequence 3-6) provoking a fight or engaging in physical contact with another person.
3. Bullying/ Intimidation: (Consequence 3-6) to forcefully and deliberately carry out intentions to inflict harm and strike fear in another student, or their property. This behavior can be carried out by an individual or group.
4. Disruptive Misconduct: (Consequence 3-5) repeated or severe acts that create a danger or disruption. This is to include, but is not limited to: throwing objects, pushing, kicking, slapping, shouting, teasing, spitting, use of obscene language, running in the halls, inappropriate displays of affection or other actions that disrupt the learning environment.
5. Forgery/Lying: (Consequence 2-5) altering school records, calling in or writing the name of another person, falsifying information, or giving misleading information or lying for the purpose of gain.
6. Insubordination: (Consequence 2-5) repeated or absolute refusal to follow directions or requests from any staff member.
7. Possession or Use of Tobacco Products: (Consequence 3-5) possession, smoking, or chewing of any tobacco product while on school property or at school related events.
8. Truancy: (Consequence 3-6) skipping class, leaving the classroom, lunchroom, or other supervised areas without the express permission of a teacher or other staff member, while remaining on campus.
9. Possession or Distribution of Non-Curricular Materials: (Consequence 3-5) possession or distribution of materials that are obscene, libelous, slanderous, or defamatory.

10. Possession of Incendiary Devices: (Consequence 2-5) carrying, handling, or storing lighters, fireworks, or incendiary devices (possession but not use of)
11. Verbal or Non-Verbal Threats Student to Student: (Consequence 3-6) willful verbal or non-verbal threat to harm a person's property, health, or safety which creates a reasonable fear that the act will be carried out.
12. Failure to Complete a Disciplinary Assignment: (Consequence 3-5) disciplinary assignments that students receive from a teacher, administrator, or staff member that are not completed by the student within a designated and/ or specific amount of time.
13. Trespassing: (Consequence 2-5) entering any restricted area or entering any area that a student has been denied access.
14. Petty Theft: (Consequence 3-5) stealing or unauthorized possession of another person's money or property not to exceed a dollar amount of \$25.00.
15. Obscene Language/ Gestures/ Drawings: (Consequence 2-5) any language, body movements, or drawings which, at the discretion of the teacher, staff member, or administrator, is deemed rude, vulgar, or inappropriate for the school, and/or learning environment.
16. 3<sup>rd</sup> Uniform Violation: (Consequence 5) 3<sup>rd</sup> violation of the MAS uniform policy.
17. Other inappropriate conduct that at the discretion of the administrator or his/her designee fits a level 2 infraction (Consequence 2-6)

### **LEVEL 3 VIOLATIONS:**

1. Major Vandalism: (Consequence 4-7) as judged by the administrator, as any serious deliberate destruction, or defacing of property belonging to, rented by, or on loan to the school system, or property of persons employed by the school. Damages to property exceed \$25.
2. Substance Abuse: (Consequence 5-7) selling or distributing, carrying, using, or storing mind-altering drugs, look alike drugs, drug paraphernalia, alcohol products, or inhalants.
3. Theft: (Consequence 4-6) stealing or unauthorized possession of another person's money or property valued in excess of \$25.00.
4. Assault: (Consequence 4-7) intentionally causing or attempting to cause physical harm to another through force or violence.
5. Involvement in Gang Activity: (Consequence 4-7) causing any disruptions or disturbances during the school day or any destruction of school property at any time related to gang activity.
6. Sexual Misconduct or Harassment: (Consequence 4 -7) unwelcome sexual advances, requests for sexual favors, or other verbal communication or physical conduct of a sexual nature, which interferes with the educational process, or creates an intimidating, hostile, or offensive learning environment.
7. Extortion: obtaining money or property (something of value) from an unwilling person by either physical force or intimidation.

8. Verbal or Non-verbal Threats to Staff: (Consequence 5-7) willful verbal or non-verbal threat to harm an MAS staff member's property, health, or safety which creates a reasonable fear that the act will be carried out.
9. False Alarms: (Consequence 5-7) activating the fire alarm system in the school building or on school property. Any fines assessed by the City for false alarms must be paid by the parent/guardian.
10. Threat or Use of Non-Violent Objects: (Consequence 5-7) use or threatened use of items normally used for other purposes that can be used to inflict bodily harm (i.e. knives under 3", belts, combs, picks, pencils, chains, etc.).
11. Possession of Incendiary Devices: (Consequence 5-7) carrying, handling, igniting, or storing lighters, fireworks, smoke bombs, or other explosive or incendiary device.
12. Possession or Use of Weapons: (Consequence 5-7) carrying, handling, or storing a firearm, dagger, dirk, stiletto, knife with blade over 3" in length, iron bar, brass knuckles, or other dangerous object.
13. Arson: (Arson 6-7) deliberate burning or attempt to burn any part of the building, or property belonging to, rented by, or on loan to the Milwaukee Academy of Science, or property of persons employed by the school or in attendance at the school.
14. Bomb Threats: (Consequence 6-7) reporting a fire, bomb threat, or other threat where none exists.

*Repeated or multiple infractions at any level may result in disciplinary action up to and including expulsion. Consequences are at the discretion of the administrator. The school reserves the right to involve the police in any situation that involves illegal activity.*

### Discipline Consequences

Consequence	Description	Can be Assigned by	Step
Warning	The student is formally warned that such behavior is prohibited by the School's Discipline Code	Teacher Lead Teacher (LT) Principal (PRIN or designee) President (PRES or designee)	1
Informal Talk	A school official will talk to the student regarding the student's behavior.	Teacher LT PRIN PRES	1
Time Out	Student will be assigned to a location other than their assigned classroom for a specified period of time not to exceed one half of the school day.	Teacher LT PRIN PRES	1
Peer Mediation	A way of helping people work out their differences in the presence of a calm, nonpartisan observer who keeps everything fair. A student will serve as peer mediator to students who encounter conflict or disagreements.	Teacher LT PRIN PRES	1
Deprivation of Privileges	Extracurricular activities are special privileges offered to enhance the student's overall learning experience. Field trips, assemblies, and other special events are privileges, not rights. Any or all of these privileges may be revoked.	Teacher LT PRIN PRES	2
Lunch Detention	Students may be assigned to a supervised location other than the cafeteria to eat lunch.	Teacher LT PRIN PRES	2

Student/Parent Conference	A formal conference held between the student and one or more school officials. Actions taken and the results of the conference are recorded and placed in the child's file. The parent/guardian will be notified of the conference and are expected to attend.	Teacher LT PRIN	2
Restitution	Student will be required to pay for damage done to school facility or equipment, or for damages of another individual's property.	PRES PRIN	3
Parent/Guardian Shadow	A parent/guardian will attend class with the student for a specified period of time.	LT PRIN PRES	3
Detention	Students may receive a detention at the discretion of the teacher and/or principal. Parents of students are to be notified of the detention by the principal/teacher or the student. The parent is responsible for the student's transportation	Teacher LT PRIN PRES	3
Behavior Contract	The administrator, counselor or teacher, in consultation with the parent and student, will develop a behavioral contract identifies a specific behavior, describes how the student should behave, and clearly specifies the consequences of misbehavior. Violation in the terms of the contract may result in long-term suspension.	Teacher LT Student Support Manager PRIN PRES	3
Extended Detention	At the discretion of the principal, students will be assigned to attend an extended detention. Extended detention will be held after school and/or Saturday morning under the supervision of a staff member. Students who are assigned extended detention but fail to attend will receive an in-school suspension.	Teacher LT PRIN PRES	4
In-School Suspension	Temporary appointment of a student to a location that is outside the student's regular class setting. Students assigned to In-School Suspension will be provided instruction within a highly structured format. Building administrators will assign students to In-School suspension and notify parents/guardians and teachers accordingly. Appointment to in-school suspension will not be longer than 3 days.	LT PRIN PRES	4

<b>Out of School Suspension</b>	<b>A temporary dismissal of a student from the regular school program. The length of a suspension may range from 1 to 10 days depending on the seriousness of the violation. After a suspension, parents/guardians must attend a conference to readmit the student to the school.</b>	<b>PRIN PRES</b>	<b>5</b>
<b>Long Term Suspension</b>	<b>An out-of-school suspension lasting longer than 5 days.</b>	<b>PRIN PRES</b>	<b>6</b>
<b>Expulsion</b>	<b>Permanent dismissal of a student from the regular school 5 days.</b>	<b>PRES</b>	<b>7</b>
<b>Suspension from School Transportation (May be imposed as a consequence for any incident that occurred on school transportation.)</b>	<b>As the result of misconduct occurring on a bus or other means of student transportation and after notice to the student and his or her parents(s) or guardian(s), a student may be suspended from school transportation. <i>(When such suspended from school because of the distance between home and school and the absence of alternative public or private means of transportation, the school must make appropriate arrangements to provide for the student's education.)</i></b>	<b>Bus Coordinator PRIN PRES</b>	

Attachment T:  
Special Education Policies and  
Procedures

# Milwaukee Academy of Science High School



2007-2008  
Parent Handbook



**MAS School Calendar 2007-2008**

August 13, 2007	First Day of School for Teachers
August 15, 2007	First Day of School for Students
August 27, 2007	No School – Teacher Inservice
September 3, 2007	No School – Labor Day Holiday
Week of September 10, 2007	Keeping Healthy Intensive
September 28, 2007	No School – Teacher Inservice
October 19, 2007	End of First Grading Period
October 24, 2007	No School – Teacher Inservice
October 31, 2007	Parent Teacher Conferences (1 p.m. – 8 p.m.)
November 1, 2007	Parent Teacher Conferences (4 p.m. – 8 p.m.)
November 2, 2007	No School
November 22 & 23, 2007	No School – Thanksgiving Holiday
Week of November 26, 2007	Weather Disasters Intensive
December 20,21, 2007	Final Exams for High School Students
December 21, 2007	Last Day of School before Winter Break/End of second grading period
January 7, 2008	School resumes after Winter Break
January 16, 2008	Parent Teacher Conferences (1 p.m. – 8 p.m.)
January 17, 2008	Parent Teacher Conferences (4 p.m. – 8 p.m.)
January 18, 2008	No School
January 21, 2008	No School – MLK Day
February 8, 2008	No School – Teacher Inservice
February 29, 2008	No School – Teacher Inservice
February 28 - March 7, 2008	InNOVations Science Fair
March 7, 2008	End of Third grading period
March 14, 2008	No School – Teacher Inservice
March 19, 2008	Parent Teacher Conferences (1 p.m. – 8 p.m.)
March 20, 2008	Parent Teacher Conferences (4 p.m. – 8 p.m.) – Last day of school before Spring Break
March 31, 2008	School Resumes after Spring Break
May 9, 2008	No School – Teacher Inservice
Week of May 19, 2008	Science intensive - Electricity
May 26, 2008	No School – Memorial Day
June 11, 12, 2008	Final Exams for High School Students
June 13, 2008	Last Day of School (Early Dismissal) for students
June 16, 2008	Last Day of School for Teachers

## Arrival

The MAS High School doors open at 8:00 a.m. Students may enter the building at 8:00 a.m. for breakfast in the high school cafeteria. The students are expected to be in their 1<sup>st</sup> hour classroom by 8:30 a.m. *Any student arriving after 8:30 a.m. is considered tardy.* Late students need to check in at the front desk of the high school before going to class. **Students arriving before 8:00 a.m. are not permitted in the building.** This is for your student's safety – we cannot provide supervision.

## Attendance

Students at the Milwaukee Academy of Science are expected to be at school ready to learn each day.

All absences require a note and phone call from the child's parent or guardian. If your child is ill and must miss a day of school, please call the school the morning of the absence. Send a note when your child returns to school.

Illness, family emergencies and religious holidays are recorded as excused absences. Absences are recorded as unexcused until a written explanation is submitted to the school office.

## School Attendance and Truancy

The State of Wisconsin has a Compulsory School Attendance Law (SL118.15) which makes it the responsibility of the parent or guardians to see that any child between the ages of 6 and 18 attends school regularly during the full period and hours.

All efforts will be made to work with families to help ensure that students attend school regularly. However, by rule of the Wisconsin Department of Public Instruction, excessive absences must be reported to the District Attorney's office.

Students who are not in attendance for 30 consecutive days and who have no contact with the school will be dropped from the school roster, and a student from the waiting list may be accepted in the open spot.

## Breakfast and Lunch Program

The Milwaukee Academy of Science provides a healthy lunch and breakfast for our students. The full price cost for breakfast is \$.75 and the reduced price is \$.30. The full price cost for lunch is \$1.30 and the reduced price is \$.40.

Parents and guardians must complete a free and reduced meal application to determine eligibility. **If an approved application is not on file, the student will not be served lunch or breakfast.**

Students will eat breakfast in their designated area each morning. Lunch is served from 11:25 p.m. until 12:25 p.m.

If a child has a disability or allergy, as determined by a doctor, and the disability or allergy prevents the child from eating the regular school meal, the school will make the substitutions prescribed by a doctor at no cost to the student. Substitutions will not be made without a doctor's order.

## **Cell Phone Use - UPDATED**

We understand that students may need to carry cell phones for "before or after" school use. However, students are prohibited from using cell phones during school hours or **in the school building**. In the event of an emergency, students may use the school phones. If a student uses their cell phones during school hours for any reason (calculators, cameras etc), **school staff is required to take the phone away**. Phones will be given back after a student/principal conference. Repeat offenders may be required to have a family conference before the phone is returned. Please encourage you child to keep their phone in their locker to avoid conflict.

## **Discipline**

The Milwaukee Academy of Science places a strong emphasis on building a safe and orderly learning environment. Please see the attached Discipline Policy.

## **Dismissal**

Students are dismissed at 3:30 p.m. Students not participating in a staff-sponsored after school activity are not allowed to loiter in the high school building. If a child is not taking Public Transportation home and is waiting for a ride from a parent/guardian, they need to be picked up at 3:30 p.m. If they are staying longer, arrangements must be made in advance. If the child is not picked up within a half-hour of the dismissal time, the office reserves the right to call Child Protective Services or to dismiss the student.

Children will only be released during school hours to persons authorized by the parent/guardian on the "Student Dismissal Information" form. We will not release your child to someone who does not have your written permission to take your child from school. For the safety of your child, we will ask to see identification of individuals picking up your child. Please help us extend this protection to your child by providing the school with names and phone numbers of the persons who have permission to take your child from school, and update it as your family situation changes.

Students who become ill during the day and need to go home will only be released after the parent has been contacted by phone.

## **Dress Code - UPDATED**

It is our intent to dress in a professional manner. Students are representing Milwaukee Academy Science High School and more importantly, themselves as young adults. Please see the dress code attached to this handbook.

Common dress code violations include sagging pants, untucked shirts, and open toe shoes. Please encourage your child to follow the dress code. Detentions will be given to students who do not follow the dress code policy. After three detentions have been given, a suspension may be issued.

## Wednesdays Only

- Students can wear denim jeans on this day only!
- **Students must wear the school uniform top or an MAS t-shirt or sweatshirt, in order to wear denim on this day. No jerseys, t-shirts, shirts with pictures or words on them.**

If students do not comply with the dress code, parents will be called and asked to bring in proper attire or students will be sent home. We expect all of our students to be dressed appropriately each day. We expect students, staff, and parents to support the dress code. Wednesdays are Spirit days( not free dress day) and students are allowed to wear jeans, but are expected to uphold the rules within the dress code.

## Early Dismissal Requests

Please make every effort to adhere to regular dismissal times. **Requests for students to be regularly dismissed at an earlier time will not be honored.** If your child needs to be excused from school before the regular dismissal time, please send a signed and dated note authorizing the early dismissal. Also, it is very important the students and teachers are not interrupted during class time for messages, unless it is an emergency reason. Please leave all messages with the front desk receptionist.

## Electronics

The use of electronics may not be used during school hours (8:30 – 3:30). Any electronic device used during school hours may be confiscated by school staff and will only be returned upon parent meeting.

## Field Trips

Occasional field trips for a specific educational purpose will be planned by teachers. In order to participate, a child must have a Field Trip permission slip completed and signed by the parent/guardian prior to the trip. **Phone permission is not acceptable.** The teacher will designate adult chaperones for these trips, to ensure that adequate supervision is always present. There may be times when teachers require an individual chaperone in order for a student to attend a field trip. This is for the safety of all our students.

If a student owes money or fees for any reason, or has an outstanding detention, they will not be permitted to participate in field trips.

## **Graduation Requirements**

Listed below are the minimum requirements for graduation from the Milwaukee Academy of Science.

English	4.0
Math	4.0
Social Studies	3.0
Science	5.0
Foreign Language	2.0
Electives	2.0
Advisory	2.0

Total: 22 credits\*

\*Graduation requirements for students with disabilities may vary, depending upon their needs and the specifications of their individualized education plans and their transition plans.

## **Homework**

We believe that students should extend their school experiences through skill reinforcement and enrichment activities, both at home and in the community. Homework assignments should reflect the needs, abilities and interests of the students. Students are required to read a selected novel once a month independent of school hours.

If your child is spending what appears to be an unusual amount of time on homework, or it seems to be particularly difficult, please communicate this to the child's teacher.

## **Illness**

If your child is ill, please keep him or her home from school. Children with a fever or communicable disease (pinkeye, ringworm, etc.) must remain at home until treated by a physician, and can return with a physician's note. If your child vomits at school, we will ask you to pick him or her up.

## **Inclement Weather**

If the Milwaukee Public Schools are closed for inclement weather, the Milwaukee Academy of Science will close also. However, there may be times that the Milwaukee Public Schools remain open, but the Milwaukee Academy of Science closes. Please listen to WISN and WTMJ radio and television for announcements. Please be aware that there may be times when Milwaukee Academy of Science (k-8) may be closed or open and the high school is not.

## **Learning Environment**

The Milwaukee Academy of Science is committed to creating and maintaining a positive learning environment which promotes cooperation, fosters creativity, and encourages and nurtures students to take risks involved in learning. The learning environment is developed and adjusted over time with a focus on providing all students with access to a world-class education. Parents and community members play an important role in supporting the learning environment through the use of common, respectful language that encourages and inspires students, as well as sets limits. Our school has a code of conduct that we encourage you to discuss with your child.

## **Media**

We expect that the media will be interested in what is happening at our school and we welcome their attention. If, for any reason, you do not wish your child to be viewed on television or photographed by the media, please file that information with the office.

## **Medication**

School regulations require all medication to be given only by a doctor's written order and dispensed from a pharmacy labeled container. Medication should be dispensed in school only if times cannot be arranged for all doses to be given outside of school hours. Please follow the procedure below if your child needs medication administered at school:

- Have your doctor write orders for the school to dispense prescribed medication, giving the following information: name of drug, dosage, side effects, length of time it should be given.
- Sign the school's authorization for medication form (available in the main office), including physician release.
- Bring the medication to the office in a pharmacy labeled container.
- Medication brought to school should be left with office personnel to be secured in a locked safe. This medication needs to be left at school until exhausted or no longer needed.
- For the school to administer over-the-counter medication, a medication authorization form (available in the main office) must be completed by a physician and kept on file in the office.
- Students may not carry pills, vitamins, etc. in school – all medication must be administered by office staff.

## **Money and Valuables**

Students should not bring money or valuables to school, except money to buy breakfast or lunch. If money is required for other reasons, such as field trips, students and parents will be notified. **The school cannot assume responsibility for money, property or valuables, whether they are lost or stolen.** No electronic devices such as, CD players, Cell Phones, or game boys are allowed at school. If students bring them, they are at their own risk. These items will be confiscated and only returned to parents/guardians. Any item not claimed by the last day of school will be disposed.

## **Parent Teacher Association**

As a parent, you are a member of the parent organization. The mission of this council is to make the Milwaukee Academy of Science the best school in Milwaukee. The council provides links to teachers, bridges communication between parents, school, children and teachers, helps to develop life long learners, provides leadership for the school community and raises funds for school programs and projects. Meetings are held monthly.

## **Parent Teacher Conferences**

Conferences will be scheduled on a regular basis throughout the year. Student Advisors will be responsible for working with parents to monitor student progress.

## **Photographs and Videotaping – UPDATED!**

During the school year teachers and staff may take general photographs or make videotapes of classes, student projects, assemblies, student productions and other occasions that represent the efforts that teachers and students put forth towards reaching our educational goals. These photos and videos are used for school purposes only and will not be made accessible to media sources. They may be used in school newsletters or teacher portfolios. No photos or videos of students will be released for non-school publications without notifying parents or guardians for written consent.

Students are not allowed to photograph, videotape, or distribute images of students, student projects, classes, teachers, instruction, assemblies, student productions, or any other occasion without prior consent from MAS administrators. Students violating this rule may be subject to disciplinary actions in accordance to the discipline code.

## **Snack Policy – UPDATED!**

Current research demonstrates the importance of good nutrition for brain development and learning. We believe that it is our responsibility to ensure that optimal conditions exist for student learning. Therefore, we do not allow students to consume candy, soda or other “junk food” during school hours. If your student brings food that is not permitted to school, we will keep it for him or her until the end of the school day.

## **Special Education Support**

Special education is an integral program at our school. All teachers will be differentiating instruction for all types of learners in partnership with the Special Education teachers. This partnership is the foundation of the fully inclusive design of our school. Special Education is concerned with special needs students, but it is not restricted to students with disabilities.

## **Textbooks**

Students are loaned textbooks at the beginning of each semester. All students are responsible for their textbooks and may be required to pay a fee for lost and/or stolen textbooks.

## **Transcripts**

Transcript requests are processed in the Main Office of the High School. The first transcript is free; additional requests are \$2.00 per transcript. A minimum of 24 hours is necessary for processing. A signed parental request form is needed from current students.

## **Visitors**

You are welcome to visit your child's class. Please call and arrange a convenient time with the teacher. A visit to the classroom will not involve a conference – these may be scheduled with your child's teacher. Please understand that our awareness of adults in the building is a primary factor in assuring your child's safety

## **Volunteers**

We welcome volunteers at our school. We have a variety of needs and encourage you to participate any way you can.



## **Milwaukee Academy of Science Board of Directors**

The Board of Directors is composed of representatives from the Milwaukee business and university community as well as parent representatives. The group serves as an advisory and governing boards. Board members include:

**Anthea Bojar, Ph.D.** – Dean, College of Education, Cardinal Stritch University

**T. Michael Bolger** – President & CEO, Medical College of Wisconsin

**Angela Jackson** – Parent Representative

**Gary Grunau** – Senior Vice President, Gilbane/GPD

**William Henk, Ph.D.** – Dean, College of Education, Marquette University

**John Kolander, PhD** – Vice President of Academic Affairs, Wisconsin Lutheran College

**Katherine O'Brien** - Vice President, Alverno College

**Eileen Schwalbach** – Vice President of Academic Affairs, Mount Mary College

**Cory Smith** – Owner, ABM Property Management

**Linda Stewart** – President & CEO, North Milwaukee State Bank

**William Randall** – Chairman Emeritus, US Bank

# Appendix A

# Milwaukee Academy of Science Discipline Code

## LEVEL 1 VIOLATIONS:

1. Repeated Tardiness: (Consequence 1-3) failure to be in the assigned classroom or location at the proper time three or more time in a quarter.
2. Possession of Inappropriate Items: (Consequence 1-3) carrying or using any items that are not supportive of the educational process. Examples include, but are not limited to: radios, walkmans, laser pointers, cameras, pocket pagers, or other communication devices.
3. Unauthorized Use or Misuse of School Equipment: (Consequence 1-3) use of computers, copiers, fax machines, telephones, etc... by than its intended, school related use.
4. Uniform Violation: (Consequence 1-3) any violation of the MAS uniform policy, which falls prior to the 3<sup>rd</sup> violation.
5. Other inappropriate conduct that at the discretion of the administrator or his/her designee fits a level 1 infraction. (Consequence 1-3)

## LEVEL 2 VIOLATIONS:

1. Minor Vandalism: (Consequence 2-5) deliberate destruction or defacing of property belonging to, rented by, or on loan to the school system or property of persons employed by the school up to a cost of \$25.
2. Fighting: (Consequence 3-6) provoking a fight or engaging in physical contact with another person.
3. Bullying/ Intimidation: (Consequence 3-6) to forcefully and deliberately carry out intentions to inflict harm and strike fear in another student, or their property. An individual or group can carry out this behavior.
4. Disruptive Misconduct: (Consequence 3-5) repeated or severe acts that create a danger or disruption. This is to include, but is not limited to: throwing objects, pushing, kicking, slapping, shouting, teasing, spitting, use of obscene language, running in the halls, inappropriate displays of affection or other actions that disrupt the learning environment.
5. Forgery/Lying: (Consequence 2-5) altering school records, calling in or writing the name of another person, falsifying information, or giving misleading information or lying for the purpose of gain.
6. Insubordination: (Consequence 2-5) repeated or absolute refusal to follow directions or requests from any staff member.
7. Possession or Use of Tobacco Products: (Consequence 3-5) possession, smoking, or chewing of any tobacco product while on school property or at school related events.
8. Truancy: (Consequence 3-6) skipping class, leaving the classroom, lunchroom, or other supervised areas without the express permission of a teacher or other staff member, while remaining on campus.

9. Possession or Distribution of Non-Curricular Materials: (Consequence 3-5) possession or distribution of materials that are obscene, libelous, slanderous, or defamatory.
10. Possession of Incendiary Devices: (Consequence 2-5) carrying, handling, or storing lighters, fireworks, or incendiary devices (possession but not use of)
11. Verbal or Non-Verbal Threats Student to Student: (Consequence 3-6) willful verbal or non-verbal threat to harm a person's property, health, or safety which creates a reasonable fear that the act will be carried out.
12. Failure to Complete a Disciplinary Assignment: (Consequence 3-5) disciplinary assignments that students receive from a teacher, administrator, or staff member that are not completed by the student within a designated and/ or specific amount of time.
13. Trespassing: (Consequence 2-5) entering any restricted area or entering any area that a student has been denied access.
14. Petty Theft: (Consequence 3-5) stealing or unauthorized possession of another person's money or property not to exceed a dollar amount of \$25.00.
15. Obscene Language/ Gestures/ Drawings: (Consequence 2-5) any language, body movements, or drawings which, at the discretion of the teacher, staff member, or administrator, is deemed rude, vulgar, or inappropriate for the school, and/or learning environment.
16. 3<sup>rd</sup> Uniform Violation: (Consequence 5) 3<sup>rd</sup> violation of the MAS uniform policy.
17. Other inappropriate conduct that at the discretion of the administrator or his/her designee fits a level 2 infraction. (Consequence 2-6)

### LEVEL 3 VIOLATIONS:

1. Major Vandalism: (Consequence 4-7) as judged by the administrator, as any serious deliberate destruction, or defacing of property belonging to, rented by, or on loan to the school system, or property of persons employed by the school. Damages to property exceed \$25.
2. Substance Abuse: (Consequence 5-7) selling or distributing, carrying, using, or storing mind-altering drugs, look alike drugs, drug paraphernalia, alcohol products, or inhalants.
3. Theft: (Consequence 4-6) stealing or unauthorized possession of another person's money or property valued in excess of \$25.00.
4. Assault: (Consequence 4-7) intentionally causing or attempting to cause physical harm to another through force or violence.
5. Involvement in Gang Activity: (Consequence 4-7) causing any disruptions or disturbances during the school day or any destruction of school property at any time related to gang activity.
6. Sexual Misconduct or Harassment: (Consequence 4 -7) unwelcome sexual advances, requests for sexual favors, or other verbal communication or physical conduct of a sexual nature, which interferes with the educational process, or creates an intimidating, hostile, or offensive learning environment.
7. Extortion: obtaining money or property (something of value) from an unwilling person by either physical force or intimidation.

8. Verbal or Non-verbal Threats to Staff: (Consequence 5-7) willful verbal or non-verbal threat to harm an MAS staff member's property, health, or safety which creates a reasonable fear that the act will be carried out.
9. False Alarms: (Consequence 5-7) activating the fire alarm system in the school building or on school property. Any fines assessed by the City for false alarms must be paid by the parent/guardian.
10. Threat or Use of Non-Violent Objects: (Consequence 5-7) use or threatened use of items normally used for other purposes that can be used to inflict bodily harm (i.e. knives under 3", belts, combs, picks, pencils, chains, etc.).
11. Possession of Incendiary Devices: (Consequence 5-7) carrying, handling, igniting, or storing lighters, fireworks, smoke bombs, or other explosive or incendiary device.
12. Possession or Use of Weapons: (Consequence 5-7) carrying, handling, or storing a firearm, dagger, dirk, stiletto, knife with blade over 3" in length, iron bar, brass knuckles, or other dangerous object.
13. Arson: (Arson 6-7) deliberate burning or attempt to burn any part of the building, or property belonging to, rented by, or on loan to the Milwaukee Academy of Science, or property of persons employed by the school or in attendance at the school.
14. Bomb Threats: (Consequence 6-7) reporting a fire, bomb threat, or other threat where none exists.

*Repeated or multiple infractions at any level may result in disciplinary action up to and including expulsion. Consequences are at the discretion of the administrator. The school reserves the right to involve the police in any situation that involves illegal activity.*

## Discipline Consequences

Consequence	Description	Can be Assigned By:	Step
Warning	The student is formally warned that such behavior is prohibited by the School's Discipline Code	Teacher Lead Teacher (LT) Academy Director (AD) Executive Director (ED)	1
Informal Talk	A school official will talk to the student regarding the student's behavior.	Teacher LT AD ED	1
Time Out	Student will be assigned to a location other than their assigned classroom for a specified period of time not to exceed one half of the school day.	Teacher LT AD ED	1
Peer Mediation	A way of helping people work out their differences in the presence of a calm, nonpartisan observer who keeps everything fair. A student will serve as peer mediator to students who encounter conflict or disagreements.	Teacher LT AD ED	1
Deprivation of Privileges	Extracurricular activities are special privileges offered to enhance the student's overall learning experience. Field trips, assemblies, and other special events are privileges, not rights. Any or all of these privileges may be revoked.	Teacher LT AD ED	2
Lunch Detention	Students may be assigned to a supervised location other than the cafeteria to eat lunch.	Teacher LT AD ED	2

Student/Parent Conference	A formal conference held between the student and one or more school officials. Actions taken and the results of the conference are recorded and placed in the child's file. The parent/guardian will be notified of the conference and are expected to attend.	Teacher LT AD Principal	2
Restitution	Student will be required to pay for damage done to Discovery World's facility or equipment, or for damages of another individual's property.	ED AD	3
Parent/Guardian Shadow	A parent/guardian will attend class with the student for a specified period of time.	LT AD ED	3
Detention	Students may receive a detention at the discretion of the teacher and/or principal. Parents of students are to be notified of the detention by the principal/teacher or the student. The parent is responsible for the student's transportation	Teacher LT AD ED	3
Behavior Contract	The administrator, counselor or teacher, in consultation with the parent and student, will develop a behavioral contract identifies a specific behavior, describes how the student should behave, and clearly specifies the consequences of misbehavior. Violation in the terms of the contract may result in long-term suspension.	Teacher LT Student Support Manager AD ED	3
Extended Detention	At the discretion of the principal, students will be assigned to attend an extended detention. Extended detention will be held after school and/or Saturday morning under the supervision of a staff member. Students who are assigned extended detention but fail to attend will receive an in-school suspension.	Teacher LT AD ED	4
Out of School Suspension	A temporary dismissal of a student from the regular school program. The length of a suspension may range from 1 to 10 days depending on the seriousness of the violation. After a suspension, parents/guardians must attend a conference to readmit the student to the school.	LT AD ED	5
Long Term Suspension	An out-of-school suspension lasting longer than 5 days.	AD ED	6
Expulsion	Permanent dismissal of a student from the regular school.	ED	7

## Milwaukee Academy of Science High School Uniform Policy

### **Tops:**

Boys must wear gray, black, or white shirts WITH a collar. They may be polo or button down shirts. NO T-SHIRTS of any kind.

Girls must wear gray, black, or white tops. They should be long enough to cover the stomach – no skin showing. No cleavage may be showing at any time.

Shirts must be solid, no stripes, logos, or designs. Shirts must be TUCKED in at all times.

MAS polo shirts and vests can be ordered at the beginning of each year.

### **Bottoms**

Boys must wear solid black pants. No logos or designs of any kind should be on the pockets or pant legs. Pants made from jean material are not allowed. Walking shorts may be worn in warm weather.

Girls must wear solid black pants. No logos or designs of any kind should be on the pockets or pant legs. Pants made from jean material are not allowed. Walking shorts and knee-length shorts may be worn in warm weather. Students who wear shorts or skirts that are considered too short by the staff will be sent home and/or asked to change.

All students are expected to wear a solid black belt to keep their pants looking professional. Sagging pants will not be tolerated.

### **Shoes**

Students must wear closed toe shoes. No flip-flops will be allowed in the school building.

Socks/Stockings;  
Solid color (black, white, or grey). No designs are permitted.

*Students are to be in uniform everyday. Students who fail to meet the uniform policy will be sent home with an unexcused absence. Bus tickets are not given to students who get sent home due to rule violations. More than three violations may result in a school detention and/or suspension.*

High School is a time for students to develop their personality and sense of style, however MAS will maintain a sense of professionalism as well as high standards.



Milwaukee Academy of Science

Special Education

Policies and Procedures



# **Milwaukee Academy of Science**

## **Policies and Procedures**

### **Preface**

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. Therefore, the Milwaukee Academy of Science policies and procedures are derived primarily from Wisconsin special education statutes and IDEA regulations. A small number of policies and procedures are derived from Wisconsin special education rules, chapter PI 11, Wis. Admin. Code. Because specific policies and procedures frequently contain language from more than one legal source, citations are not provided. The underlying law can be found by using the following tools:

1. the index to the IDEA Regulations found at Appendix B to 34 CFR Part 300, beginning on page 12481;
2. the table of contents of the state special education statute, Subchapter V, Chapter 115, Wis. Stats.; and
3. the table of contents for the state special education rules, Chapter PI 11, Wis. Admin. Code.

## Definitions

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.
- "Assistive 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:
  - evaluating the needs of the child, including a functional evaluation of the child in the child's customary environment;
  - purchasing, leasing or otherwise providing for the acquisition of assistive technology devices by children;
  - selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing or replacing of assistive technology devices;
  - coordinating and using other therapies, interventions or services with assistive technology devices, such as those associated with existing education and rehabilitative plans and programs;
  - training or technical assistance for the child or, if appropriate, the child's family; and
  - training or technical assistance for professionals, including individuals providing education and rehabilitation services, employers or other individuals who provide services to, employ or are otherwise substantially involved in the major life functions of that child.
- "Business day" means Monday through Friday, except for federal and state holidays unless holidays are specifically included in the designation of business day.
- "Child" means any person who is at least three years old but not yet 21 years old and who has not graduated from high school and, for the duration of a school term, any person who becomes 21 years old during that school term and who has not graduated from high school.
- "Child caring institution" means a child welfare agency licensed under § 48.60, Wis. Stats.
- "Child with a disability" means a child who, by reason of any of the following, needs special education and related services:
  - cognitive disabilities;
  - hearing impairments;
  - speech or language impairments;
  - visual impairments;
  - emotional disturbance;
  - orthopedic impairments;
  - autism;
  - traumatic brain injury;
  - other health impairments; and/or
  - learning disabilities.

If the Milwaukee Academy of Science 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. "Child with a disability" may, at the discretion of the Milwaukee Academy of Science and consistent with Department of Public Instruction rules, include a child who, by reason of his or her significant developmental delay, needs special education and related services.

- "Consent" means:
  - the parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
  - the parent understands and agrees in writing to the carrying out of the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
  - the parent also understands the granting of consent is voluntary on the part of the parent and may be revoked at any time. If a parent revokes consent, that revocation is not retroactive (i. e. it does not negate an action that has occurred after the consent was given and before the consent was revoked).
- "Controlled substance" 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," as 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.
- "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 and the nature and extent of the special education and related services the child needs.
- "Extended school year services" means special education and related services that are provided to a child with a disability and meet the standards of the State of Wisconsin. These services are provided beyond the normal school year of the local educational agency, in accordance with the child's individualized education program, and at no cost to the parents of the child.
- "Free appropriate public education" 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 individualized education program.

- "General curriculum" means the same curriculum as for nondisabled 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" means a written statement for a child with a disability that is developed, reviewed and revised in accordance with § 115.787, Wis. Stats.
- "Local educational agency," except as otherwise provided, means the school district in which the child with a disability resides, the Department of Health and Family Services if the child with a disability resides in an institution or facility operated by the Department of Health and Family Services, or the Department of Corrections if the child with a disability resides in a Type 1 secured correctional facility, as defined in § 938.02(19), Wis. Stats., or a Type 1 prison, as defined in § 301.01(5), Wis. Stats.
- "Native language," for individuals with limited English proficiency, means the language normally used by that individual. For children with limited English proficiency, the term means the language normally used by the parents of the child, except that in all direct contact with a child (including evaluation of the child), the term means the language normally used by the child in the home or learning environment. For an individual with deafness or blindness, or for an individual with no written language, the mode of communication is that normally used by the individual (such as sign language, Braille, or oral communication).
- "Nonacademic and extracurricular services and activities" may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities and employment by the public agency and assistance in making outside employment available.
- "Parent" 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 or judgment of an Indian tribal court of competent jurisdiction or by final order or judgment of a court of competent jurisdiction in another state; an adoptive parent; a legal guardian; a person acting as a parent of a child; a person appointed as a sustaining parent under § 48.428; or a person assigned as a surrogate parent under § 115.792(1)(a)2; a foster parent, if the right and responsibility of all of the aforementioned individuals to make educational decisions

concerning the child has been extinguished by termination of parental rights, by transfer of guardianship or legal custody or by other court order; the foster parent has an ongoing, long-term parental relationship with the child; the foster parent is willing to make educational decisions required of parents under special education law; and the foster parent has no interests that would conflict with the interests of the child.

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

- "Person acting as a parent of a child" 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 individual caring for the child with the explicit or tacit approval of the child's biological or adoptive parents or guardian. "Person acting as a parent of a child" does not include any person that receives public funds to care for the child if such funds exceed the cost of such care. The local educational agency 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 the local educational agency 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 uses personally-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, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services,

including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training. In this definition:

➤ "Audiology" includes:

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

➤ "Counseling services" 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:

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

➤ "Orientation and mobility services" 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:

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

- "Parent counseling and training" means assisting parents in understanding the special needs of their child and providing parents with information about child development, and helping parents to acquire the necessary skills that will allow them to support the implementation of their child's individualized education program.
- "Physical therapy" means services provided by a qualified physical therapist.
- "Psychological services" includes:
  - administering psychological and educational tests, and other assessment procedures;
  - interpreting assessment results;
  - obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;
  - consulting with other staff members in planning school programs to meet the special needs of children as indicated by psychological tests, interviews, and behavioral evaluations;
  - planning and managing a program of psychological services, including psychological counseling for children and parents; and
  - assisting in developing positive behavioral intervention strategies.
- "Recreation" includes:
  - assessment of leisure function;
  - therapeutic recreation services;
  - recreation programs in schools and community agencies; and
  - leisure education.
- "Rehabilitation counseling services" means services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with disabilities by vocational rehabilitation programs funded under the Rehabilitation Act of 1973, as amended.
- "School health services" means services provided by a qualified school nurse or other qualified person.
- "Social work services in schools" includes:
  - preparing a social or developmental history on a child with a disability;
  - group and individual counseling with the child and family;
  - working with those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;
  - mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and
  - assisting in developing positive behavioral intervention strategies.
- "Speech-language pathology services" includes:
  - identification of children with speech or language impairments;
  - diagnosis and appraisal of specific speech or language impairments;



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

➤ "Transportation" includes:

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

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

- "Secondary school" 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 parents, to meet the unique needs of a child with a disability, including:

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

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

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

- "Physical education" means the development of:

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

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

- "Specially-designed instruction" means adapting content, methodology or delivery of instruction:
  - to address the unique needs of an eligible child under this part that result from the child's disability and
  - to ensure access of the child to the general curriculum, so he or she can meet the educational standards within the jurisdiction of the public agency that apply to all children.
- "Travel training" means providing instruction, as appropriate, to children with significant cognitive disabilities and any other children with disabilities who require this instruction to:
  - enable them to develop an awareness of the environment in which they live and
  - learn the skills necessary to move effectively and safely from place to place within that environment (e.g., in school, in the home, at work and in the community).
- "Vocational education" 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.
- "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 nondisabled children to the maximum extent appropriate.
- "Transition services" means a coordinated set of activities for a student with a disability:
  - is designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation;
  - is based on the individual student's needs, taking into account the student's preferences and interests; and
  - 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.
- "Weapon" has the meaning given the term "dangerous weapon" under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

## **Full Educational Opportunity Goal**

It is the goal of the Milwaukee Academy of Science to provide full educational opportunity to all children with disabilities in the area served by the school. The Milwaukee Academy of Science has available to all of its children with disabilities the variety of educational programs and services available to nondisabled children in the local educational agency, including: art, music, or any program or activity in which nondisabled children participate. The Milwaukee Academy of Science provides nonacademic and extra-curricular services and activities that afford children with disabilities an equal opportunity for participation.

## **Free Appropriate Public Education**

**GENERAL.** All children with disabilities for whom the Milwaukee Academy of Science is responsible, are provided a free appropriate public education. Special education and related services are provided to all enrolled children with disabilities, including, as required by 34 CFR § 300.121(d), children with disabilities who have been suspended or expelled from school. Children with disabilities entitled to a free appropriate public education are children age three, but not yet 21 who have not graduated from high school with a regular high school diploma and, for the duration of a school term, persons who become 21 years old during that school term and who have not graduated from high school with a regular diploma. The special education and related services provided to children addresses all of their special education and related services needs.

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

After a child with a disability has been removed from his or her current placement for more than ten school days in a school year, for any subsequent removals, the Milwaukee Academy of Science provides services necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the child's individualized education program goals. These services are provided when school personnel remove a child for not more than ten consecutive school days as long as that removal does not constitute a change of placement. In such a case, school personnel, in consultation with the child's special education teacher, determine the extent of the services.

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

The Milwaukee Academy of Science provides services consistent with requirements relating to an appropriate interim alternative educational setting, if the removal is:

- for drug or weapons offenses under the law; or

- based on a hearing officer decision that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

**HEARING AIDS.** The Milwaukee Academy of Science 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 nondisabled children unless the child needs specially-designed physical education as prescribed in the child's individualized education program.

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

**ASSISTIVE TECHNOLOGY.** The Milwaukee Academy of Science 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 individualized education program 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.** The Milwaukee Academy of Science provides an extended school year to all children, with or without a disability as necessary to provide a free appropriate public education.

**PARTICIPATION IN ASSESSMENTS.** Children with disabilities, are included in state-wide and district-wide assessments with appropriate accommodations and modifications if necessary. Those children who cannot participate in state-wide or district-wide assessments participate in alternative assessments. Needed accommodations and modifications or alternate assessments are identified by the individualized education program team and are specified in the child's individualized education program.

**METHODS OF ENSURING A FREE APPROPRIATE PUBLIC 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 Milwaukee Academy of Science provides or pays for these services to the child in a timely manner.

When the Milwaukee Academy of Science 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, the Milwaukee Academy of Science does not:

- require parents to sign up for or enroll in public insurance programs in order for their child to receive a free appropriate public education under Part B of the Act;
- require parents to incur an out-of-pocket expense such as the payment of a deductible or co-pay amount incurred in filing a claim for special education and related services; or

- use a child's benefits under a public insurance program if that use would:
  - decrease available lifetime coverage or any other insured benefit,
  - result in the family paying for services that would otherwise be covered by the public insurance program and that are required for the child outside of the time the child is in school,
  - increase premiums or lead to the discontinuation of insurance or
  - risk loss of eligibility for home and community-based waivers based on aggregate health-related expenditures.

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

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

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

## **Public Information**

The Milwaukee Academy of Science regularly publicizes information about its special education procedures and services. Further, the Milwaukee Academy of Science makes available to any person, upon request, all documents relating to the Milwaukee Academy of Science's eligibility for state and federal special education funds. Any state or federal aid that is made available to the Milwaukee Academy of Science for special education and related services are used by the Milwaukee Academy of Science to comply with the requirements of special education law.

If the Milwaukee Academy of Science receives a notice from the Wisconsin 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 the Milwaukee Academy of Science until the Department of Public Instruction is satisfied the Milwaukee Academy of Science is complying with that requirement, the Milwaukee Academy of Science gives public notice of the pending state actions.

## **Child Find**

**GENERAL.** The Milwaukee Academy of Science 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, 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.

**REFERRAL.** The Milwaukee Academy of Science accepts and processes referrals of children suspected to have a disability. The Milwaukee Academy of Science has written procedures for accepting and processing referrals. School personnel who reasonably believe a child has a disability are required to make a referral.

Prior to submitting a referral, the people required to make referrals inform the parents of their intent to make a referral.

The Milwaukee Academy of Science 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. The Milwaukee Academy of Science documents and dates the receipt of each referral.

At least annually, the Milwaukee Academy of Science informs parents and persons required by law to make referrals about the Milwaukee Academy of Science's referral and evaluation procedures.

The Milwaukee Academy of Science provides information and inservice opportunities for its licensed staff to familiarize them with the Milwaukee Academy of Science's referral procedures.

## **Individualized Education Program Team**

The Milwaukee Academy of Science establishes an individualized education program team for each child referred to the school.

**PARTICIPANTS.** The individualized education program team for each child consists of all of the following:

- the parents of the child;
- at least one regular education teacher of the child if the child is, or may be, participating in a regular educational environment;
- at least one special education teacher who has 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 the Milwaukee Academy of Science:
  - who is qualified to provide or supervise the provision of special education,
  - who is knowledgeable about the general curriculum,
  - who is knowledgeable about the availability of and authorized to commit the resources of the Milwaukee Academy of Science and
  - who may be another Milwaukee Academy of Science 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 the Milwaukee Academy of Science, 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 who invited the individual to be a member of the individualized education program);
- 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.

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

**PARENT PARTICIPATION IN INDIVIDUALIZED EDUCATION PROGRAM TEAM MEETINGS.** The Milwaukee Academy of Science takes steps to ensure that one or both of the parents of a child with a disability are present at each individualized education program meeting or are afforded the opportunity to participate, including:

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

The notice required in this policy:

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

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

- indicates that a purpose of the meeting will be the development of the required statement of the transition services needs of the student and
- indicates that the Milwaukee Academy of Science 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 the Milwaukee Academy of Science will invite the student; and
- identifies any other agency that will be invited to send a representative.

If neither parent can attend, the Milwaukee Academy of Science uses other methods to ensure parent participation, including individual or conference telephone calls.

The Milwaukee Academy of Science conducts meetings without a parent in attendance if the public agency is unable to convince the parents that they should attend. In this case the Milwaukee Academy of Science 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.

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

**INDIVIDUALIZED EDUCATION PROGRAM TEAM DUTIES.** The individualized education program team does all of the following:

- evaluates the child to determine the child's eligibility or continued eligibility for special education and related services, and the educational needs of the child;
- develops an individualized education program for the child;
- determines the special education placement for the child, including a preschool child, in conformity with the least restrictive environment policies of the Milwaukee Academy of Science.

**TIMELINE.** The Milwaukee Academy of Science 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 the Milwaukee Academy of Science informs the child's parents of the need and reasons for an extension. The Milwaukee Academy of Science 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, the Milwaukee Academy of Science 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. The Milwaukee Academy of Science informs the division of the reasons for the request and demonstrates that it has acted in good faith and that there is good cause for an extension.

At the beginning of any meeting to address the evaluation, individualized education program, or placement, the Milwaukee Academy of Science 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



Milwaukee Academy of Science staff determines at any point during the process of evaluation, development of the individualized education program, or placement, that additional time is needed to permit meaningful parent participation, the Milwaukee Academy of Science provides it.

## Evaluation

**GENERAL.** As part of an initial evaluation of a child and as part of any reevaluation of a child, the individualized education program team and other qualified professionals, as determined by the Milwaukee Academy of Science:

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

The Milwaukee Academy of Science 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, the Milwaukee Academy of Science requires consent for all children.

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

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

Each individualized education program team participant who administers tests, assessments or other evaluation materials as part of an evaluation or reevaluation of a child prepares and

makes available to all team participants at a team meeting a written summary of the participant's findings that will assist with program planning.

**INDIVIDUALIZED EDUCATION PROGRAM TEAM DETERMINATION OF ELIGIBILITY OR CONTINUING ELIGIBILITY (INITIAL AND REEVALUATION).** Following a review of existing data and administration of tests and other evaluation materials (if any), the individualized education program team determines whether the child is or continues to be a child with a disability. For a child who does not otherwise meet the eligibility criteria under state law, the individualized education program team does not determine that the child is a child with a disability solely because the child has received insufficient instruction in reading or math or because the child has limited proficiency in English. In interpreting evaluation data for the purpose of determining if a child is a child with a disability, and the educational needs of the child, the Milwaukee Academy of Science 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 Milwaukee Academy of Science ensures that information obtained from all of these sources is documented and carefully considered.

**REEVALUATION.** In conducting reevaluations, the individualized education program team:

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

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

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

**EVALUATION REPORT.** If the individualized education program team determines a child is or continues to be a child with a disability, the team prepares an evaluation report that includes documentation of the determination of eligibility. The Milwaukee Academy of Science asks each individualized education program team participant if he or she wants a copy of the evaluation report or additional time before the team develops the child's individualized education program. If any individualized education program team participant requests a copy of the evaluation report at any point in the process of developing the child's individualized education program or considering the child's educational placement, the Milwaukee Academy of Science gives a copy of the report to each individualized education program team participant before continuing with the process. If no individualized education program team participant requests a copy of the evaluation report, the Milwaukee Academy of Science gives a copy to the child's parents with the notice of placement.

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

**EVALUATION SAFEGUARDS.** When the Milwaukee Academy of Science evaluates a child with a disability, it:

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

The individualized education program team:

- does not use any single procedure as the sole criterion for determining whether a child is a child with a disability or for determining an appropriate educational program for the child;
- uses a variety of assessment tools and strategies to gather relevant functional and developmental information, including information provided by the child's parent, that may assist in determining whether the child is a child with a disability and the content of the child's individualized education program, including information related to enabling the child to be involved in and progress in the general curriculum or, for preschool children, to participate in appropriate activities;
- uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors; and
- ensures all of the following:
  - tests and other evaluation materials used to assess a child are selected and administered so as not to be racially or culturally discriminatory and are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so;
  - any standardized tests given to the child have been validated for the specific purpose for which they are used, are administered by trained and knowledgeable personnel and are administered in accordance with any instructions provided by the producer of such tests;
  - the child is assessed in all areas of suspected disability; and
  - assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child are used.

The Milwaukee Academy of Science 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 and the content of the child's individualized education program.

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

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

The Milwaukee Academy of Science 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.

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

**ADDITIONAL REQUIREMENTS FOR LEARNING DISABILITIES.** For evaluation of a child suspected of having a learning disability, the following additional requirements are met:

- The determination of whether a child suspected of having a specific learning disability is a child with a disability is made by the child's parents and a team of qualified professionals which includes:
  - the child's regular teacher; or
  - if the child does not have a regular teacher, a regular classroom teacher qualified to teach a child of his or her age; or
  - for a child of less than school age, an individual qualified by the Department of Public Instruction to teach a child of his or her age.
- At least one member of the individualized education program team, other than the child's regular teacher, observes the child's academic performance in the regular classroom setting. In the case of a child of less than school age or out of school, a team member observes the child in an environment appropriate for a child of that age.
- The individualized education program team evaluation report includes a statement of:
  - whether the child has a specific learning disability;
  - the basis for making that determination;
  - the relevant behavior noted during observation of the child;
  - the relationship of that behavior to the child's academic functioning;
  - the educationally relevant medical findings, if any;

- whether there is a severe discrepancy between achievement and ability that is not correctable without special education and related services; and
  - the determination of the team concerning the effects of environmental, cultural, or economic disadvantage.
- Each individualized education program team participant certifies in writing whether the report reflects his or her conclusion. If the evaluation report does not reflect the individualized education program team participant's conclusions, the participant submits a separate statement presenting his or her conclusions.

## **Determination of Eligibility**

An evaluation conducted by an IEP team under s. 115.782, Stats., shall focus on the consideration of information and activities that assist the IEP team in determining how to teach the child in the way he or she is most capable of learning. Specifically, the IEP team shall meet the evaluation criteria specified under s. 115.782 (2) (a), Stats., when conducting tests and using other evaluation materials in determining a child's disability.

A child shall be identified as having a disability if the IEP team has determined from an evaluation conducted under s. 115.782, Stats., that the child has an impairment under s. PI 11.36 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 under s. 115.782, Stats., conducted by the IEP team in determining whether a child is or continues to be a child with a disability, the IEP team shall identify all of the following:

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

## **Areas of Impairment**

All provisions in these policies shall be construed consistent with 20 USC 1400 et. seq. and the regulations promulgated thereunder.

**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 in PI 11.36 (7).

The results of standardized or norm-referenced instruments used to evaluate and identify a child under this paragraph may not be reliable or valid. Therefore, alternative means of evaluation, such as criterion-referenced assessments, achievement assessments, observation and work samples, shall be considered to identify a child under this paragraph. Augmentative communication strategies, such as facilitated communication, picture boards or signing shall be considered when evaluating a child under this paragraph. To identify a child as a child with autism, the criteria under 1. and 2. and one or more criteria under 3. through 6. shall be met.

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

**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 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.

*NOTE: Cognitive disabilities typically manifest before age 18. An etiology should be determined when possible, so the IEP team can use this information for program planning.*

**EMOTIONAL BEHAVIORAL DISABILITY.** Emotional behavioral disability, pursuant to s. 115.76 (5) (a) 5, Stats., means social, emotional or behavioral functioning that so departs from generally accepted, age appropriate ethnic or cultural norms that it adversely affects a child's academic progress, social relationships, personal adjustment, classroom adjustment, self-care or vocational skills.

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

- The child demonstrates severe, chronic and frequent behavior that is not the result of situational anxiety, stress or conflict.
- The child's behavior described under par. (a) occurs in school and in at least one other setting.
- The child displays any of the following:

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

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

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

**HEARING IMPAIRMENT.** Hearing impairment, including deafness, means a significant impairment in hearing, with or without amplification, whether permanent or chronically fluctuating, that significantly adversely affects a child's educational performance including academic performance, speech perception and production, or language and communication skills. A current evaluation by an audiologist licensed under ch. 459, Stats., shall be one of the components for an initial evaluation of a child with a suspected hearing impairment.

**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. 115.782, Stats. The IEP team may identify a child as having a specific learning disability if all of the following are true:

- Classroom achievement. Upon initial identification, the child's ability to meet the instructional demands of the classroom and to achieve commensurate with his or her age and ability levels is severely delayed in any of the following areas:

- Oral expression.



- Listening comprehension.
  - Written expression.
  - Basic reading skill.
  - Reading comprehension.
  - Mathematical calculation.
  - Mathematical reasoning.
- Significant discrepancy. Upon initial identification, a significant discrepancy exists between the child's academic achievement in any of the areas above and intellectual ability as documented by the child's composite score on a multiple score instrument or the child's score on a single score instrument. The IEP team may base a determination of significant discrepancy only upon the results of individually administered, standardized achievement and ability tests that are reliable and valid. A significant discrepancy means a difference between standard scores for ability and achievement equal to or greater than 1.75 standard errors of the estimate below expected achievement, using a standard regression procedure that accounts for the correlation between ability and achievement measures. This regression procedure shall be used except under any of the following conditions:
    - The regression procedure under this subdivision may not be used to determine a significant discrepancy if the IEP team determines that the child cannot attain valid and reliable standard scores for intellectual ability or achievement because of the child's test behavior, the child's language, another impairment of the child that interferes with the attainment of valid and reliable scores or the absence of valid and reliable standardized, diagnostic tests appropriate for the child's age.
    - If the IEP team makes such a determination, it shall document the reasons why it was not appropriate to use the regression procedure and shall document that a significant discrepancy exists, including documentation of a variable pattern of achievement or ability, in at least one of the areas classroom achievement cited above using other empirical evidence.
    - If the discrepancy between the child's ability and achievement approaches but does not reach the 1.75 standard error of the estimate cut-off, the child's performance in any of the areas in classroom achievement cited above is variable, and the IEP team determines that the child meets all other criteria relating to classroom achievement, significant discrepancy, and information processing deficit, the IEP team may consider that a significant discrepancy exists.
  - Information processing deficit. The child has an information processing deficit that is linked to the child's classroom achievement delays and to the significant discrepancy. An information processing deficit means a pattern of severe problems with storage, organization, acquisition, retrieval, expression, or manipulation of information rather than relative strengths and weaknesses. The IEP team shall document the reasons for and data used to make its determination that the child has an information processing deficit.

The IEP team may not identify a child as having a specific learning disability if it determines that the significant discrepancy between ability and achievement is primarily due to environmental, cultural or economic disadvantage 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 under s. PI 11.36 (5) shall be considered to have a primary impairment in the area of speech and language.

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

Upon reevaluation, a child who met initial identification criteria and continues to demonstrate a need for special education under s. PI 11.35 (2), including specially designed instruction, is a child with a disability under this section, unless the significant discrepancy between ability and achievement is now primarily due to environmental, cultural or economic disadvantage 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 a child with a specific learning disability performs to generally accepted performance expectations in the general education classroom without specially designed instruction, the IEP team shall determine whether the child is no longer a child with a disability.

**ORTHOPEDIC IMPAIRMENT.** 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 clubfoot or absence of some member; impairments caused by disease such as poliomyelitis or bone tuberculosis; and impairments from other causes such as cerebral palsy, amputations and fractures or burns that cause contractures.

**OTHER HEALTH IMPAIRMENT.** 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.

**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 handicapping conditions, including cognitive disability, orthopedic impairment, visually handicapped, hearing handicapped, learning disability, speech and language handicapped, emotional disturbance, autism, traumatic brain injury or other health impairment are considered before identifying a child's primary handicapping condition 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:

- 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.
- 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.
- 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.
- 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.
- 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 and their detrimental effect upon the child's daily life shall be based upon qualitative and quantitative measures including all of the following:

- A developmental and basic health history, including results from vision and hearing screening and other pertinent information from parents and, if applicable, other caregivers or service providers.
- 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.
- 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.

**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 preceding definition and meets any of the following criteria:

- The child's conversational intelligibility is significantly affected and the child displays at least one of the following:
  - The child performs on a norm referenced test of articulation or phonology at least 1.75 standard deviations below the mean for his or her chronological age.
  - Demonstrates consistent errors in speech sound production beyond the time when 90% of typically developing children have acquired the sound.

- One or more of the child's phonological patterns of sound are at least 40% disordered or the child scores in the moderate to profound range of phonological process use in formal testing and the child's conversational intelligibility is significantly affected.
- The child's voice is impaired in the absence of an acute, respiratory virus or infection and not due to temporary physical factors such as allergies, short term vocal abuse or puberty. The child exhibits atypical loudness, pitch, quality or resonance for his or her age and gender.
- The child exhibits behaviors characteristic of a fluency disorder.
- The child's oral communication or, for a child who cannot communicate orally, his or her primary mode of communication, is inadequate, as documented by all of the following:
  - Performance on norm referenced measures that is at least 1.75 standard deviations below the mean for chronological age.
  - Performance in activities is impaired as documented by informal assessment such as language sampling, observations in structured and unstructured settings, interviews, or checklists.
  - The child's receptive or expressive language interferes with oral communication or his or her primary mode of communication. 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 two 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.

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

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

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

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

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

**TRAUMATIC BRAIN INJURY.** Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; speech and language; memory; attention; reasoning; abstract thinking; communication; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and executive functions, such as organizing, evaluating and carrying out goal-directed activities. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma. Children whose educational performance is adversely affected as a result of acquired injuries to the brain caused by internal occurrences, such as vascular accidents, infections, anoxia, tumors, metabolic disorders and the effects of toxic substances or degenerative conditions may meet the criteria of one of the other impairments.

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

**VISUAL IMPAIRMENT.** 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 certified teacher of the visually impaired conducts a functional vision evaluation which includes a review of medical information, formal and informal tests of visual functioning and the determination of the implications of the visual impairment on the educational and curricular needs of the child.
- An ophthalmologist or optometrist finds at least one of the following:
  - Central visual acuity of 20/70 or less in the better eye after conventional correction.

- Reduced visual field to 50° or less in the better eye.
- Other ocular pathologies that are permanent and irremediable.
- Cortical visual impairment.
- A degenerative condition that is likely to result in a significant loss of vision in the future.

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

## **Meetings to Develop, Review or Revise an Individualized Education Program**

**INDIVIDUALIZED EDUCATION PROGRAM IN EFFECT.** At the beginning of each school year the Milwaukee Academy of Science has in effect an individualized education program for each child with a disability within its jurisdiction. The Milwaukee Academy of Science ensures that a meeting to develop an individualized education plan for the child is conducted within 30 days of a determination that the child needs special education and related services. The Milwaukee Academy of Science ensures an individualized education program is in effect before special education and related services are provided to children with disabilities and is implemented as soon as possible following the meetings at which the individualized education program is developed. The Milwaukee Academy of Science develops and implements an individualized education program for each child with a disability served by that agency. The Milwaukee Academy of Science ensures each child's individualized education program is accessible to each regular education teacher, special education teacher, related service provider and other service provider who is responsible for its implementation. The Milwaukee Academy of Science ensures each teacher and provider responsible for implementing a child's individualized education program is informed of his or her specific responsibilities related to implementing the child's individualized education program and the specific accommodations, modifications and supports that must be provided for the child in accordance with the individualized education program. The Milwaukee Academy of Science provides special education and related services to a child with a disability in accordance with the child's individualized education program and makes a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the individualized education program.

## **Individualized Education Program Development**

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

The individualized education program team:

- considers, when appropriate, strategies including positive behavioral interventions and supports to address behavior in the case of a child whose behavior impedes his or her learning or that of others;

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

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

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

The Milwaukee Academy of Science gives a copy of the individualized education program to the child's parents with the notice of placement.

## **Individualized Education Program Review**

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

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

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

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

## **Individualized Education Program Content**

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

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



prepare the child for a successful transition to his or her goals for life after secondary school such as participation in advanced placement courses or a vocational education program;

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

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

## Placement

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

**LEAST RESTRICTIVE ENVIRONMENT.** The Milwaukee Academy of Science ensures the following:

- Unless the individualized education program requires a different arrangement, the child is educated in the school he or she would attend if not disabled.
- The placement is provided as close as possible to the child's home.
- In selecting the least restrictive environment consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.

- A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.
- To the maximum extent appropriate, a child with a disability, including a child receiving publicly funded special education in a public or private institution or other care facility, is educated with children who are not disabled.
- Special classes, separate schooling or any other removal of a child from the regular educational environment occurs only when the nature or severity of a child's disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The Milwaukee Academy of Science ensures a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.
- The Milwaukee Academy of Science provides or arranges for nonacademic and extracurricular services and activities including meals and recess periods so each child with a disability can participate with nondisabled children to the maximum extent appropriate to the needs of that child.

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

**CONSENT FOR PLACEMENT.** The Milwaukee Academy of Science obtains written parental consent prior to the initial provision of special education and related services to a child with a disability in a program providing special education and related services.

## **Transition from Birth to Three Programs**

The Milwaukee Academy of Science participates with the provider of birth to three programs to ensure a smooth and effective transition of children with disabilities from the birth to three program for infants and toddlers with disabilities to preschool programs in the Milwaukee Academy of Science. The Milwaukee Academy of Science participates in transition planning conferences arranged by the birth to three program.

## **Transfer Pupils**

A "transfer pupil with a disability" means a child with a disability under the Individuals with Disabilities Education Act whose residence has changed from a local educational agency in this state to another local educational agency in this state or from a public agency in another state to a local educational agency in this state.

The Milwaukee Academy of Science ensures there is no interruption of special education and related services when a child with a disability transfers from another Wisconsin local educational agency. When the Milwaukee Academy of Science receives a transfer pupil with a disability, the Milwaukee Academy of Science implements the individualized education program from the sending Wisconsin local educational agency until the Milwaukee Academy

of Science adopts the sending local educational agency's individualized education program or develops its own individualized education program. To the extent that the Milwaukee Academy of Science is not able to implement the sending local educational agency's individualized education program, the Milwaukee Academy of Science provides services that approximate, as closely as possible, the sending local educational agency's individualized education program.

The Milwaukee Academy of Science adopts the evaluation and the eligibility determination of the sending local educational agency or conducts an evaluation and eligibility determination of the transfer pupil. The Milwaukee Academy of Science adopts the individualized education program of the sending local educational agency or develops a new individualized education program. The Milwaukee Academy of Science does not adopt the evaluation and eligibility determination or the individualized education program of the sending local educational agency if the evaluation and eligibility determination or the individualized education program do not meet state and federal requirements.

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

When the Milwaukee Academy of Science receives a transfer pupil with a disability from a public agency in another state, the Milwaukee Academy of Science may provide special education and related services in accordance with the most recent individualized education program developed by the sending public agency until the Milwaukee Academy of Science develops its own individualized education program or adopts the sending public agency's individualized education program. The Milwaukee Academy of Science adopts the evaluation and the eligibility determination of the sending public agency or conducts a new evaluation and eligibility determination of the transfer pupil. If the Milwaukee Academy of Science decides not to adopt the evaluation and eligibility determination of the sending public agency, the Milwaukee Academy of Science initiates a special education referral of the child. The Milwaukee Academy of Science completes the evaluation and develops an individualized education program and the placement in accordance with the requirements of subch. V of ch. 115, Wis. Stats., within 90 days of the date the child enrolled in the Milwaukee Academy of Science. The Milwaukee Academy of Science adopts the individualized education program of the sending public agency or develops a new individualized education program. The Milwaukee Academy of Science does not adopt the evaluation and eligibility determination or the individualized education program of the sending public agency if the evaluation and eligibility determination or the individualized education program do not meet state and federal requirements.

## **Due Process Procedures**

**OPPORTUNITY TO EXAMINE RECORDS AND PARENT PARTICIPATION IN MEETINGS.** The parents of a child with a disability are afforded, in accordance with the policies in the "Confidentiality" section of this document, an opportunity to:

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

The Milwaukee Academy of Science provides notice consistent with the notice policies in the "Parent Participation in Individualized Education Program Team Meetings" section of these policies to ensure that parents of children with disabilities have the opportunity to participate in meetings described above. 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 if those issues are not addressed in the child's individualized education program. A meeting also does not include preparatory activities that the Milwaukee Academy of Science personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting.

The Milwaukee Academy of Science ensures the parents of each child with a disability are members of any group that makes decisions on the educational placement of their child. In implementing this policy, the Milwaukee Academy of Science 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 Milwaukee Academy of Science uses other methods to ensure their participation including individual or conference telephone calls, or video conferencing.

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

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

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

- a description of the action proposed or refused and why;
- a statement that the parents of a child with a disability have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained;
- a description of any other options considered and the reason(s) they were rejected;

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

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

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

- independent educational evaluation;
- prior written notice;
- parental consent;
- access to educational records;
- opportunity to present complaints to initiate due process hearings;
- the child's placement during pendency of due process proceedings;
- procedures for pupils who are subject to placement in interim alternative educational settings under 20 USC § 1415(k);
- requirements for the unilateral placement by parents of pupils in private schools at public expense;
- mediation;
- due process hearings including requirements for disclosure of evaluation results and recommendations;
- civil actions;
- attorney fees; and
- a statement informing the parents about the state Individuals with Disabilities Education Act complaint procedures including a description of how to file a complaint and the timelines under those procedures.

**LIMITATIONS ON REQUIRING CONSENT.** The Milwaukee Academy of Science does not use a parent's refusal to consent to an initial evaluation or reevaluation or the initial provision of special education and related services to a child with a disability to deny the parent or child any other service, benefit or activity of the Milwaukee Academy of Science.

**INDEPENDENT EDUCATIONAL EVALUATIONS.** A parent may obtain an independent educational evaluation of his or her child. If a parent requests information from the Milwaukee Academy

of Science about an independent evaluation, the Milwaukee Academy of Science 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 Milwaukee Academy of Science. "Public expense" means the Milwaukee Academy of Science 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 Milwaukee Academy of Science, 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 Milwaukee Academy of Science demonstrates in a due process hearing that the evaluation obtained by the parent did not meet Milwaukee Academy of Science criteria.

If a parent requests an independent educational evaluation, the Milwaukee Academy of Science may ask for the parent's reason why he or she objects to the public evaluation. However, the Milwaukee Academy of Science does not require the explanation and the Milwaukee Academy of Science does not unreasonably delay either providing the independent educational evaluation at public expense or initiating a due process hearing to defend the public evaluation.

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

If a hearing officer requests an independent educational evaluation as part of a hearing, the cost of the evaluation must be at public expense. When an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, is the same as the criteria that the Milwaukee Academy of Science 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 Milwaukee Academy of Science may not impose conditions or timelines related to obtaining and independent educational evaluation at public expense.

**SURROGATE PARENTS.** The Milwaukee Academy of Science ensures the rights of a child are protected if no parent can be identified; the Milwaukee Academy of Science, after reasonable efforts, cannot discover the whereabouts of a parent; or the child is a ward of the state. In such instances, the Milwaukee Academy of Science assigns an individual to act as a surrogate for the parents. The Milwaukee Academy of Science has a method for determining whether a child needs a surrogate parent and for assigning a surrogate parent to the child.

The Milwaukee Academy of Science ensures a person selected as a surrogate parent is not an employee of the Department of Public Instruction, the Milwaukee Academy of Science, or any other agency that is involved in the education or care of the child; has no 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. If the Milwaukee Academy of Science selects as a surrogate a person who is an employee of a nonpublic agency that only provides non-

educational care for the child, the Milwaukee Academy of Science ensures that person has no interest that conflicts with the interest of the child and has knowledge and skills to ensure adequate representation of the child. A person who otherwise qualifies to be a surrogate parent is not an employee of the Milwaukee Academy of Science solely because he or she is paid by the Milwaukee Academy of Science to serve as a surrogate parent.

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.

**MEDIATION.** When the Milwaukee Academy of Science participates in a mediation under the Wisconsin Special Education Mediation System, the Milwaukee Academy of Science:

- keeps discussion that occurs during mediation confidential;
- does not use discussion that occurs during mediation as evidence in any subsequent hearing or civil proceeding;
- is legally bound by a signed written mediation agreement concerning resolutions to the dispute or agreements about other procedures to resolve the dispute;
- does not record a mediation session unless both parties and the mediator agree;
- 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.

**DUE PROCESS HEARINGS.** When the Milwaukee Academy of Science is a party to a due process hearing under § 115.80, Wis. Stats., the Milwaukee Academy of Science:

- 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 least five business days before a hearing is 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 Milwaukee Academy of Science's evaluations that the Milwaukee Academy of Science intends to use at the hearing; and
- except as provided in the "discipline" section of the Milwaukee Academy of Science's policies, the Milwaukee Academy of Science 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 and places the child applying for initial admission with the consent of his or her parents 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 Milwaukee Academy of Science 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

Milwaukee Academy of Science transfers the rights of parents under the Individuals with Disabilities Education Act and Chapter 115, Wis. Stats., to the individual pupil. The Milwaukee Academy of Science provides any required notices to both the parents and the adult pupil. The Milwaukee Academy of Science notifies both the parents and the individual pupil of the transfer of rights.

## **Discipline Procedures**

**AUTHORITY OF SCHOOL PERSONNEL.** To the extent removal would be applied to children without disabilities, school personnel are authorized to remove a child with a disability from the child's current placement for not more than ten consecutive school days for any violation of school rules, consistent with state requirements relating to the suspension of pupils. School personnel are authorized to order 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).

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 they cumulate to more than ten school days in a school year, and because of factors such as the length of each removal, the total amount of time the child is removed and the proximity of the removals to one another.

After a child with a disability has been removed from the current placement for more than ten school days in the same school year, during any subsequent days of removal the district provides services necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving individualized education program goals. These services are provided when school personnel remove a child for not more than ten consecutive school days, as long as that removal does not constitute a change of placement. In such a case, school personnel, in consultation with the child's special education teacher, determine the extent of the services.

**FUNCTIONAL BEHAVIOR ASSESSMENT AND BEHAVIOR INTERVENTION PLAN.** Either before or not later than ten business days after either first removing the child for more than ten school days in a school year or beginning a removal that constitutes a change of placement, including placing the child in an interim alternative educational setting:

- if the Milwaukee Academy of Science did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the child before the behavior that resulted in the removal described above, the Milwaukee Academy of Science convenes an individualized education program meeting to develop an assessment plan;
- if the child already has a behavioral intervention plan, the individualized education program team meets to review the plan and its implementation, and, modify the plan and its implementation as necessary, to address the behavior.



As soon as practicable after developing the assessment and completing the assessments required by the assessment plan, the Milwaukee Academy of Science convenes an individualized education program meeting to develop appropriate behavioral interventions to address that behavior and implements those interventions.

If subsequently, a child with a disability who has a behavioral intervention plan and who has been removed from the child's current educational placement for more than ten school days in a school year is subjected to a removal that does not constitute a change of placement, the individualized education program team members review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one or more of the team members believe that modifications are needed, the team meets to modify the plan and its implementation, to the extent the team determines necessary.

**PLACEMENT IN INTERIM ALTERNATIVE EDUCATIONAL SETTINGS.** School personnel are authorized to order a change in placement of a child with a disability to an appropriate interim alternative educational setting for the same amount of time that a child without a disability would be subject to discipline but for not more than 45 days if:

- the child carries or possesses a weapon to or at school or to a school function under the jurisdiction of the state or the Milwaukee Academy of Science; or
- the child knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function under the jurisdiction of the state or the Milwaukee Academy of Science.

The individualized education program team determines the interim alternative educational setting. Any interim alternative educational setting in which a child is placed:

- is selected so as to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications including those described in the child's current individualized education program, that will enable the child to meet the goals set out in that individualized education program; and
- includes services and modifications that are designed to prevent the behavior that resulted in the child's placement in an interim alternative educational setting behavior from recurring.

If the Milwaukee Academy of Science contemplates placing the child in an interim alternative educational setting or initiating a removal that constitutes a change of placement for violating any Milwaukee Academy of Science rule or code of conduct that applies to all children, the Milwaukee Academy of Science:

- notifies the parents of that decision and provides the parents a procedural safeguards notice not later than the date on which the decision to take that action is made; and
- immediately, if possible, but in no case later than ten school days after the date on which the decision to take that action is made, reviews the relationship between the child's disability and the behavior subject to the disciplinary action.

When the Milwaukee Academy of Science 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 days. At the hearing the Milwaukee Academy of Science demonstrates:

- by substantial evidence that maintaining the current placement of the child is substantially likely to result in injury to the child or others;
- the inappropriateness of the child's current placement;
- reasonable efforts to minimize the risk of harm in the child's current placement, including the use of supplementary aids and services;
- school personnel have consulted with the child's special education teacher about the proposed interim alternative educational setting;
- the proposed interim alternative education setting was selected to enable the child to continue to progress in the general curriculum, although in another setting, and to continue to receive those services and modifications, including those in the child's current IEP, that will enable the child to meet the goals in that IEP; and
- the interim alternative educational setting includes services and modifications that are designed to prevent the dangerous behavior from recurring.

**MANIFESTATION DETERMINATION REVIEWS.** A manifestation determination review is conducted by the individualized education program team and other qualified personnel in a meeting. In carrying out the review, the individualized education program team and other qualified personnel determine that the behavior of the child was not a manifestation of the child's disability only after first considering, in terms of the behavior subject to disciplinary action, all relevant information, including:

- evaluation and diagnostic results including the results or other relevant information supplied by the parents of the child;
- observations of the child; and
- the child's individualized education program and placement.

If the individualized education program team and other qualified personnel determine that any of the standards below were not met, the behavior is considered a manifestation of the child's disability. These standards are as follows:

- In relationship to the behavior subject to disciplinary action, the child's individualized education program and placement were appropriate and the special education services, supplementary aids and services, and behavior intervention strategies were provided consistent with the child's individualized education program and placement.
- The child's disability did not impair the ability of the child to understand the impact and consequences of the behavior subject to disciplinary action.
- The child's disability did not impair the ability of the child to control the behavior subject to disciplinary action.

If, in the manifestation determination review, the Milwaukee Academy of Science identifies deficiencies in the child's individualized education program or placement or in their implementation, it takes immediate steps to remedy those deficiencies.

The Milwaukee Academy of Science applies the relevant disciplinary procedures for children without disabilities to the child only if, as a result of the manifestation determination review, the Milwaukee Academy of Science determines the behavior of the child with a disability was not a manifestation of the child's disability. The Milwaukee Academy of Science applies the relevant disciplinary procedures in the same manner in which they would be applied to children without disabilities.

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

If the Milwaukee Academy of Science initiates disciplinary procedures applicable to all children, the Milwaukee Academy of Science ensures the special education and disciplinary records of the child with a disability are transmitted for consideration by the person or persons making the final determination regarding the disciplinary action.

**PLACEMENT DURING APPEALS.** If a parent requests a hearing or an appeal to challenge an interim alternative educational setting or a manifestation determination for a child who is in an interim alternative educational setting, the Milwaukee Academy of Science maintains the child in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period of the interim alternative educational setting, whichever occurs first, unless the parent and the Milwaukee Academy of Science agree otherwise.

If a child is placed in an interim alternative educational setting and Milwaukee Academy of Science personnel propose to change the child's placement after expiration of the interim alternative placement, during the pendency of due process proceedings to challenge the proposed change in placement the Milwaukee Academy of Science ensures the child remains in the current placement (the child's placement prior to the interim alternative educational setting). The Milwaukee Academy of Science changes the current placement only if a due process hearing officer determines that the child may be placed in the alternative educational setting or in another appropriate placement.

If school personnel maintain it is dangerous for the child to be in the current placement (placement prior to removal to the interim alternative educational setting) during due process proceedings, the Milwaukee Academy of Science may request an expedited due process hearing to request placement in an alternative educational setting or another appropriate placement for up to 45 days. The Milwaukee Academy of Science may repeat the request as necessary.

**PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES.** The Milwaukee Academy of Science provides the protections 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 any rule or code of conduct of the Milwaukee Academy of Science if the Milwaukee Academy of

Science 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 Milwaukee Academy of Science also applies this provision to a child who carries or possesses a weapon to or at school or to a school function; to a child who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function; and to a child who exhibits behavior that is substantially likely to result in injury to the child or others.

The Milwaukee Academy of Science has knowledge that a child is a child with a disability if:

- the parent of the child has expressed concern in writing to personnel of the appropriate educational agency that the child is in need of special education and related services;
- the behavior or performance of the child demonstrates the need for these services in accordance with the eligibility criteria in state law;
- the parent of the child has requested an individualized education program team evaluation of the child; or
- the teacher of the child, or other personnel of the Milwaukee Academy of Science, has expressed concern about the behavior or performance of the child to the director of special education of the agency or to other personnel in accordance with the agency's established child find or special education referral system.

The Milwaukee Academy of Science does not have knowledge that a child is a child with a disability if the Milwaukee Academy of Science conducted an individualized education program team evaluation and determined that the child was not a child with a disability. If the Milwaukee Academy of Science does not have knowledge that a child is a child with a disability prior to taking disciplinary measures against the child, the Milwaukee Academy of Science 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 Milwaukee Academy of Science 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 Milwaukee Academy of Science's evaluation and information provided by the parents, the Milwaukee Academy of Science provides special education and related services in accordance with legal requirements relating to discipline and the provision of a free appropriate public education to children with disabilities.

When the Milwaukee Academy of Science 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 Milwaukee Academy of Science 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 Milwaukee Academy of Science 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 Milwaukee Academy of Science of the activity.

The Milwaukee Academy of Science 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 Milwaukee Academy of Science;
- a description of the children on whom personally-identifiable information is maintained, the types of information sought, the methods the Milwaukee Academy of Science 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 Milwaukee Academy of Science permits parents to inspect and review any education records relating to their children that are collected, maintained or used by the school under this part. The school complies with a request without unnecessary delay and before any meeting regarding an individualized education program, or any due process hearing, 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 Milwaukee Academy of Science 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 Milwaukee Academy of Science), 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 Milwaukee Academy of Science provides parents, upon 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 Milwaukee Academy of Science 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 Milwaukee Academy of Science 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 this part is inaccurate or misleading or violates the privacy or other rights of the child may request the Milwaukee Academy of Science to amend the information. The Milwaukee Academy of Science decides whether to amend the information in accordance with the request within a reasonable period of time of receipt of the request. If the Milwaukee Academy of Science 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 a educational records hearing pursuant to the Milwaukee Academy of Science's policies.

The Milwaukee Academy of Science, upon 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 Milwaukee Academy of Science 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 Milwaukee Academy of Science 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 Milwaukee Academy of Science.

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 is disclosed to any party, the explanation is also disclosed to the party.

**CONSENT.** Except as to disclosures addressed in the law for which parental consent is not required by the Family Educational Rights and Privacy Act, parental consent is obtained before personally-identifiable information is disclosed to anyone other than officials of participating agencies collecting or using the information under the Individuals with Disabilities Education Act or used for any purpose other than meeting a requirement of the act. The Milwaukee Academy of Science does not release information from education records to participating agencies without parental consent unless authorized to do so under the Family Educational Rights and Privacy Act.

**SAFEGUARDS.** The Milwaukee Academy of Science protects the confidentiality of personally-identifiable information at collection, storage, disclosure and destruction stages. One official at the Milwaukee Academy of Science 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 Milwaukee Academy of Science 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.

The Milwaukee Academy of Science 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.

**TRANSFER OF CONFIDENTIALITY RIGHTS AT AGE OF MAJORITY.** 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 Milwaukee Academy of Science provides any notice required under the Individuals with Disabilities Education Act to the student and the parents.

### **Milwaukee Academy of Science Reporting to County Departments**

Annually, on or before August 15, the Milwaukee Academy of Science reports to the county departments under §§ 51.42 & 51.437, Wis. Stats., the names of resident children who are at least 16, are not expected to be enrolled in an educational program two years from the date of the report and may require services from the county department.

### **Milwaukee Academy of Science Reporting to State**

The Milwaukee Academy of Science has established and implemented policies, procedures and programs that are consistent with state policies and procedures. These policies and procedures that satisfy all state and federal special education requirements are submitted by the Milwaukee Academy of Science to the Department of Public Instruction and remain in effect until the Department of Public Instruction approves modifications submitted by the Milwaukee Academy of Science. These modifications must, however, continue to satisfy all legal requirements. The Milwaukee Academy of Science will modify its policies and procedures to the extent necessary to ensure compliance with the law if the provisions of federal or state laws or regulations are amended, if there is a new interpretation of the Act by federal or state courts or if there is an official finding of noncompliance with federal or state law or regulations.

The Milwaukee Academy of Science files with the Department of Public Instruction information to demonstrate all personnel necessary to carry out the requirements of state and federal special education law are appropriately and adequately prepared. To the extent the Milwaukee Academy of Science determines appropriate, it contributes to and uses the comprehensive system of personnel development of the state.

The Milwaukee Academy of Science provides to the Department of Public Instruction information that is needed for the Department of Public Instruction to meet its responsibilities under state and federal special education laws, including information related to the performance of children with disabilities participating in the Milwaukee Academy of Science's special education programs. The Milwaukee Academy of Science reports its plan for providing special education and related services to children with disabilities to the

Department of Public Instruction on a schedule and using instructions provided by the Department of Public Instruction. The plan includes a program narrative. The report includes:

- the extent to which special education and related services is or is not organized around particular disabilities;
- the licensure and other preparation or experience of special education staff;
- the age ranges of pupils who are children with disabilities;
- the range of severity of disability among children with disabilities;
- the ratio of pupils to full-time equivalent staff including both the ratio of pupils assigned to special education instructional and related services staff and to total special education instructional, support and administrative staff;
- the way parents participate in the development and review of the plan;
- the extent to which children with disabilities receive special education or related services beyond the school term;
- the way the Milwaukee Academy of Science provides for a continuum of alternative placements that addresses the unique needs of children with disabilities and ensures that such children receive their educational programming in the least restrictive environment, including the Milwaukee Academy of Science's use of placements out of the Milwaukee Academy of Science and out of state and private placements;
- the Milwaukee Academy of Science's plan for employing qualified special education and related services staff, evaluating its staff's special education inservice needs and the plan for meeting those needs;
- the Milwaukee Academy of Science's plan for evaluating its system for the design and delivery of special education and related services and for addressing any needs that are identified by the evaluation including all of the following:
  - the Milwaukee Academy of Science's graduation rate for children with disabilities and how the rate compares to the Milwaukee Academy of Science's graduation rate for nondisabled children;
  - the Milwaukee Academy of Science's rate of suspension and expulsion of children with disabilities and how the rate compares to the Milwaukee Academy of Science's rate of suspension and expulsion of nondisabled children;
  - the Milwaukee Academy of Science's overall incidence rate of children with disabilities and the Milwaukee Academy of Science's incidence rates of particular disabilities;
  - the rate of participation of the Milwaukee Academy of Science's children with disabilities in state-wide and district-wide assessments and the results of those assessments;



- the rate of participation of the Milwaukee Academy of Science's children with disabilities in alternative assessments and the results of those assessments;
- the number of referrals and the percentage of those referrals resulting in the provision of special education and related services;
- the number of children with disabilities placed in appropriate, interim alternative educational settings;
- general information about the satisfaction of parents of children with disabilities and adult pupils who are receiving special education and related services with special education and related services;
- general information about persons who no longer attend high school and who received special education and related services provided by the Milwaukee Academy of Science such as whether they are employed, are living independently or are enrolled in post-secondary education;
- a roster of all of the agency's special education and related services staff, their function, their social security numbers and their special education licensure;
- statements of assurance as required by applicable federal law; and
- information relating to access of private school pupils to the Milwaukee Academy of Science's special education and related services.

Annually, the Milwaukee Academy of Science provides a special education performance report to all parents of children enrolled in the Milwaukee Academy of Science and to the Department of Public Instruction that includes the Milwaukee Academy of Science's performance with regard to the factors included in its evaluation of its special education plan, as well as the state-wide average with regard to graduation, suspension and expulsion, incidence, state-wide and district-wide assessment participation rates and results and alternative assessment participation and results.

**Attachment U:  
PLTW Objectives**

# Principles of Engineering

## Unit 1 Definition and Types of Engineering

- Students will have an understanding of engineering and be able to identify engineering achievements through history.
- Students will be able to identify five historical engineering role models, including minorities and women.
- Students will be able to identify problems for engineers to solve in the future.
- Students will be able to define attributes associated with being a successful engineer.
- Understand that an engineering team must work together to solve problems, with each team member having individual and collective responsibilities.
- Understand the role of out-sourcing in the engineering process, and how effective communication is essential.
- Understand how gender-bias, racial-bias and other forms of stereotyping and discrimination can adversely affect communications within an engineering team.
- Understand how ethics influences the engineering process.
- Understand how social, environmental and financial constraints influence the engineering process.
- Students will have an understanding of the difference between engineering disciplines and job functions.
- Students will understand the professional and legal responsibilities associated with being an engineer.
- Students will research and discover the educational requirements to become an engineer.
- Students will become familiar with an area of engineering by preparing for and conducting an interview with an engineer in that field of engineering.

## Unit 2 Communication and Documentation

- Students will compose sketches use proper sketching techniques in the solution of design problems.
- Students will select the appropriate sketching styles for presentation of a design problem to a group.
- Students will use proper proportioning while producing annotated sketches.
- Students will plan and compose a written technical report about the research they conduct about a career field in engineering.
- Students will be able to formulate an organized outline for a technical paper.
- Students will be able to design and create tables, charts, and graphs to illustrate data they have collected.

- Students will evaluate and select an appropriate type of table, chart, or graph to accurately communicate collected data for written work or presentations.
- Students will design and deliver a presentation utilizing appropriate support materials about research they have conducted.
- Students will create and assemble support materials to appropriately demonstrate concepts used in their presentations.

### Unit 3 Design Process

- Students will compose and diagram the product development lifecycle of an invention of their choice and report findings to the class.
- Students will trace the history of an invention and evaluate its effects on society and the environment.
- Students will examine the evolution of an invention to observe and report on how the design process is applied to continuously redesign and improve the product.

### Unit 4 Engineering Systems

- Students will identify and explain the function of the essential components of a mechanical system on a display they create.
- Students will create a display of a mechanical system from a household item they disassemble.
- Students will mathematically explain the mechanical advantage gained and explain the function of the six different types of simple machines in a presentation on the SMET device.
- Students will apply simple machines to create mechanical systems in the solution of a design problem.
- Students will conduct an energy analysis on a section of their home and calculate the heat loss through walls and windows.
- Students will research and evaluate systems undergoing thermodynamic cycles for efficiency and present findings to the group.
- Students will give an oral presentation incorporating the first and second laws of thermodynamics, describing the concept and function of a heat engine of their choice.
- Students will evaluate and select specific fluid power sources for different functions.
- Students will create a flow diagram schematic sketch and compare it to an actual fluid power circuit during a presentation to the class.
- Students will mathematically calculate and explain the work being done by a specific fluid power device as part of an oral presentation.

- Students will safely demonstrate proper setup and adjustment of a fluid power system.
- Students will create schematic drawings to facilitate experimental measurements of electrical circuits.
- Students will apply ohm's and watt's laws in designing safe electrical circuits.
- Students will appraise community needs and evaluate the impact supplying electrical generation has on their communities.
- Students will be able to estimate current consumption by a circuit and be able to compare estimates to accurate measurements they perform
- Students will design, diagram and implement a program to control a device they construct to perform a sorting operation.
- Students will select and apply concepts of mechanical, electrical, and control systems in solving design problems.
- Students will formulate a plan for evaluating the functioning of their sorting device and to make appropriate changes in design, circuitry or programming.
- Students will demonstrate and defend their solution to the design problem in an oral presentation to the class.

### **Unit 5 Statics and Strength of Materials**

- Students will mathematically analyze a simple truss to determine types and magnitude of forces supported in the truss.
- Students will be able to define, describe and analyze the stresses and forces acting on an object.
- Students will design, construct and test a model bridge to support the greatest amount of weight per gram of bridge mass.
- Students will prepare and present a mathematical analysis of a truss design as part of a 5 minute oral presentation about their bridge design.
- Students explain the use of factors of safety in the design process.
- Students will be able to explain the difference between the area of a cross section of an object and the second moment of the area (Moment of Inertia) and predict the relative strength of one shape vs. another.
- Students will be able to use a computer aided engineering package to analyze a shape.
- Students will explain the effects that stress has on a material and explain how the material will react.

## Unit 6 Materials and Strength of Materials

- Students will be able to identify and differentiate the five basic categories of solid engineering materials.
- Students will be able to compare and contrast the physical properties of organic, metals, polymers, ceramics, and composites.
- Students will be able to trace the production of raw material to finished product.
- Students will be able to identify practical applications of each material category to engineered products and processes.
- Students will be able to collect, analyze, and test samples of the four basic materials.
- Students will be able to document and present laboratory data related to studies of material classifications.
- Students will be able to identify and document the properties of materials.
- Students will be able to design an experiment to identify an unknown material.
- The student will be able to formulate conclusions through analysis of recorded laboratory test data for presentations in the form of charts, graphs, written, verbal, and multi-media formats.
- Students will be able to analyze word problems about forces acting on materials
- Students will be able to define and state examples of the major categories of Production Processes.
- Students will be able to analyze a component of a product and describe the processes used in its creation.
- Students will be able to interpret a drawing and produce a part.
- Students will give an oral presentation on the production processes used to create products from a category of materials and a demonstration about one of the processes.
- Students will be able to state the difference between mass and weight.
- Students will be able to utilize a variety of precision measurement tools to measure appropriate dimensions, mass, and weight.
- Students will be able to understand and explain why companies have a need for quality control and will describe what customers and companies refer to when the term "quality" is used.
- Students will be able to calculate the mean, median, mode, and standard deviation for a set of data and apply that information to an understanding of quality assurance.
- Students will be able to explain the difference between process and product control.
- Students will be able to distinguish between the characteristics of quality in a final product and the control of quality in each step of a process.

- Students will understand how control charts are used in industry and will be able to predict whether a process is “out of control,” or not by using a control chart.
- Students will be able to describe and safely conduct destructive and non-destructive material testing and will be able to use the data collected through these tests to compute and document mechanical properties.
- Students will be able to analyze a product that breaks and be able to explain how the material failed.

### **Unit 7 Engineering for Reliability**

- Students will be able to diagram a system and identify the critical components.
- Students will be able to mathematically estimate chance of failure of a system given information on certain components.
- Students will list the causes of failure and be able to propose solutions.
- Students will prepare and defend a position on an ethical engineering dilemma.
- Students will research the engineering, legal, social, and ethical issues related to a final design developed in a case study.
- Students will analyze an engineering failure for the purpose of presenting an aural report which identifies; causes, damage done, design failures, and other areas where the failure has impacted the environment or society.
- Students will prepare a written report explaining their analysis of an engineering failure.

### **Unit 8 Kinematics**

- Students will be able to explain the difference between distance traveled and displacement.
- Students will design and build a device for the purpose of conducting experiments of acceleration, displacement, and velocity.
- Students will be able to explain how velocity and acceleration are calculated.
- Students will be able to calculate range and initial acceleration from data they record from experiments.
- Students will design and produce a three fold pamphlet to include an explanation of their ballistic device, drawings and a summarization of data recorded from experiments.
- Students will be able to analyze test data and utilize the results to make decisions.

# Introduction to Engineering Design

## Unit 1 Introduction

- Students will develop an appreciation of how the history of art has influenced innovations in the field of engineering, and explain the impact of artistic expression as it relates to consumer products.
- Students will research how artistic period and style have influenced product and architectural design.
- Students will explore the design concept of form and function and explain its use in product design.
- Students will explore the evolution of technology and be able to identify engineering achievements through history.
- Students will research the chronological development and accelerating rate of change that innovations in tools and materials have brought about over time as it relates to a given consumer product.
- Students will review the history of measurement tools and identify two innovations that have led to improved functionality of that tool.
- Students will explore a given professional organization and summarize in a short PowerPoint presentation the range of services provided by the organization.
- Students will identify career opportunities in design engineering and explain their job functions.
- Students will explore career opportunities in a given engineering field and list the educational requirements for each profession.

## Unit 2 Introduction to Design

- Students will list the seven steps of the design process and explain the activities that occur during each phase.
- Students will assess the value of working as a team and understand the benefits of collaboration.
- Students will realize the importance of focusing on detail when executing the design process.
- Students will apply the steps of the design process to solve a variety of design problems.
- Students will investigate the principles and elements of design and demonstrate their use in the design process.
- Students will identify the use of the principles and elements of design in various products, print media, and art forms.



- Students will express their understanding of the principles and elements of design by incorporating them in design solutions.
- Students will collect and display examples of the application of the principles and elements of design utilized in products, print media, and art forms.

### **Unit 3 Student Portfolio Development**

- Students will identify the proper elements of a fully developed portfolio.
- Students will identify and discuss the ethical issues surrounding portfolio artifacts.
- Students will compare and contrast defined elements of a good portfolio specified in the PowerPoint presentation to the sample provided in the PLTW Design Resource Guide.
- Students will develop a portfolio to organize and display evidence of their work.

### **Unit 4 Sketching and Visualization**

- Students will integrate proper sketching techniques and styles in the creation of sketches.
- Students will demonstrate the ability to produce two-dimensional geometric figures.
- Students will select and produce the appropriate pictorial style to best communicate solutions in the design process.
- Students will formulate pictorial sketches to develop ideas, solve problems, and understand relationships during the design process.
- Students will create sketches utilizing both the additive and subtractive methods to assess underlying geometric and perceptual principles.
- The student will select a sketching method that is efficient in its use of color, form, and symbols representing abstract data.
- Students will augment pictorial sketches with shading to improve communication.
- Students will evaluate and select the necessary views to graphically communicate design solutions.
- Students will interpret annotated sketches in the design analysis process.
- Students will integrate annotated sketches in presentations, portfolio, and documentation process.
- Students will develop properly annotated sketches to accurately convey data in a design solution.

## Unit 5 Geometric Relationships

- Students will define and contrast points, lines and line segments.
- Students will identify major geometric shapes (isosceles triangle, right triangle, scalene triangle, rectangles, squares, rhombus, trapezoid, pentagon, hexagon, and octagon).
- Using a compass, ruler and triangle students will construct various geometric shapes.
- Students will define the elements and types of angles.
- Using a compass, ruler and triangle students will construct and bisect various types of angles.
- Students will define terminology associated with arcs and circles.
- Using a compass, ruler and triangle students will construct arcs, circles and ellipses.
- Students will distinguish and define geometric constraints.
- Students will identify the following geometric constraints in given three-dimensional models: horizontal, vertical, parallel, perpendicular, tangent, concentric, collinear, coincident, and equal.
- Students will apply the right hand rule to identify the X, Y, and Z axes of the Cartesian Coordinate System.
- Students will apply a combination of absolute, relative, and polar coordinates to construct a three-dimensional model.
- Students will define the origin planes in the Cartesian Coordinate System.
- Students will identify the origin and planar orientations of each side of a three-dimensional model.

## Unit 6 Modeling

- Students will experience the creative thinking process.
- Students will recognize the difference between vertical and lateral thinking.
- Students will categorize and select a solution to a problem.
- Students will communicate their idea through written and verbal formats.
- Students will identify the different graphical method of data representation.
- Students will select the appropriate graphical format to a problem.
- Students will analyze and develop graphical representation of given data.
- Students will have an understanding of the different physical modeling techniques.
- Students will present a model with its correct proportions.
- Students will select the appropriate modeling materials to complete a three-dimensional model.

- Students will evaluate a problem using mathematical formulae.
- Student will analyze a solution to a problem using the correct format of analysis.
- Students will interpret a sketch and generate a model using a computer and a CAD software package.
- Students will explain the difference between parametric and adaptive designs and be able to specify their uses.
- Students will draw a two-dimensional sketch using a CAD package.
- Students will apply geometrical and dimensional constraints to a sketch. 5. Students will demonstrate the ability to generate a three-dimensional model.
- Students will understand and demonstrate the use of work features and how they are applied while constructing a solid model.
- Students will recognize the use and need of work planes, axes, and points in the development of a computer model.
- Students will demonstrate the ability to modify a sketch or feature of a model.

### Unit 7 Assembly Modeling

- Students will explore and demonstrate assembly modeling skills to solve a variety of design problems.
- Students will understand and apply the base component effectively in the assembly environment.
- Students will place and create components in the assembly modeling environment.
- Students will create circular and rectangular patterns of components within an assembly model.
- Students will replace components with modified external parts.
- Students will perform part manipulation during the creation of an assembly model.
- Students will explore and demonstrate assembly modeling skills to solve a variety of design problems.
- Students will explore and demonstrate assembly modeling skills to solve a variety of design problems.
- Students will perform part manipulation during the creation of an assembly model.
- Students will apply assembly constraints to successfully construct a multi-part object.
- Students will utilize part libraries effectively during the assembly modeling process.
- Students will explore and demonstrate assembly modeling skills to solve a variety of design problems.
- Students will employ sub-assemblies during the production of assemblies.

- Students will explore and demonstrate assembly modeling skills to solve a variety of design problems.
- Students will understand and apply drive constraints to simulate the motion of parts in assemblies.
- Students will explore and demonstrate assembly modeling skills to solve a variety of design problems.
- Students will explore, understand, and apply adaptive design concepts during the development of sketches, features, parts, and assemblies.
- Students will explore and demonstrate assembly modeling skills to solve a variety of design problems.

### **Unit 8 Modeling Analysis and Verification**

- Students will demonstrate how to extract mass properties data from their solid models.
- Students will evaluate the accuracy of mass properties calculations.
- Students will describe how analysis data can be used to update parametric models.
- Students will list and explain the various mass property calculations, such as, volume, density, mass, surface area, centroid, moment of inertia, products of inertia, radii of gyration, principal axes, and principal moments, and how they are used to evaluate a parametric model.
- Students will interpret and use correct tolerancing techniques when dimensioning solid models.
- Students will understand and solve tolerance problems, including limits and fits.
- Students will understand the differences between clearance fit, interference fit, and allowance.

### **Unit 9 Model Documentation**

- Students will select the appropriate sheet size and title block for creating a drawing layout.
- Students will translate a three-dimensional drawing or model into corresponding orthographic drawing views.
- Students will describe the purpose, and/or application, of the following drawing views: isometric view, section view, auxiliary view, and detail view.
- Students will generate an isometric view from orthographic drawing views.
- Students will determine the correct application for the various section views required to illustrate an object's internal detail.
- Students will describe the purpose and application of hatch marks and a cutting plane line, as used in a section view.
- Students will create the appropriate section view for a specified application.

- Students will create a detail view that corresponds to the appropriate orthographic drawing view.
- Students will create an auxiliary view to show the detail on an inclined surface of a drawing object.
- Students will list the common dimensioning standards.
- Students will identify and demonstrate the use of common dimensioning systems.
- Students will describe the characteristics and demonstrate the use of unidirectional and aligned dimensioning.
- Students will differentiate the use of and demonstrate an understanding of size and location dimensions by applying these types of dimensions to annotated sketches and drawings.
- Students will demonstrate appropriate dimensioning rules and practices.
- Students will set up and integrate the use of a customized common dimensioning standard.
- Students will identify and demonstrate the use of dimensioning practices on section, auxiliary, and assembly models. 8.
- Students will define and demonstrate an understanding of tolerancing, and solve tolerance problems.
- Students will apply appropriate annotations on sketches and drawings.
- Students will understand and formulate general and proprietary specifications to further communicate information relating to product design.

### **Unit 10 Presentation**

- Students will demonstrate the following communication techniques: voice variation, eye contact, posture, attire, practice and preparation, and projecting confidence.
- Students will have an understanding of various forms of visual aids and when to use them in a presentation.
- Considering the audience and level of formality, students will select the most appropriate type of visual aid for a presentation.
- Considering the audience and level of formality, students will select the most appropriate type of written documentation for a presentation.
- Students will identify the elements of the various forms of written documentation.

### **Unit 11 Production**

- Students will recognize the need to involve all of the manufacturing team members in the decision making process of designing a product.

- Students will be able to categorize manufacturing specifications and constraints needed to produce a product.
- Students will be able to evaluate material characteristics for manufacturing a specific product and identify the correct manufacturing process needed to produce that product.
- Students will evaluate and apply the correct machine process.
- Students will recognize the need to limit the number of processes used to manufacture a product.
- Students will develop an understanding of process routing.
- Students will distinguish the differences between CNC, FMS, and CIM.
- Students will explain the need for a company to minimize material handling by procurement of materials in a timely fashion. Students should explain the JIT process.
- Students will identify the need to perform a cost analysis of a product.
- Students will interpret data, which has been statically analyzed, to ensure product quality.
- Students will identify the need to evaluate the areas of manpower and facility requirements.
- Students will recognize the need to protect a product for shipping. 2. Students will analyze aesthetic requirements to enhance packaging for the consumer.

### Unit 12 Marketing

- Students will define, explain, and demonstrate an understanding of common vocabulary words used in association with product cost analysis.
- Students will formulate a product cost analysis for a given product.
- Students will demonstrate an understanding of packaging design requirements.
- Students will design a package for a given product.

Attachment V:  
Comprehensive Literacy  
Organizers

**Milwaukee Academy of Sciences Comprehensive Literacy Organizer**  
**Second Grade Monthly Literacy Milestones (Assessments in parentheses)**

- September:** Can recognize 100% of letter names and give sounds (Brigance?)  
Can identify 90% of single consonant sounds in initial and final positions (Open Court?)  
Knows 50 first grade word wall/sight words (Adapt Open Court list, running record)  
Correct initial consonants, final consonants, and previously-taught sight words appearing in developmental spelling (writing samples)  
Can segment and blend at phoneme (individual sound) level (Adapt Open Court or Brigance)  
Can identify number of sounds in words (Adapt Open Court or Brigance)  
Reads decodable passage with 90% or more accuracy at 40 WPM (running record)  
Student can preview and make predictions (use running record)  
Student looks for pronounceable parts in unknown words (running record prompt)
- October:** Knows short vowel word families and can segment and blend new words with single consonants VC, VCC, CVC Ack, all, am, an, ank, ap, ash, at, ell, en, est, ick, ib, ill, in, ing, ink, it, ock, op, or, uck, ug, ump, un, unk, us (running records, word lists)  
Vowels appear in developmental spelling (writing samples)  
Can recognize 62 word wall/sight words (running records/Open Court)  
Can recognize and pronounce short vowel sounds (running records)  
Can blend, read and spell CVC words/closed vowel patterns (running records)  
Reads decodable passage with 90% or more accuracy and expression at 50 WPM  
Student can make connections to self and world  
Student self-corrects at least 1/3 of errors (last three assessed on running record)
- November:** Can distinguish whether 2 words rhyme and produce rhyming words (?)  
Can blend, recognize and pronounce consonant digraphs (sh, ch, wh, th) (running records)  
Can recognize 75 word wall/sight words (running records)  
Starts to make connections to vowel/pattern chart (observations)  
Reads decodable passage with 90% or more accuracy and expression at 60 WPM  
Student uses context clues for meaning of words and phrases (running record)
- December:** Can blend, recognize and pronounce CCVC, CCVCC words (running records)  
Can recognize 88 word wall/sight words (running records)  
Student can identify story elements (character, setting, plot, beginning, middle, end) (running record)
- January:** Can recognize 100 word wall/sight words  
Reads decodable passage with 90% or more accuracy and expression at 70 WPM  
Digraphs appearing in developmental spelling (writing samples)  
Uses capitals correctly for proper nouns and beginning of sentences (writing sample)
- February:** Can recognize 112 word wall/sight words (running records)  
Reads decodable passage with expression and 90% or more accuracy at 75 WPM  
Knows silent e vowel word families and can make new words with single consonants, blends, and digraphs (ake, ale, ame, ate, ice, ide, inc, oke) (dictation)  
Can blend, recognize and pronounce CVCE, CCVce words (running record)



Long vowel markers appearing in developmental spelling  
Uses periods, question marks, exclamation points correctly. (writing sample)

March: Can recognize 125/word wall/sight words (running records)  
Can blend, recognize, and pronounce CVVC words (running record)  
Knows two-vowel word patterns "talkers" -ain, ail, ay, eat (running record)  
Reads decodable passage with expression and 90% or more accuracy at over 80 WPM (running record)  
Can tell main idea of non-fiction passage (running record)

April: Can recognize 137/word wall/sight words (running record)  
Can blend, recognize, and pronounce v + r words (running record)  
Knows irregular word patterns -ight, -or (running record)

May: Can recognize all 150 sight words  
Can blend, recognize, and pronounce words with diphthongs (running record)  
Knows two-vowel word patterns diphthongs aw, ow, oi (running record)  
Reads decodable passage with expression and 90% or more accuracy at over 90 WPM

**Milwaukee Academy of Sciences Comprehensive Literacy Organizer**  
**Third Grade Monthly Literacy Milestones (Assessments in Parentheses)**

**September** Knows 100 first/second grade word wall/OC high frequency words (Student prompt sheet)  
Correct initial consonants, final consonants, basic vowel patterns (short, long, silent e), and previously taught sight words appearing correctly in spelling (writing samples/**dictation**)  
Reads DIBELS fluency checks with 90% or more accuracy at 30 WPM  
Student can make predictions and identify story elements (use cold comprehension checks)  
Student looks for pronounceable parts in unknown words (**DIBELS query**)  
Starts to **make connections** to vowel/pattern chart (observations)

**October** Knows short vowel word families and can segment and blend new words with single Consonants VC, VCC, CVC Ack, all, am, an, ank, ap, ash, at, ell, en, est, ick, ib, ill, in, ing, ink, it, ock, op, ot, uck, ug, ump, un, unk, us (**Student prompt word lists**)  
Long vowel teams are represented in spelling (*bote for boat, fete for feet*) (writing samples)  
Can recognize 120 word wall/sight words (Student prompt)  
Can blend, read and spell CVC words/closed vowel patterns (Student prompt)  
Reads DIBELS fluency checks with 90% or more accuracy and expression at 40 WPM  
Student can make connections to self and world and other text (cold comps)  
Student self-corrects at least 1/3 of errors (Observe DIBELS)

**November:** Can recognize 150/word wall/sight words (Student prompt)  
Reads DIBELS fluency checks with 90% or more accuracy and expression at 50 WPM  
Student uses context clues for meaning of words and phrases and for word identification as appropriate (Query DIBELS)  
Can blend, recognize and pronounce compound words (Student prompt)

**December:** Can blend, recognize and pronounce silent e words and vowel teams also known as final e and talkers on vowel pattern chart (Student prompts)  
Can recognize 170 word wall/sight words (Student prompt)  
Student can identify story elements (character, setting, plot, beginning, middle, end) (cold comps)  
Reads DIBELS fluency checks with 90% or more accuracy and expression at 60 WPM

**January:** Can recognize 180 word wall/sight words (Student prompt)  
Reads DIBELS fluency checks with 90% or more accuracy and expression at 70 WPM  
Uses capitals correctly for proper nouns and beginning of sentences (writing sample)  
Can identify main idea of nonfiction story (cold comps)